

## ROCHESTER SCHOOL COMMITTEE MEETING

### ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

### MEETING MINUTES

August 29, 2024

Regular meeting of the Rochester School Committee was held on Thursday, August 29, 2024 at 6:00pm. This meeting was held in-person and there was also a zoom link available.

**COMMITTEE MEMBERS PRESENT:** Sharon Hartley, Katherine Duggan (arrived at 6:26pm after building tour), Anne Fernandes, Robin Rounseville and Joshua Trombly (all in-person).

**COMMITTEE MEMBERS ABSENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Howard Barber, Assistant Superintendent of Finance & Operations (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Jaime Curley, Assistant Superintendent of Student Services (in-person), Heidi Letendre, Principal (in-person); Charles West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:02pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set and the meeting is being recorded. The school committee, administration and everyone present stood and recited the Pledge of Allegiance. She added that it is always exciting to have a new school year, a fresh new beginning. She shared the following quote, "Welcome new beginnings with open arms, for they are the gateway to growth".

#### **Tour of Building**

Mr. Jones, Facilities Director, escorted the school committee members present around Rochester Memorial School to discuss summer updates and happenings from his standpoint.

#### **Recognition**

Superintendent Nelson, Chairperson Hartley and the school committee recognized the new staff members joining the Rochester Memorial School team for the 2024-2025 school year. Please refer to appendix A.

#### **I. Approval of Minutes:**

1. A. Approval of Minutes – Regular Session

##### **Recommendation:**

That the School Committee review and approve the minutes of June 6, 2024

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of June 6, 2024 as amended

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

MOTION: Ms. Fernandes to approve the Regular Meeting minutes of August 19, 2024 as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

#### **IV. General**

##### **A. Opening Day Update**

##### **Recommendation:**

That the School Committee hear an update from administration.

Superintendent Nelson shared his welcome back message to staff and opening day schedule, which included a meet and greet breakfast for staff to reconnect and opening remarks in which he recognized the years of service of staff. Dr. Fedorowicz also provided a recap of the work completed thus far for Vision2028 and plans for the coming years. Superintendent Nelson then shared that a keynote presentation 'Every Kid Deserves a Champion' was provided by Steve Maguire, M.Ed. Steve has been a full-time school teacher for 24 years. He teaches Meteorology, Astronomy, Environmental Science, Forensics, Oceanography and Ornithology at Scituate High School in Scituate, MA and he was well received by the faculty and staff. Then the faculty and staff returned to their respective school buildings in which the principals took the lead with faculty meetings and more, in preparation for the start of the

school year.

## **B. Approval of Donation(s)**

### Recommendation:

That the School Committee review the following books:

- Donated by the Plumb Memorial Library: *CLUB CSI Series: The Case of the Mystery Meat Loaf, The Case of the Disappearing Dogs and The Case of the Ruined Ham*, by David Lewman, *Galaxy Zack Series: A Green Christmas!, A Galactic Easter!, A Haunted Halloween and Space Camp* by Ray O’Ryan and Jason Kraft, *The Last Musketeer #2: Traitor’s Chase* by Stuart Gibbs, *Sing with Me, Lucy McGee* by Mary Amato and Jessica Meserve, *Raymie Nightingale* by Kate DiCamillo, *Batting Order* by Mike Lupica, *The Glass Town Game* by Catherynn Valente, *Louisiana’s Way Home* by Kate DiCamillo, *Falling In* by Frances O’Roark Dowell, *The London Eye Mystery* by Siobhan Dowd, *Wyatt Burp Rides Again (Adventures of Jo Schmo, Book 2)* by Greg Trine, *Another Whole Nother Story* by Cuthbert Soup, *A Whole Nother Story* by Cuthbert Soup, *H.I.V.E. Series: Higher Institute of Villainous Education, Escape Velocity, Dreadnought, Rogue and Zero Hour* by Mark Walden, *Goosebumps HorrorLand Series: Dr. Maniac vs. Robby Schwartz and Who’s Your Mummy?* By R.L. Stine, *Palace of Dreams* by Adam Jay Epstein, *Ellis Island: An Interactive History Adventure* by Michael Burgan, *Attack of the 50-ft Cupid* by Jim Benton, *The Princess, The Scoundrel and The Farm Boy (Star Wars A New Hope)* by Alexandra Bracken, *Circle of Heroes* by Adam Jay Epstein and *Field Trip* by Gary Paulsen
- Donated by RMS PTO *I Survived the Battle of D-Day, 1944*

MOTION: Ms. Duggan to approve the books donated by the Plumb Library and RMS PTO as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

- Donated by community member Sarah Bourque *Granite* by Susan Butcher

MOTION: Ms. Rounseville to reject the book *Granite* because it does not meet the criteria of the library selection materials

SECONDED: Ms. Duggan

### **SCHOOL COMMITTEE FEEDBACK:**

Mr. Trombly shared that he read the book and in his opinion, it is a fantastic, inspiring book about the first woman to finish in the top ten of the Iditarod. She was dyslexic, born in Massachusetts. He questioned following policy, if professional examination by library media specialist, the book does not meet the criteria for inclusion. He said the documentation states ‘due to the lack of professional reviews’, and questioned if the library media specialist professionally examined the book because he finds it hard to believe that anyone who read the book would not find it to be excellent. He does not want to dismiss, as it was a community member that donated it. He does recognize how things have been in the past but he believes the policy does say they have the last call on it. He wants to make sure everyone has a chance to look at it and it’s not clear if the library media specialist had a chance to look at it and if it could be tabled until the next meeting.

Superintendent Nelson confirmed that this is the recommendation from the library media specialist but the school committee does make the decision to accept it or not. Dr. Fedorowicz confirmed that in terms of book donations, there is a set, consistent process for each book to keep a level playing field for what comes into the library. Topic aside, the book has to go through the process, which includes looking at the reviews. The library media specialist looks for professional reviews as part of the criteria. She suggested maybe looking for a book on this topic that does have professional reviews on it as well.

Mr. Trombly shared that the list in the policy does say that other sources can be used for reviews, which in the other books approved this evening reviews that are not on that list are utilized. The library website link to look at current books, it directs to Good Reads and Amazon. He would like more consistency among these. Ms. Fernandes added that part of the policy is that selection is not limited to the sources, which are then outlined below. She asked what other sources are used. Dr. Fedorowicz said the rubric and the process from the policy related to selecting a book are followed. Ms. Fernandes confirmed that this book was rejected because there was no review. Dr. Fedorowicz confirmed yes.

Ms. Fernandes asked what if a classroom teacher found this book that it met a thematic need in her classroom, would it be allowed. Dr. Fedorowicz shared in terms of classroom libraries, the librarians may vet the book but it could be a possibility a teacher utilizes professional judgement for a specific topic. Mr. Trombly asked if the librarian made a professional examination or just used reviews. Dr. Fedorowicz confirmed the librarians do a review of the book donated as well.

Ms. Rounseville shared that she first, trusts the librarian, her training and her judgement. This is the criteria that has been used to judge the books, and she does not want to deviate from the criteria that they have used all along when books do not have reviews. Chairperson Hartley added that when she had a question about a book in the past, she met with the librarian and discussed the process in great detail. She said there is a policy and procedures and there needs to be some standard.

Ms. Duggan asked if the school committee approved the book, would it go in the library. Superintendent Nelson said yes, even though it does not meet the criteria, the school committee has the final decision. Mr. Trombly reiterated tabling the subject to the next meeting so everyone could review. Ms. Rounseville shared that it does not meet the criteria they have been using, then it doesn’t. It’s the criteria

they have already set up and been using.

Ms. Duggan asked about books in the library that community members questioned, there was a separate review process -could be this be used. Superintendent Nelson shared that one is the donation process and one is a review request for library materials. Dr. Fedorowicz added that these processes are for consistency.

MOTION PASSED (3:2) Hartley: yes, Duggan: yes, Fernandes: no, Rounseville: yes, Trombly: no

### **C. Approval of School Improvement Plan**

#### Recommendation:

That the School Committee review the 2024-2026 School Improvement Plan for Rochester Memorial School.

Superintendent Nelson explained that the first year of Vision2028 concluded in June, along with one-year school improvement plans.

New, a two-year school improvement plan was shared with the school committee for review and approval this evening.

Principal Letendre thanked the school council for their input and feedback on the draft plan, then she presented the School Improvement Plan. Please see appendix B.

#### **SCHOOL COMMITTEE FEEDBACK:**

Ms. Rounseville asked for further explanation of the teacher leaders. Principal Letendre shared that they would work district-wide with teacher leaders from the other schools on things such as curriculum writing, but the full job description is still in the works with Dr. Fedorowicz. Dr. Fedorowicz added that they are grant funded positions that would also be a part of instructional council and be a liaison and supportive role to assist teachers, especially with new programs.

MOTION: Ms. Fernandes to approve the 2024-2026 School Improvement Plan as presented

SECONDED: Ms. Rounseville

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

### **D. Open Comment Discussion**

#### Recommendation:

That the School Committee continue to discuss open comment.

Chairperson Hartley explained that this was a follow up discussion from the June meeting in which the school committee discussed the location of public comment on the agenda. She asked the members if there was interest in continuing the conversation.

Ms. Duggan asked if Chairperson Hartley had conferred with other chairpersons and what the feedback was. Chairperson Hartley shared that the feedback was that the meetings are business meetings to conduct business unlike some other meetings within the town. Ultimately, they agreed to keep public comment at the end of the agenda with the Chairperson having the ability to move it to the start of the agenda if they deem it helpful based on the agenda topics of the meeting.

MOTION: Ms. Duggan to move public comment to the beginning of the school committee meetings

SECONDED: Mr. Trombly

#### **SCHOOL COMMITTEE FEEDBACK:**

Ms. Rounseville shared that they have heard from many community members and she is concerned that at times the tenor has become disrespectful. She wants the community to remember that the school committee members are volunteers and that it is hard to take emotion out of some topics, but it needs to be respectful. Another concern she shared was that only the people at the meeting are getting a chance to share their opinion but not all comments, opinions or input happens during public comment. School committee members interact with the community members every day out in public, receive emails or phone calls, etc. Mr. Trombly shared that he is an advocate for moving public comment to the beginning of the meeting and agrees with Ms. Rounseville in regards to respectful dialogue. He believes that it can get frustrating as an audience member when an item is voted on before you can share your comments and then have to wait for the end of the meeting. He hopes that things would be more respectful if community members can say their peace at the beginning of the meeting.

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

### **E. Communication with the School Committee**

#### Recommendation:

That the School Committee discuss how community members communicate with school committee members.

Ms. Fernandes made a motion to discuss communication with the school committee.

Ms. Fernandes shared she had received feedback that community members would like to have their concerns addressed during the school committee meeting. She shared that she came across a school committee that entertained emails during the meeting that either were shared prior to the meeting or during the meeting which were answered by school committee members and/or

administration. Chairperson Hartley asked if now having public comment at the beginning of the meeting, if that would meet the need. Ms. Fernandes said yes in one way, but no in that, community members could email during the meeting. Public comment does not allow us to discuss the comments from the community member during the meeting. Ms. Duggan said prior to a meeting, individuals can email a concern. During a meeting would be another thing, and how would the question be vetted. Ms. Fernandes said they could table this discussion and she could do more research on the model she has. Ms. Rounseville discussed wondering how that would take place during the meeting logistically. Mr. Trombly said currently if someone has something to discuss or add to the agenda, it goes through the Chairperson. Chairperson Hartley confirmed that was correct. Motion was withdrawn.

#### **IV. New Business**

##### **B. Business**

##### **1. Financial Report**

###### Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported that the Rochester School District is currently finalizing the operating funds from FY24 with the town accountants.

##### **2. Food Services Report**

###### Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) as follows:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- We encourage families to complete the online meal benefit application, if you feel as though you meet the federal income requirements.
- We had a successful summer feeding all of the district students during the Acceleration Academy.
- The Food service team participated in a full day of professional development training on 08/27.
- Fun Fact: in SY 23-24 Rochester Memorial Cafe served: *24,121 School Breakfast and 49,009 School Lunches*

##### **3. Facilities Report**

###### Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) as follows:

- The firefighting systems have been inspected, tested, and serviced, including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers.
- Replace compressors in two Roof Top Units. RTU's
- Preserved and painted front entrance.
- Completed an internal cleaning of all HVAC Ducting.
- Completed annual air quality inspection and testing.
- All fields and grounds will be ready for opening day.
- Conducted minor preventative maintenance on facility, ground support equipment and machinery.

#### **PERSONNEL**

The following staff members were hired for the 2024-2025 school year.

Dr. Jaime Curley – Assistant Superintendent of Student Services

Heidi Letendre –Principal

Carla Correia – Lunch/Recess Aide

Geralyn Gherard – Instructional Assistant

Alex Sylvaria – 4<sup>th</sup> Grade Teacher

The following staff members retired/resigned/non-renewal.

Amanda Audette – Grade 6 Teacher

Lynda Parker – Instructional Assistant

Lynne Arruda – Instructional Assistant

Kelly Freitas – Lunch/Recess Aide

#### **CHAIRPERSON'S REPORT:**



Chairperson Hartley shared briefly that she met with Superintendent Nelson over the summer several times and the Rochester School Committee met early in August to review the student handbook for the 2024-2025 school year.

### **CENTRAL OFFICE ADMINSTRATOR'S REPORT:**

Superintendent Nelson thanked the staff that worked throughout the summer including the technology team, transportation team for prepping upcoming bus routes and also those faculty and staff that supported over 250 students between the SAIL Summer Program and about 150 students in the one week Summer Acceleration Academy. He also thanked Mr. West, one of the co-directors of the SAIL program for his leadership. He shared that he visited RMS earlier in the day and the building looks great but more importantly the students are happy and the building is thriving already.

*Dr. Fedorowicz reported the following: New Teacher Induction was held last Thursday and we had a terrific turnout. New teachers received an overview of Teaching and Learning, Technology, and Student Support services before heading to their buildings. So fun to meet the new teachers! Thank you to the new teachers for a great day and a special thank you to the mentors, principals and administrators supporting our new teachers. I also want to thank Kim Read for the time and energy she took by creating a welcoming setup for our new teachers.*

*Our full PD day was held on Tuesday, August 27 to start the year. We had targeted PD to start the year around curriculum. Science focused on training from Amplify Science and teachers had time to collaborate on OSE units. Our Social Studies teachers dove into the Investigating History units in preparation for the school year. Our literacy teachers were able to do the next unit of Science of Reading, worked on DIBELS data analysis and had horizontal collaborative planning time together across all districts- grade 3 from RMS collaborated with grade 3 in Marion and Mattapoissett to share ideas.*

*Literacy is in year two this year. We are continuing to partner with the HILL to work on DIBELS assessments, which has the dyslexia screener embedded in it, and data to align and improve our instructional strategies to meet the various needs of students.*

*This is where we are starting the year and we are off to a great start! I was here on opening day with Heidi and Charley and they did a marvelous job having the school ready to go! Kids and teachers were excited to be back and it is just a warm and welcoming place to go to school. I am looking forward to the continued work and support with all of you for this coming year! I think it will be a wonderful year!*

*Dr. Curley reported the following: Thank you for your warm welcome. I feel very fortunate to be here. Great meeting staff on Monday and welcoming students yesterday. To share a little about myself, I spent 18 years in Dennis-Yarmouth working as a para, special education teacher, school psychologist and then two years as the Director of Pupil Services. The last seven years I worked in Mashpee Public Schools as the Director of Special Education.*

*This year I plan to continue meeting with principals and special education teams to learn the strengths of the districts and the areas for improvement. I will also be working with principals to set up Meet & Greets for parents at each building. I plan to be visible throughout the district (open houses, events, etc.), spend time meeting and getting to know staff and students and to learn about the communities of Marion, Mattapoissett, and Rochester.*

*On Tuesday, August 27<sup>th</sup> I conducted a new IEP training with staff which will be ongoing throughout the year. I know a training was offered for families last year through SMEC, but we do plan to offer additional parent trainings this year as well regarding the new IEP.*

### **PRINCIPAL'S REPORTS**

#### **Ms. Letendre reported the following:**

##### Staffing Updates:

This year Rochester Memorial School has welcomed 4 new staff members to our team.

Our new faculty include:

- Mr. Alex Sylvaria, 4th Grade Teacher
- Mrs. Melissa Mills, Paraprofessional
- Mrs. GERALYN Gherard, Paraprofessional
- Mrs. Carla Correia, Lunch/Recess Monitor

Changes in Staffing Assignments:

- Mrs. Catherine Staier is teaching kindergarten this year
- Ms. Caitlyn Coelho, special education teacher will be working with the 4th grade team this year
- Mrs. Bridgit Wollenhaupt, special education teacher will be working with the 6th grade team

We have had a wonderful start to the school year at Rochester Memorial School. Our hallways and classrooms have been buzzing with excitement and positivity since Monday, August 26th. Our teachers and students have filled the school with smiles, laughter

and a warm welcome.

- The first day of kindergarten is Friday, August 30, 2024.
- The Project Grow Preschool has their Parent/Guardian Orientation this evening. Project Grow students start Tuesday, September 5th for our Tuesday/Thursday students and Wednesday, September 6th for our Monday/Wednesday/Friday

#### Enrollment:

- New Student Orientation was held on Monday, August 26th at 5:00 PM for the newly enrolled RMS students and families.
- Total number of new students is 19 with one registration pending.
- We have 4 new preschool students entering Project Grow with 5 registrations pending.
- Total enrollment as of August 27th is 475, which includes the 6 pending registrations.

#### Curriculum and Instruction Updates:

- Professional Development took place on Tuesday, August 27th.
- Teachers continued their work on the Science of Reading Modules as well as reviewed June DIBELS data to begin thinking about their instructional groupings for their current cohort of students.
- Teachers received the IntoReading Pacing Guide and Assessment Schedule for the school year.
- This year, our reading interventionists and special education teachers will engage in Tiered Intervention training from the Hill for Literacy. They will engage in a 2 day training in mid September.
- Our 5th grade teacher, Emily Campbell and our 6th grade teacher, Tracey Forns are continuing their science training with OpenSciEd. In addition, Michael Forns, 5th grade math and science teacher, attended OpenSciEd training this summer.
- The beginning of the year benchmark assessments begin September 4th for reading and math.
- Some RMS teachers engaged in Investigating History professional development.

#### Educator Milestones:

10 Years of Recognition: Ellen Murphy & Jamie Pacheco

15 Years of Recognition: Kim Amato, Julie Cabral, Sandi Sallauler, Michelle Bradley & Tess Hedbloom

20 Years of Recognition: Charley West, Cindy Baronas, Janice Bateman, Shaunda Griffin, Ana Lenehan & Melissa Weigel

25 Years of Recognition: Kevin Woodward, Tracey Forns & Deb Moniz

#### Shout Outs:

~A big thank you to Ms. Alison Guard and Mrs. Kim Amato, our Administrative Assistants, for their work preparing for a successful start to the new school year.

~Thank you to our custodian team, led by Mr. Gilly Leonardo, who worked all summer to prepare our classrooms from top to bottom.

~We would like to thank Mr. Bill Simmons and the technology team for their dedicated work in setting up our iPads, Chromebooks, and phone extensions. This year, the 4th graders received new Chromebooks as part of our technology upgrade plan.

#### Upcoming Dates:

Friday, August 30th is an Early Release Day. Dismissal begins at 12:25 PM.

The 1st PTO Meeting is scheduled for Tuesday, September 10th at 3:15 PM

Thursday, September 19th and Friday, September 20th is School Picture Day

Wednesday, September 25, 2024 is the next early release day for professional development

#### Spring and Summer Updates:

Mrs. Lenehan and Mrs. Nelson, first grade teachers, visited St. Luke's Hospital in New Bedford, to donate 35 stuffed animals raised by last school year's first graders during their project-based learning curriculum initiative. These donations were given to the first graders from the World Wildlife Federation.

Rochester Memorial School was well represented at the 4th of July Parade. Our PTO organized a Box Top for Education float. Congratulations to our PTO, all the volunteers and our students who participated.

### VIII. School Committee

#### **B. Committee Reports**

1. Budget Subcommittee – No report.
2. ORR District School Committee – No report. Ms. Fernandes asked that since elections were in May and there was a June ORR meeting, did it effect voting to not have a member of this committee present. Superintendent Nelson shared that per the regional agreement, the existing members serve until June 30<sup>th</sup>.
3. SMEC – Ms. Fernandes reported their first meeting is the end of September.
4. READS – Superintendent Nelson reported that he and Dr. Curley will attend the first meeting of the school year around September 12<sup>th</sup>.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they have not met.
6. Early Childhood Council – Ms. Duggan reported they have not met.
7. Policy Subcommittee – Ms. Duggan reported they have not met since June 6, but the Joint School Committee voted at its June 20 meeting to approve and adopt the following policies:
  - EFE Civil Rights Complaint Policy for Child Nutrition Programs

- EHAA District Security Relating To Technology
- EHB Data and Records Retention
- GBEE Personnel Use of Technology
- JICJ Student Use of Technology in School
- KDC Community Use of Digital Resources
- KDCB District Website and Social Media
- Admission Policy for Vocational Technical Education Programs (Chapter 74)
- IJND Access to Digital Resources
- IJNDB Use of Technology in Instruction
- IJNDD Policy on Social Media
- IJ-R Reconsideration of Instructional Resources
- JJE Student Fund-Raising Activities

Two policies were held for reconsideration by the Policy Subcommittee at its next meeting this fall to confirm that the language reflects both current practice as well as any state laws regarding background check requirements for volunteers who may come into contact with children in our schools. These policies are ADDA Background Checks and ADDA-R DCJIS Model CORI Policy.

8. Equity Subcommittee – Superintendent Nelson shared they have not met.

### **C. School Committee Reorganization**

#### Recommendation:

That the School Committee reorganize for the 2024-2025 school year.

Superintendent Nelson first took nominations for Chairperson, a second and any additional nominations. If there are multiple nominations, a roll-call vote will be conducted.

Ms. Rounseville nominated Ms. Hartley as Chairperson. Ms. Duggan seconded.

Ms. Fernandes nominated Ms. Duggan as Chairperson. There was no second.

MOTION PASSED (4:1) Hartley: yes, Duggan: yes, Fernandes: no, Rounseville: yes, Trombly: yes

Next, Chairperson Hartley took nominations for Vice-Chairperson.

Ms. Fernandes nominated Ms. Duggan. Ms. Rounseville seconded.

There were no other nominations.

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

The school committee members reviewed the remaining positions as noted below.

School Committee Secretary

Melissa Wilcox

Recording Secretary

Melissa Wilcox/~~Diana Russo~~/Toni Bailey

ORR District School Committee

~~VACANT~~ Robin Rounseville

Ms. Hartley nominated Ms. Rounseville. Ms. Duggan seconded.

Ms. Fernandes nominated Mr. Trombly. Mr. Trombly seconded.

Roll Call vote: Hartley: Ms. Rounseville, Duggan: Ms. Rounseville, Fernandes: Mr. Trombly, Rounseville: Ms. Rounseville, Trombly: Mr. Trombly

Mass. School Supt. Union No. 55

Anne Fernandes

~~Robin Rounseville~~ Joshua Trombly

Sharon Hartley

READS

Michael Nelson

Sick Leave Bank

Robin Rounseville

Anne Fernandes

SMEC

Anne Fernandes

Early Childhood Advisory Council

Kate Duggan

Sole Signatory

Sharon Hartley

Kate Duggan

MASC Delegate/Legislative Liaison	Kate Duggan
School Physician	Dr. Reynolds/Dr. Mendes
Health & Safety Committee	VACANT
Collective Bargaining (Select Board)	VACANT
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Anne Fernandes
Policy Subcommittee	<del>Kate Duggan</del> Joshua Trombly
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Committee	Robin Rounseville
Budget Subcommittee	Committee as a whole
Town Liaison	Sharon Hartley
Superintendent's Goals Subcommittee	Sharon Hartley Anne Fernandes
Equity Subcommittee	<del>VACANT</del> Kate Duggan

Ms. Rounseville nominated Ms. Duggan. Ms. Hartley seconded.  
Ms. Fernandes nominated herself Ms. Fernandes. Mr. Trombly seconded.  
Roll Call vote: Hartley: Ms. Duggan, Duggan: Ms. Duggan, Fernandes: Ms. Fernandes, Rounseville: Ms. Duggan, Trombly: Ms. Fernandes

## **IX. Future Business**

### **A. Timeline**

The next meeting(s) of Committee will be held as follows:

#### **Rochester School Committee**

October 3, 2024

Hybrid Format

#### **Joint School Committee**

September 26, 2024

Hybrid Format

### **B. FUTURE AGENDA ITEMS**

- School Committee Reorganization (September)
- School Improvement Plan (September)
- MCAS Results Report (November/December)
- Initial Budget Review (January)
- Approval of Chairperson's Annual Report (February)
- Health Unit Application (February)
- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of Leases (June)

## **X. Open Comments**

Chairperson Hartley stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the

Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

Jeff Costa of Rochester stated the following: *Thank you school committee. I recognize that previous comments that I have made can be interpreted as critical and they were one hundred percent meant to be. I think that is part of our role as the public is to be critical of the school committee on both sides of the aisle, and state our opinion for thought. With that, I am critical on the appreciation side as well. I want to recognize that the seats were turned to face your constituents. I thank you for that. I think the public will appreciate that. With that said I was educated in the school system and I loved it. It was great, and I had a great experience here. It did teach me to think critically and thinking critically and thinking independently are closely related. With the book review process, which I am obviously new to, and specifically the book that was in question today, I think some points were missed. Now, I did not donate the book. I've never read the book, didn't even hear of it until I reviewed the agenda yesterday. I did read the reviews. Maybe they weren't professional reviews, but I did read them. I also read the synopsis of the book and the form that is filled out by the librarian. That form as some significant weight as the committee has discussed today. I think that some flaws need to be recognized in this form. The sixth box from the top says professional reviews, and not applicable. There is an asterisk next to this, which says, if no professional reviews are available, the rubric below may not be applicable. The key word here is may, and for the next ten items in this rubric, it is deemed not applicable. This is incorrect. All ten of these items can be completed after reading this thirty-six page book. They could be completed after reading any book. The book that was recommended for rejection due to the lack of professional reviews. Through the rubric itself, it acknowledges that it may not be applicable if there is no professional reviews. So part of this school's values, which can be shown on page one of the school improvement plan says in part to be reasonable. It does not seem that reasonableness was used for this book. Thank you,*

Karen Thomas of Rochester stated the following: *I wanted to talk thank you for changing the seat arrangement. I think it's great to have you all facing us. I feel like we can at least have some communication this way. I also appreciate that you looked the \ open comments. I have a comment about that which Anne brought up. She is going to relook at some communication being that there is a policy and I apologize if I don't have the correct name, but I thought it was People and their school district. It says the school committee will have two-way communication with the public. Robin had suggested at the last meeting which I reviewed in the minutes that maybe when you are going through topics, could we make a comment if we had a question. I know it slows it up a little bit but maybe that would enhance two-way communication. I was wondering about that possibly and I hope it is going to be looked at when Anne comes back at the next meeting. I would also like to bring the book donation. I thought it would be reasonable as suggested to table it. Why not look at it? I have not read the book either, but I did review the summary of the book and I took it from a different perspective. I am an animal lover and the dog in this book was this woman's greatest lead dog. This dog was not always a lead dog, it was the underdog, a scraggly dog. That about the impact this could have if a child loves an animal, showing that they too can become a leader. Yet, it was rejected. It does not make sense to me. Could the policy be looked at and as Jeff said, consider what is being reviewed and have a little more flexibility with it. That was a good book.*

## **XI. Executive Session**

### **Recommendation:**

That the School Committee enter into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION: Ms. Fernandes to enter into executive session at 8:17pm for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements. only to return to adjourn

SECONDED: Ms. Rounseville

MOTION PASSED (5:0) ROLL CALL Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

MOTION: Ms. Duggan to exit executive session at 8:44pm to return to regular session only to adjourn

SECONDED: Ms. Rounseville

MOTION PASSED (5:0) ROLL CALL Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

## **XII. Information Items**

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report – June 2024 and the READS Collaborative amended collaborative agreement effective July 1, 2024.

**ADJOURNMENT:**

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:45.

MOTION: by Ms. Fernandes to adjourn at 8:45pm

SECONDED: Ms. Rounseville

MOTION PASSED (5:0)

Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

# Welcome Back to School Educators and Staff!



August 26, 2024

Old Rochester Regional School District  
Massachusetts Superintendency Union #55

# Vision 2028

## New Strategic Plan

### **Mission Statement**

The mission of our school system is to inspire all students to think, to learn, and to care.





# VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.



# CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

## THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

## LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

## CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.



# Theory of Action

IF WE...

implement an equitable, rigorous, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and equitable climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.



# STRATEGIC OBJECTIVES

- Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.
- Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.



# **STRATEGIC OBJECTIVES**

## **Support Systems**

- Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

## **Climate & Culture**

- Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

## **Safe Schools**

- Ensure safe, secure, and equitable learning environments in all schools.

# Professional Development

1. Strategic Plans: A main objective focuses on teaching and learning
1. Professional Development Feedback Survey (top priorities)
  - ES: Literacy and Writing; Social Emotional Learning
  - Secondary: Content-based teaching strategies; Instructional Technology
1. Curriculum Review Cycle
  - Developed by Instructional Council
  - Content-based starting point - State of the State
  - Consistent conversations and approaches to curriculum, instruction, and assessment

Strategic Plan, PD Feedback, Curriculum Review Cycle will steer PD in curriculum, instruction, and assessment this year



# New Administrators





# Jaime Curley

## Assistant Superintendent of Student Services



### SUMMER HIGHLIGHT:

Getting together with my college roommates in Newport.

### FUN FACTS:

- I love to read in my spare time.
- I've worked on Cape Cod my whole life until coming to ORR.
- I love to take long walks with my dog.







# Heidi Letendre

## Principal

### Rochester Memorial School



### SUMMER HIGHLIGHT:

I love when my boys are home and we are all on vacation together as a family.

### FUN FACTS:

Last year Heidi was the Interim Principal of RMS; this year she is the permanent Principal of RMS and we are thrilled about that!! **Welcome Back and Congratulations Heidi!**



# New Educators and Staff





# Carla Correia

## Lunch/Recess Aide

### Rochester Memorial School



### SUMMER HIGHLIGHT:

Visiting my family in the Azores.

### FUN FACTS:

- I love the beach, especially with an iced coffee and a good book!
- I really enjoy live music with friends.
- I have 3 awesome kids who all attend Rochester Memorial.





# Geralyn Gherard

## Instructional Assistant

### Rochester Memorial School



**SUMMER HIGHLIGHT:**  
Spending time with my family.

### **FUN FACTS:**

- I am a personal trainer and avid fitness enthusiast.
- My mom and I have the same name.
- I like to plan wild and fun adventures for my family.





# Alex Sylvaria

## 4th Grade Teacher

### Rochester Memorial School



### **SUMMER HIGHLIGHT:**

Getting hired to work at RMS  
this school year.

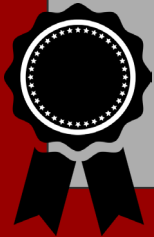
### **FUN FACTS:**

- I am an Eagle Scout.
- I participate in colonial reenactments at Fort Phoenix in Fairhaven.
- I enjoy watching football and basketball.





# Years of Service Recognition



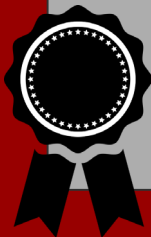


# **Rochester Memorial School Recognition**

*10 Years*

**Ellen Murphy**  
Nurse

**Jamie Pacheco**  
School Adjustment Counselor





# Rochester Memorial School Recognition

*15 Years*

**Kim Amato**

Special Education Secretary

**Michelle Bradley**

Grade 2 Teacher

**Julia Cabral**

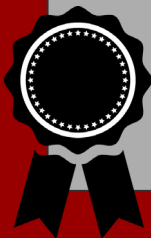
Grade 4 Teacher

**Tess Hedblom**

Grade 2 Teacher

**Sandra Sollauer**

Media Specialist Teacher







# Rochester Memorial School Recognition

*20 Years*

**Cindy Baronas**

Kindergarten Teacher

**Janice Bateman**

Paraprofessional

**Shaunda Griffin**

Grade 4 Teacher

**Ana Lenahan**

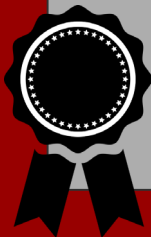
Grade 1 Teacher

**Melissa Weigel**

Kindergarten Teacher

**Charles West**

Assistant Principal





# Rochester Memorial School Recognition

*25 Years*

**Tracey Forns**

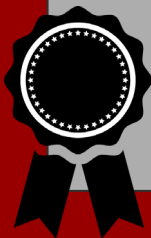
**Grade 6 Teacher**

**Debra Moniz**

**Paraprofessional**

**Kevin Woodward**

**Physical Education Teacher**





**Welcome Back!**

**Wishing you a  
successful  
year ahead!**

**Thank you for  
all you do!**





# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2024-2026 ELEMENTARY SCHOOLS IMPROVEMENT PLAN

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social-emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences, and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity that encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real-world application and a continuous pursuit of learning.

**CARE:**

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

**THEORY OF ACTION****IF WE...**

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

**AND...**

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

**AND...**

enhance our multi-tiered, comprehensive systems of support in all schools...

**AND...**

provide an inclusive and supportive climate and culture for all school community members...

**AND...**

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

**THEN WE WILL...**

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#1: Teaching &amp; Learning</b> Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	<b>1.1</b> <ul style="list-style-type: none"><li>Engage in professional development work to create an elementary Portrait of a Graduate in alignment with the Jr. High School and High School Portrait of the Graduate (POG)</li></ul>	<b>1.1</b> <ul style="list-style-type: none"><li>Staff can explain what a Portrait of a Graduate is, why we have it, and our part</li></ul>	<b>1.1</b> <ul style="list-style-type: none"><li>Elementary administration will have outlined the meaning and purpose of Portrait of the Graduate for faculty and staff to begin this work at the elementary level</li></ul>
	<b>1.2</b> <ul style="list-style-type: none"><li>Implement a curriculum review cycle in accordance with the identified Phases in the “2024</li></ul>	<b>1.2</b> <ul style="list-style-type: none"><li>The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such</li></ul>	<b>1.2</b> <ul style="list-style-type: none"><li>Identified faculty are participating in the math curriculum review work</li></ul>

	<p>Curriculum Review Cycle Plan”</p> <ul style="list-style-type: none"> <li>Continue the implementation of the Literacy Action Plan</li> </ul>	<p>as reviewing the math curriculum</p> <ul style="list-style-type: none"> <li>Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The Literacy Action Plan is implemented and reviewed annually for updates</li> </ul>
	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Continue monthly meetings with the Instructional Council</li> <li>Establish elementary curriculum leaders by grade span/department</li> </ul>	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Monthly Instructional Council meetings are scheduled with clear objectives</li> <li>Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted</li> </ul>	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Instructional Council meetings continue to be an active committee outlining professional development needs for the district</li> <li>The Curriculum Leaders are identified, and are engaged in curriculum work at RMS as well as district-wide</li> </ul>
	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction</li> </ul>	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Common assessment data is analyzed to inform instruction</li> <li>Grade level data meetings take place in accordance with the assessment schedule</li> <li>Professional development time is allocated for vertical and horizontal data analysis</li> </ul>	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Time is given to analyze student data and make informed instructional focus areas</li> <li>Common Assessment practices are established and implemented in PreK-6 for literacy and math</li> <li>Data analysis professional development is provided to highlight areas needing improvement and areas that are working</li> </ul>
	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Maintain, enhance, and utilize a</li> </ul>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Additions and edits to</li> </ul>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Educators utilize a curriculum</li> </ul>

	curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments	curriculum are documented in a curriculum management system and shared with appropriate grade level/content areas faculty	management system to inform curriculum, instruction, and assessment in literacy and math
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Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#2: Teaching &amp; Learning</b> Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	<b>2.1</b> <ul style="list-style-type: none"> <li>Implement the professional development plan that supports effective and equitable teaching and learning</li> </ul>	<b>2.1</b> <ul style="list-style-type: none"> <li>Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session</li> <li>Educators complete the survey at the end of each professional development day</li> <li>The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators</li> </ul>	<b>2.1</b> <ul style="list-style-type: none"> <li>Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan</li> <li>Instructional Council agendas reflect discussion on survey results from PD offerings</li> <li>PD plans reflect input from the survey results</li> </ul>
	<b>2.2</b> <ul style="list-style-type: none"> <li>Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models</li> </ul>	<b>2.2</b> <ul style="list-style-type: none"> <li>The curriculum leadership team guides and develops district-wide curriculum initiatives</li> </ul>	<b>2.2</b> <ul style="list-style-type: none"> <li>The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives</li> <li>Professional development for the adoption of high quality instructional materials is provided based on the</li> </ul>

			curriculum review cycle in math, science, ELA and social studies
	<b>2.3</b> <ul style="list-style-type: none"> <li>Provide educational leaders/teacher leaders with ongoing professional development in curriculum writing such as Understanding by Design (UbD) to support consistent curriculum implementation and instructional practices</li> </ul>	<b>2.3</b> <ul style="list-style-type: none"> <li>Professional development will be provided in curriculum writing such as Understanding by Design (UbD) model with applicable educators</li> </ul>	<b>2.3</b> <ul style="list-style-type: none"> <li>Educational leaders/teacher leaders will be engaged in purposeful professional development, which is aligned with curriculum initiatives and lessons reflect the UbD planning model</li> </ul>
	<b>2.4</b> <ul style="list-style-type: none"> <li>Support implementation of the Portrait of a Graduate (POG), with dedicated time and resources</li> </ul>	<b>2.4</b> <ul style="list-style-type: none"> <li>Building-based discussions/ teams will begin Portrait of a Graduate work by collaborating across the district</li> </ul>	<b>2.4</b> <ul style="list-style-type: none"> <li>Professional development time has been provided with school schedules for professional development and educator collaboration that focuses on the POG</li> </ul>
	<b>2.5</b> <ul style="list-style-type: none"> <li>Provide Professional Development to support and implement adoptions of the current Literacy Action Plan</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>Continue to provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program</li> <li>PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy</li> <li>Data meetings take place 3-5 times a year</li> <li>Science of Reading training modules are offered during PD Days, and/or PLC time</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>Professional development is aligned with the Literacy Action Plan</li> <li>Data meetings have been outlined for the year</li> <li>Science of Reading Modules are completed by each educator, as applicable</li> </ul>



Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#3: Support Systems</b> Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	<b>3.1</b> <ul style="list-style-type: none"> <li>Review, design, and expand consistent district-wide support systems available to all students through the general education setting</li> </ul>	<b>3.1</b> <ul style="list-style-type: none"> <li>Identify the systems of support for academics, behavioral and social and emotional learning (SEL)</li> <li>Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant</li> <li>Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly</li> <li>Educators will use the assigned FLEX block to provide intervention and enrichment to students</li> </ul>	<b>3.1</b> <ul style="list-style-type: none"> <li>Outline current systems of support in academics and SEL, including Responsive Classroom</li> <li>Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable</li> <li>BBST/SRST meetings are attended and action steps are identified to support students</li> <li>PLC and grade level meeting time is used to plan FLEX Block focus areas for student success and planning for Tiered Instruction</li> </ul>
	<b>3.2</b> <ul style="list-style-type: none"> <li>Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings</li> </ul>	<b>3.2</b> <ul style="list-style-type: none"> <li>Finalize district DCAP that defines what tiered intervention looks like at the elementary and secondary level</li> </ul>	<b>3.2</b> <ul style="list-style-type: none"> <li>Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners</li> </ul>
	<b>3.3</b> <ul style="list-style-type: none"> <li>Identify and provide professional development in all schools that foster the full implementation of the systems of support</li> </ul>	<b>3.3</b> <ul style="list-style-type: none"> <li>Train and support educators on the systems of support at the classroom level while being in alignment with the district plan</li> </ul>	<b>3.3</b> <ul style="list-style-type: none"> <li>Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners</li> </ul>

	<b>3.4</b> <ul style="list-style-type: none"> <li>Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social-emotional needs, as applicable</li> <li>Implement data collection and screening tools to identify SEL and behavior support needs</li> </ul>	<b>3.4</b> <ul style="list-style-type: none"> <li>Educators will use assessment data to provide targeted literacy and math interventions in the classrooms and in small groups</li> <li>A school-based data team is identified with an outline of roles and responsibilities</li> <li>Data team meetings are scheduled and agendas outline the purpose of meetings</li> </ul>	<b>3.4</b> <ul style="list-style-type: none"> <li>Data collection and screening practices are scheduled and analyzed consistently to assess students' academic, behavioral and social-emotional needs</li> </ul>
	<b>3.5</b> <ul style="list-style-type: none"> <li>Provide systems of support that ensure successful grade-level transitions based on students' academic, behavioral, and social-emotional learning needs</li> </ul>	<b>3.5</b> <ul style="list-style-type: none"> <li>Grade-level transitions are planned and communicated within/between schools</li> </ul>	<b>3.5</b> <ul style="list-style-type: none"> <li>Transition plans are outlined and scheduled for each grade level/grade span as applicable</li> </ul>

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#4: Climate &amp; Culture</b> Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	<b>4.1</b> <ul style="list-style-type: none"> <li>Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students</li> </ul>	<b>4.1</b> <ul style="list-style-type: none"> <li>Responsive Classroom techniques including: Morning Meeting, school &amp; classroom rules, behavior supports, and restorative practices, will be implemented school-wide</li> <li>Provide Responsive Classroom resources to faculty</li> <li>Review expectations at the fall staff meeting and throughout the year as applicable</li> <li>Explore SEL resources and lessons within the Into Reading</li> </ul>	<b>4.1</b> <ul style="list-style-type: none"> <li>Evidence-based practices related to teaching and discipline are implemented to decrease behavioral referrals</li> <li>Responsive Classroom training takes place for faculty and staff needing to be trained</li> <li>Morning Meeting is implemented on a daily basis with a focus on SEL practices as outlined in Responsive Classroom curriculum</li> </ul>

		program	
	<b>4.2</b> <ul style="list-style-type: none"> <li>Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large</li> </ul>	<b>4.2</b> <ul style="list-style-type: none"> <li>Identify staff to work at the district level to determine the unified brand of the district</li> <li>Determine how the branding of the district will transfer to the school level and identify the who, what, when, why and how this will be shared</li> </ul>	<b>4.2</b> <ul style="list-style-type: none"> <li>A unified school system brand has been established, embodying the spirit of all districts</li> <li>The unified branding is implemented and reflected in school communications and logos</li> </ul>
	<b>4.3</b> <ul style="list-style-type: none"> <li>Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing</li> </ul>	<b>4.3</b> <ul style="list-style-type: none"> <li>Weekly newsletters (SMORE) are sent out on Sunday afternoons</li> <li>Blackboard messages are created to inform families, faculty, and staff of important school-related events and/or community events</li> <li>The school website and social media pages are kept up-to-date highlighting school, district and/or community events and happenings</li> </ul>	<b>4.3</b> <ul style="list-style-type: none"> <li>Schools provide consistent and timely communication to community stakeholders and faculty on a consistent basis</li> <li>School website reflects up to date social media posts and current events</li> </ul>
	<b>4.4</b> <ul style="list-style-type: none"> <li>Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all</li> </ul>	<b>4.4</b> <ul style="list-style-type: none"> <li>Implement Student Councils</li> <li>Create opportunities to utilize student voice within classrooms and school community</li> <li>Identify Project 351 Influencers in grades 4-6</li> <li>Hold monthly meetings with Project 351 students</li> <li>Hold bi-monthly meetings with student ambassadors</li> <li>School Influencers attend the four training meetings and attend monthly meetings</li> </ul>	<b>4.4</b> <ul style="list-style-type: none"> <li>Student voice and student leadership are fostered and highlighted throughout the school year</li> <li>Students meet to share ideas and problem-solve with their peers throughout the year</li> <li>School-based initiatives are identified by Project 351 students and school-based Ambassadors</li> </ul>

	<b>4.5</b> <ul style="list-style-type: none"> <li>• Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline</li> </ul>	<b>4.5</b> <ul style="list-style-type: none"> <li>• Provide PD and continue to improve upon behavior reporting system</li> <li>• Continue to improve upon behavior data reporting and analysis</li> <li>• Engage in PD to further support students with social-emotional and behavioral needs</li> </ul>	<b>4.5</b> <ul style="list-style-type: none"> <li>• Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors</li> </ul>
	<b>4.6</b> <ul style="list-style-type: none"> <li>• Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year</li> </ul>	<b>4.6</b> <ul style="list-style-type: none"> <li>• Schedule Open House and Orientation Days</li> <li>• Explore implementing a Step Up Day in Spring of 2025</li> </ul>	<b>4.6</b> <ul style="list-style-type: none"> <li>• Dates are scheduled, implemented and reviewed for efficiency and effectiveness</li> </ul>

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#5: Safe Schools</b> Ensure safe, secure, and equitable learning environments in all schools.	<b>5.1</b> <ul style="list-style-type: none"> <li>• Provide professional development to school community members regarding physical and cyber safety and security practices</li> </ul>	<b>5.1</b> <ul style="list-style-type: none"> <li>• Provide faculty and staff training on school safety and cyber security</li> <li>• Conduct safety drills throughout the school year in alignment with the safety manual</li> <li>• Professional training in Crisis Prevention Intervention (CPI)</li> <li>• Invite local police and fire department personnel to visit and walk the schools</li> <li>• Continue to improve upon GoGuardian Use</li> </ul>	<b>5.1</b> <ul style="list-style-type: none"> <li>• Training take place throughout the year on ALICE training</li> <li>• Fire drills are conducted with the support of the RMS Fire Department</li> <li>• Updated manual shared with The Leadership Council to be followed in emergencies</li> <li>• Staff training in CPI takes place each fall and throughout the year, as needed</li> <li>• Go Guardian is implemented and updated as</li> <li>• Health and safety trainings take</li> </ul>

		<ul style="list-style-type: none"> <li>Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable</li> </ul>	place annually and/or as appropriate
	<b>5.2</b> <ul style="list-style-type: none"> <li>Establish annual review and audit procedures of all facility systems and related phase replacement plans</li> </ul>	<b>5.2</b> <ul style="list-style-type: none"> <li>The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs</li> </ul>	<b>5.2</b> <ul style="list-style-type: none"> <li>The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable</li> </ul>
	<b>5.3</b> <ul style="list-style-type: none"> <li>Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology</li> </ul>	<b>5.3</b> <ul style="list-style-type: none"> <li>Maintain classroom, student and staff technology equipment</li> <li>Support maintenance and refurbishment of technology</li> <li>Improve upon tech ticket reporting</li> <li>Support the development of replacement plans</li> </ul>	<b>5.3</b> <ul style="list-style-type: none"> <li>All instructional technology is updated and functional to support student learning</li> <li>The technology maintenance plan is outlined by the technology department</li> <li>Increase staff submission of technology and maintenance requests within the ticketing system</li> <li>Technology maintenance and replacement plan is in place</li> </ul>
	<b>5.4</b> <ul style="list-style-type: none"> <li>Establish short and long term capital plans for all school buildings, grounds, and facility operations</li> </ul>	<b>5.4</b> <ul style="list-style-type: none"> <li>School administration will meet with the district administrative department heads to target areas of need in the building</li> <li>School and district administration will meet with</li> </ul>	<b>5.4</b> <ul style="list-style-type: none"> <li>The needs of the school will be documented, prioritized, and reported to central administration</li> <li>Long and short-term capital plans for buildings and grounds are outlined</li> </ul>

		<p>town officials to walk the building and view areas of need</p> <ul style="list-style-type: none"> <li>• Items agreed upon will be added to the town's capital improvement plan as applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Items added to the Capital Plan will be reviewed with town leadership</li> <li>• Town capital planning documents reflect the needs identified by the school</li> </ul>
	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>• Continue to be engaged and actively involved in the budget process at the building level</li> </ul>	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>• Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment</li> <li>• Participate in discussions to identify and prioritize the budget process</li> </ul>	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>• The needs of the school will be documented, prioritized, and reported to the budget subcommittee</li> </ul>

**ROCHESTER SCHOOL COMMITTEE MEETING – REGULAR MEETING**  
**ROCHESTER PUBLIC SCHOOLS**  
Rochester Memorial School, 16 Pine Street, Rochester, MA 02770

**August 29, 2024 at 6:00 PM**

**ZOOM LINK:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MlJtRVFXOVlPTWVHaUllcEg3U2l1QT09>

Meeting ID: 968 1584 5547

Passcode: 146869

*This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Band Room located at the Rochester Memorial School at 16 Pine Street, Rochester, MA 02770 or via zoom.*

**6:00pm**

**MEETING TO ORDER**  
**PLEDGE OF ALLEGIANCE**  
**TOUR OF BUILDING**

**6:30pm (approximately)**

**RECOGNITION – New Staff**

- I. Approval of Minutes**
  - A. Regular Session: June 6 and August 19, 2024**
  - B. Executive Session: March 4, March 25, April 8, May 6 and May 21, 2024 (negotiations) and June 6, 2024**
  - C. Budget Subcommittee**
- II. Consent Agenda**
- III. Agenda Items Pending**
- IV. General**
  - A. Opening Day Update**
  - B. Approval of Donation(s)**
  - C. Approval of School Improvement Plan**
  - D. Open Comment Discussion**
  - E. Communication with School Committee**
- V. New Business**
  - A. Policy Review**
  - B. Curriculum**
  - C. Business**
    - 1. Financial Report**
    - 2. Food Service Director Report**
    - 3. Facilities Director Report**
    - 4. Budget Transfers**
  - D. Personnel**
- VI. Special Topic Report**
- VII. Unfinished Business**
- CHAIRPERSON’S REPORT**
- CENTRAL OFFICE ADMINISTRATORS REPORT**
- PRINCIPAL’S REPORT**
- VIII. School Committee**
  - A. School Committee Goals**
  - B. Committee Reports**
    - 1. Budget Subcommittee**
    - 2. ORR District School Committee**
    - 3. SMEC**
    - 4. READS**
    - 5. Tri-Town Education Foundation Fund**
    - 6. Early Childhood Council**
    - 7. Policy Subcommittee**
    - 8. Equity Subcommittee**
  - C. School Committee Reorganization**
- IX. Future Business**

- A. Timeline**
    - B. Future Agenda Items**
  - X. Open Comments**
  - XI. Executive Session**
  - XII. Information Items**
- ADJOURNMENT**



**ROCHESTER SCHOOL COMMITTEE MEETING  
ROCHESTER PUBLIC SCHOOLS**

**TO:** Rochester School Committee  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** August 27, 2024  
**RE:** Agenda Items

The following items are on the agenda for August 29, 2024.

**Tour of Building**

Mr. Jones, Facilities Director, will provide a tour of the building.

**Recognition**

Please refer to “RSC 08292024 Opening Day Presentation”.

**I. Approval of Minutes**

**I.A. Approval of Minutes – Regular Session**

Recommendation:

That the School Committee review and approve the minutes of June 6 and August 19, 2024. Please refer to “RSC 08292024 June Minutes” and “RSC 08292024 August Minutes”.

**I.B. Approval of Minutes – Executive Session**

Recommendation:

That the School Committee review and approve the minutes of March 4, March 25, April 8, May 6 and May 21, 2024 (negotiations) and June 6, 2024.

**IV. General**

**A. Opening Day Update**

Recommendation:

That the School Committee hear an update from administration. Please refer to “Welcome Back Message & Opening Day Schedule 2024-2025”.

**B. Approval of Donation(s)**

Recommendation:

That the School Committee review the following books:

- Donated by the Plumb Memorial Library: *CLUB CSI Series: The Case of the Mystery Meat Loaf, The Case of the Disappearing Dogs and The Case of the Ruined Ham*, by David Lewman, *Galaxy Zack Series: A Green Christmas!, A Galactic Easter!, A Haunted Halloween and Space Camp* by Ray O’Ryan and Jason Kraft, *The Last Musketeer #2: Traitor’s Chase* by Stuart Gibbs, *Sing with Me, Lucy McGee* by Mary Amato and Jessica Meserve, *Raymie Nightingale* by Kate DiCamillo, *Batting Order* by Mike Lupica, *The Glass Town Game* by Catherynn Valente, *Louisiana’s Way Home* by Kate DiCamillo, *Falling In* by Frances O’Roark Dowell, *The London Eye Mystery* by Siobhan Dowd, *Wyatt Burp Rides Again (Adventures of Jo Schmo, Book 2)* by Greg Trine, *Another Whole Nother Story* by Cuthbert Soup, *A Whole Nother Story* by Cuthbert Soup, *H.I.V.E. Series: Higher Institute of Villainous Education, Escape Velocity, Dreadnought, Rogue and Zero Hour* by Mark Walden, *Goosebumps HorrorLand Series: Dr. Maniac vs. Robby Schwartz and Who’s Your Mummy?* By R.L. Stine, *Palace of Dreams* by Adam Jay Epstein, *Ellis Island: An Interactive History Adventure* by Michael Burgan, *Attack of the 50-ft Cupid* by Jim Benton, *The Princess, The Scoundrel and The Farm Boy (Star Wars A New Hope)* by Alexandra Bracken, *Circle of Heroes* by Adam Jay Epstein and *Field Trip* by Gary Paulsen
- Donated by RMS PTO *I Survived the Battle of D-Day, 1944*
- Donated by community member Sarah Bourque *Granite* by Susan Butcher

**C. Approval of School Improvement Plan**

Recommendation:

That the School Committee review the 2024-2026 School Improvement Plan for Rochester Memorial School. Please refer to “RSC 08292024 School Improvement Plan 24-26”.

**D. Open Comment Discussion**

Recommendation:

That the School Committee continue to discuss open comment.

**E. Communication with the School Committee**

Recommendation:

That the School Committee discuss how community members communicate with school committee members.

**V. New Business**

**1. Financial Report**

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 08292024 Final Financial Report Closeout FY24”.

**2. Food Services Report**

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 08292024 Food Service Report”.

**3. Facilities Report**

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 08292024 Facilities Director Report”.

**D. Personnel**

The following staff members were hired for the 2024-2025 school year.

Dr. Jaime Curley – Assistant Superintendent of Student Services

Heidi Letendre –Principal

Carla Correia – Lunch/Recess Aide

Geralyn Gherard – Instructional Assistant

Alex Sylvaria – 4<sup>th</sup> Grade Teacher

The following staff members retired/resigned/non-renewal.

Amanda Audette – Grade 6 Teacher

Lynda Parker – Instructional Assistant

Lynne Arruda – Instructional Assistant

Kelly Freitas – Lunch/Recess Aide

**VIII. School Committee**

**C. School Committee Reorganization**

Recommendation:

That the School Committee reorganize for the 2024-2025 school year. Please refer to “RSC 08292024 Reorganization”.

**IX. Future Business**

**A. Timeline**

The next meeting(s) of the School Committee will be held as follows:

**Rochester School Committee**

October 3, 2024

Rochester Memorial School

16 Pine Street

Rochester, MA 02770

**Joint School Committee**

September 26, 2024

ORR Jr. High School

133 Marion Road

Mattapoisett, MA 02739

**B. FUTURE AGENDA ITEMS**

- School Committee Reorganization (September)
- School Improvement Plan (September)
- MCAS Results Report (November/December)
- Initial Budget Review (January)
- Approval of Chairperson’s Annual Report (February)
- Health Unit Application (February)

- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of Leases (June)

## **XI. Executive Session**

### Recommendation:

That the School Committee enter into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

## **XII. Information Items**

### Recommendation:

That the School Committee review the READS Collaborative Quarterly Report – June 2024 and the READS Collaborative amended collaborative agreement effective July 1, 2024. Please refer to “RSC 08292024 READS Quarterly Report” and “RSC 08292024 READS Amended Agreement”.

If you have questions about any of the recommendations above please feel free to call me.

**ROCHESTER SCHOOL COMMITTEE MEETING**  
**ROCHESTER PUBLIC SCHOOLS**  
**Rochester, Massachusetts**  
**16 Pine Street - Rochester, MA 02770**

**MEETING MINUTES**  
**June 6, 2024**

Regular meeting of the Rochester School Committee was held on Thursday, June 6, 2024 at 6:30pm. This meeting was held full in-person and there was also a zoom link available.

**COMMITTEE MEMBERS PRESENT:** Sharon Hartley, Katherine Duggan, Anne Fernandes, Robin Rounseville and Joshua Trombly (all in-person).

**COMMITTEE MEMBERS ABSENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Howard Barber, Assistant Superintendent of Finance & Operations (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Kristine Lincoln, Interim Director of Student Services (in-person); Heidi Letendre, Interim Principal (in-person); Charles West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:32pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set and the meeting is being recorded. The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

**Recognition**

Chairperson Hartley welcomed newly elected School Committee member Joshua Trombly. She also acknowledged Jason Chisholm for his service as school committee member from 2021-2024.

**XI. Executive Session**

Recommendation:

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION: Ms. Rounseville to enter executive session at 6:38pm for the purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements and to return to the regular meeting.

School Committee members invited Select Board Member Adam Murphy to enter executive session as well.

SECOND: Ms. Duggan

MOTION PASSED (5:0)

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

MOTION: Ms. Duggan to exit executive session at 6:53pm to return to regular session and continue the agenda.

SECOND: Ms. Rounseville

MOTION PASSED (5:0)

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

**I. Approval of Minutes:**

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of March 27, 2024

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of March 27, 2024 as presented

SECONDED: Ms. Duggan

MOTION PASSED (4:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: abstain

MOTION: Ms. Fernandes to approve the Regular Meeting minutes of April 4, 2024 as presented  
SECONDED: Ms. Rounseville  
MOTION PASSED (4:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: abstain

#### **IV. General**

##### **A. Approval of Grant(s)**

###### **Recommendation:**

That the School Committee review the following grants:

FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$43,000.

Superintendent Nelson shared that as he had eluded to in the last school committee meeting, the district was awarded this grant, which will be used for a full week of instruction after the SAIL program completes ahead of the first week of school. Instruction is specifically for ELA and literacy. He shared that many of the district's teachers participate and all four districts received the grant.

MOTION: Ms. Rounseville to approve the FY25 Fund Code 202 Vacation Acceleration Academies Grant as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

FY24 Fund Code 165 High-Quality Instructional Materials Purchase Grant in the amount of \$27,992.

Dr. Fedorowicz explained that this grant is for additional science and STEM resources and materials.

MOTION: Ms. Rounseville to approve the FY24 Fund Code 165 High-Quality Instructional Materials Purchase Grant as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

From the Tri-Town Education Foundation Fund, \$849 to Ann Realini for I'm Getting My Teach On! (LV Education Conference).

Superintendent Nelson thanked the Tri-Town Education Foundation Fund for their awards in all of the four districts this year, totaling about \$9,000. Principal Letendre shared that she has had teachers attend this conference in the past and they really enjoyed it and had a lot to offer to the rest of the staff when they returned.

MOTION: Ms. Rounseville to approve the Tri-Town Education Foundation Fund Grant to Ann Realini as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

##### **B. Approval of Memorandum of Agreement**

###### **Recommendation:**

That the School Committee review a Memorandum of Agreement between the School Committee and the Rochester Memorial Teachers' Association.

Select Board Member Adam Murphy participated in this vote as he was part of the negotiations team.

MOTION: Ms. Rounseville to approve the MOA with the Rochester Memorial Teachers' Association as presented

SECONDED: Ms. Fernandes

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

##### **C. Approval of Student Handbook for the 2024-2025 School Year**

###### **Recommendation:**

That the School Committee review the Student Handbook for the 2024-2025 school year.

Assistant Principal Mr. West presented the draft student handbook. He shared that the elementary schools collaborated together and the student handbook was reviewed with the school council, some of whom were present at the meeting in the audience. He highlighted changes such as dress code, behavior intervention guide graphic and that the table of contents will be added with hyperlinks so it is easier to navigate.

###### **School Committee Feedback:**

Ms. Rounseville appreciated the Behavior Intervention Guide graphic and how easy it is to follow. Ms. Fernandes appreciated that it mentions logical consequence.

Ms. Rounseville recalled previous conversations about library book opt-out procedures but did not see anything added to the handbook. She suggested using language similar to parents/guardians being able to opt-out of photos for their children. Mr. West shared that the administration team among the schools is working together for common language.

The school committee discussed having an early meeting in August to review the student handbook so that any outstanding items can be finalized and a final draft can be presented. No action was taken during this meeting on the student handbook.

#### **D. Approval of School Committee Dates for the 2024-2025 School Year**

##### Recommendation:

That the School Committee review the following school committee dates: August 29, 2024, October 3, 2024, November 14, 2024, January 16, 2025, March 20, 2025, May 1, 2025 and (Wednesday) June 4, 2025.

MOTION: Ms. Rounseville to approve the Rochester school committee dates as presented

SECONDED: Ms. Duggan

##### **School Committee Feedback:**

Chairperson Hartley reiterated potentially moving the August meeting earlier as discussed in the previous agenda item. Ms. Rounseville asked how the administration feels about the schedule. Superintendent Nelson shared having the meetings take place mostly on Thursdays makes the schedule more predictable and allowed administration and staff to avoid scheduling other school-based events on Thursdays. It did remind the school committee these meetings could be added or removed based on the needs of the district throughout the school year.

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

#### **E. Approval of Leases for the 2024-2025 School Year**

##### Recommendation:

That the School Committee review for approval the leases of SMEC and Countryside for the 2024-2025 School Year.

Mr. Barber explained that the renewal agreements for SMEC and Countryside are the same scope of services. SMEC sets the rates annually and each district has representation on the SMEC committee.

MOTION: Ms. Rounseville to approve the Memorandum of Agreement between the Rochester School Committee and the Southeastern MA Educational Collaborative for the rental of classroom space at the Rochester Memorial School for Fiscal Year June 30, 2025.

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

##### **School Committee Feedback:**

Ms. Rounseville asked when was the last time the rates had been increased. Mr. Barber said it has a few years. Ms. Duggan asked if there was discussion of a modest increase based on the current budget situation. Mr. Barber explained that many of the utilities, etc. are already in use when SMEC and Countryside are utilizing the building but the committee can decide. Ms. Rounseville said if not this year, maybe next year. Ms. Fernandes agreed.

MOTION: Ms. Rounseville to approve the Memorandum of Agreement between the Rochester School Committee and the Bonnie A. Morrison, Countryside Child Care Center, Inc. for the rental of classroom space at the Rochester Memorial School for Fiscal Year June 30, 2025.

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

#### **F. Approval of Donation(s)**

##### Recommendation:

That the School Committee review the following donations:

From the RMS PTO: *Dog Man The Scarlet Shedder* by Dav Pilkey

From the Plumb Memorial Library: *The Tower of London: A Chilling Interactive Adventure* by Blake Hoena, *Surviving Mount Everest* by Blake Hoena, *Game Changers: Heavy Hitters* by Mike Lupica, *The Sports Pages* by Jon Scieszka, *You Go First* by Erin Entrada Kelly, *Perseus and the Monstrous Medusa* by Joan Holub, *Alvin Ho: Allergic to the Great Wall, the Forbidden Palace, and Other Tourist Attractions* by Lenore Look, *The Last Musketeer* by Stuart Gibbs, *Down and Out Down Under* by Geronimo Stilton, *We The Children* by Andrew Clements, *Game Changers: Play Makers* by Mike Lupica, *Other Worlds* by Jon Scieszka, *Stink and The Ultimate Thumb-Wrestling Smackdown* by Megan McDonald, and *Saving Fable* by Scott Reintgen.

Superintendent Nelson reviewed the donations and informed the school committee that each book had been reviewed by the school librarian and recommended to the school committee.

MOTION: Ms. Rounseville to approve the Dog Man book from the RMS PTO as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

MOTION: Ms. Rounseville to approve all of the books from the Plumb Memorial Library as presented

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

## **G. Public Comment Discussion**

### Recommendation:

That the School Committee discuss public comment.

Ms. Fernandes recalled that at the school committee meeting in February, a discussion was held to consider moving public comment to earlier in the meeting and she mentioned some other schools outside of the tri-town that do this. She wanted to bring this to the committee again because at that time, they disagreed but she has heard from a number of community members in the last six months that feel it would benefit stakeholders to hold public comment earlier in the meeting.

Ms. Duggan added that she also requested this item be added to the agenda again because she has also heard more from community members about putting it earlier in the agenda and she would support that.

Ms. Rounseville expressed mixed feelings, if it is moved earlier, to ensure that they can still conduct the necessary business. She suggested treating it like town meeting by topic. Ms. Duggan said the town meeting is a public hearing and an opportunity for back and forth.

Chairperson Hartley shared that as elected officials, they represent voters so when they make a decision they should think about representing everyone. She added that the school committee meeting is for working on school business with the school leaders and it is important to keep it as efficient as possible and consider the school leaders have been working all day in the buildings ahead of the meeting.

Ms. Fernandes asked if it could be tried for a period of time.

Ms. Rounseville said a trial basis to make sure they are able to get through the agenda.

Mr. Trombly added that he had received feedback that it would be helpful to have it earlier so that community members can give their version or expertise on agenda items.

Chairperson Hartley said the chairpersons of all of the district's committees will be meeting in the near future and she can discuss this with them.

Ms. Fernandes said she does not want to be held to what the other towns decide and she would like to try to move it but agrees to the chairpersons discussing it this summer.

MOTION: Ms. Fernandes to table the discussion for public comment to after the chairpersons conversation to the first meeting on our before August 29, 2024.

SECONDED: Ms. Duggan

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

## **H. Communication**

### Recommendation:

That the School Committee hear an update on communication.

Chairperson Hartley shared that this agenda topic came from Ms. Fernandes because of recent Memorial Day celebrations in Rochester. She asked Ms. Fernandes if she could comment on this and the action steps taken, Ms. Fernandes agreed. Chairperson Hartley said she has participated in Memorial Day festivities in Rochester since 1971. This year, she felt there were many errors, including communication of the event. No communication was shared with the school and there was also no communication shared by the Town on their website. She met with Select Board member Adam Murphy about this. They had a productive meeting and reviewed errors she noted from Memorial Day and suggestions. She recommended a committee of towns people to work with the town hall and the Select Board and she would participate on the committee. The Select Board agreed.

Ms. Duggan asked to confirm that the issue was with Memorial Day communication.

Chairperson Hartley confirmed, and that it was a mistake by the town, not the school. Ms. Letendre added that now that she knows of the event, she will be able to put it in the Smore weekly newsletter going forward.

Chairperson Hartley added that the committee she mentioned will be for celebrations and events in the town throughout the year.

## **I. Approval of Library Disposal List**

### Recommendation:

That the School Committee review the list of disposal of library materials.

MOTION: Ms. Rounseville to list of Library items to dispose of as presented

SECONDED: Ms. Fernandes

### **School Committee Feedback:**

Ms. Duggan asked if the items would be replaced. Ms. Letendre shared that some will but some have duplicate copies already.

MOTION PASSED (5:0) Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

## **J. School Improvement Plan Update**

### Recommendation:

That the School Committee hear an update on the School Improvement Plan.

Superintendent Nelson shared that this was an update on year one of the strategic plan, Vision 2028. As the school committee may recall, the schools created a one-year school improvement plan for this school year, and then will create two, two-year plans to align with Vision 2028. The administrative team will reflect on the work from this school year over the summer and present the next school improvement plans at the fall meeting. Ms. Letendre reviewed the completed and on-going work in the 2023-2024 school improvement plan for RMS. She thanked the school council who worked on this with her multiple times throughout the school year. She recognized the school council members present in the audience at the meeting along with those unable to attend. Please see appendix A.

## **IV. New Business**

### **B. Business**

#### **1. Financial Report**

##### Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported that the Rochester School District currently has \$44,411 available of the general funds appropriated in the 2024 Fiscal Year.

**\$ 6,836,930 - General Funds Approved**

**\$ 6,792,519 – Obligations Paid Year to Date**

**\$ 44,411 - Remaining Available Funds**

#### **2. Food Services Report**

##### Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) as follows:

- Completed the procurement process for food and supplies for next year.
- Currently have a 3-hour vacancy at the ORR campus.

Fun Facts: District-wide TOTAL Meals served (through May 31st)

Breakfast SY 23 = 69,580

Lunch SY 23 = 223,824

Breakfast SY 24 = 72,661

Lunch SY 24 = 239,031

**Increase of 3,081**

**Increase of 15,207**

#### **3. Facilities Report**

##### Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) as follows:

- Completed front entrance restoration.
- Received 8,000 gallons of fuel oil.
- Hosted annual Town Meeting.
- Conducted routine maintenance on all facility equipment and systems.

## **PERSONNEL**

Heidi Letendre was named Principal of Rochester Memorial School after serving as the Interim Principal this year. Amanda Audette, Grade 5 Teacher, has recently shared she will be moving on from Rochester Memorial School.

## **CHAIRPERSON'S REPORT:**

Chairperson Hartley stated the following:

*I want to thank all our school leaders, teachers, staff, parents, citizens (in particular the Rochester Historic Commission) and families who support the work of our schools --- and the education of our children. As always this has been a very busy month of celebrations, concerts, Steamapalooza, exhibitions, presentations and positive interactions ..... and more. I was pleased to represent RMS at our High School Graduation on June 1<sup>st</sup> – it was an impressive and touching event! Congratulations to all our graduates! I also attended the Memorial Day event on Sunday, May 26<sup>th</sup>. I was very proud of the RMS band. They were impressive. Our band played Taps during the ceremony with the moving echo that is traditional during Taps. The band also played My Country Tis of Thee. Congratulations, and thank you to our band and our Music teachers.*



## CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Dr. Fedorowicz stated the following: *We finished first year of implementation with IntoReading. We finalized our last trainings and data analysis with the HILL this week and look forward to additional supports for next year to provide data and coaching supports. We completed 4 of 10 modules in the Science of Reading which will be continued next year. As a side note, I also would like to just reiterate that a lot of effort comes with the change and in many cases, there is likely to be an implementation dip which might be reflected this year's MCAS scores. It is temporary but does sometimes come with a big change in curriculum...no matter the subject. Congratulations to the teachers and support staff for all of their hard work and successful first year...I know it was challenging but what a celebration. We finished learning walks last month and will continue to work with the Instructional Council to planning next year. The last PD day for the year was yesterday, June 5th, where teachers worked on placement and transitions for next year. After working with the TLC and Instructional Council, a final PD plan for next year which will be shared at the Joint School Committee meeting later this month. New teachers and mentors ended their last meeting with a celebration of the year! We asked them to share their success and challenges along with a thank you to the mentors. I personally would like to thank the mentors for supporting the new teachers and helping them navigate a successful year! Project351 is wrapped up. I just want to acknowledge all of the wonderful end of year happenings in the buildings...culminating projects, events, and another successful year.*

Ms. Lincoln stated the following: *On May 14th Allan Blume presented on the topic of the New IEP - A Session for Parents, in a virtual format in collaboration with the Southeastern Massachusetts Educational Collaborative. He presented a crosswalk between the form we are currently using and the form we will be updating to in the new school year. After reviewing the main updates such as the student vision, Present Levels of Performance pages and accommodation/modification pages Mr. Blume answered questions from participants.*

*We are currently preparing for our summer SAIL program. The program will run Tuesdays, Wednesdays, and Thursdays from 8:30 AM to 12:00 PM, with the exception of the first week which will run Monday, Tuesday, and Wednesday adjusting for the Independence Day holiday. There are two three-week sessions which will be held at the ORR High School.*

*SAIL courses will incorporate the following strategies:*

- Problem-solving and critical-thinking
- Writing, reading, and numeracy
- Cooperative learning and student reflection
- Interdisciplinary connections

*Confirmation of enrollment and course(s) will be sent to families in late June.*

*Ms. Emma Fenton ran a Strengthening and Conditioning program during the winter intersession. Students were recognized this spring by Special Olympics for their growth and progress during the 6 week program. Athletes completed a pre-test, mid-season test and post-test of six different exercises (running, planks, power punches, etc.) They placed 3rd overall. On April 24th some of our students attended a Unified Sports Day at Tabor Academy. Students participated in activities such as frisbee, bean bag toss, running, softball, and bocci to name a few. Additionally, the Unified Track and Field team coached by Mr. Matt Hoode and assisted by Ms. Fenton had 8 out of 9 athletes qualify for the State Championship. The event took place on May 28th at Natick High School. In event heats, we had students place 1st, 4th and 5th in Shot put, 1st and 4th in Long Jump, 7th in the 100m and 1st and 3rd in the 400m. For overall achievement we had one student place 3rd for the 400m and 2nd for the shot put. Congratulations to all athletes.*

Superintendent Nelson thanked Ms. Lincoln for stepping into the Interim Director of Student Services role for this school year. He added that it is certainly not an easy job and he thanked her for her dedication. He also acknowledged and thanked the school committee for their hard work and support this year.

## PRINCIPAL'S REPORTS

**Ms. Letendre reported the following:**

Spring Concerts and Parade:

- Congratulations to our 4th grade band for their performance on May 23rd
- Congratulations to our 5th and 6th grade band, jazz band and chorus for their outstanding performance during our Annual Spring Concert on May 30th
- Great job to our 3rd graders who had their recorder concert during STEAMapalooza Night
- Thank you to our 5th and 6th grade band for marching in the Rochester Memorial Day parade.

- A huge shout out goes to Ms. Audette, music teacher and Mrs. Laprise, band teacher for their dedication and commitment to providing music education to our students.

#### Student Ambassadors:

- The RMS Student Ambassadors organized an amazing Talent Show on Thursday, April 25th.
- There were about 43 student acts and the student ambassadors introduced each student performer and helped to set up the stage.
- The Ambassadors have been very helpful with attending concerts and handing out flyers as well as supporting the STEAMapalooza Night.
- Thank you to Mrs. Cruz and Mrs. Pacheco for bringing back the Talent Show

#### Project 351:

- Our student influencers met to finalize the scenarios for 4th through 6th grade and will present this week.

#### School Council:

- The School Council has been meeting consistently at least once a month. We completed our 2 year School Improvement Plan and highlighted our 2023-2024 School Improvement Plan with our accomplishments and on-going initiatives.

#### STEAM-a-palooza Event:

- This was an amazing school and community event for RMS
- What a great way for our students to show off their talents and inquiries
- Huge congratulations goes out to Scott Huckabee, Lisa Mazzucca, Sue Audette, Kaitlyn Laprise, & Sandi Sollauer for organizing this amazing event, which was very well attended

#### Curriculum and Assessment Updates:

- Spring Progress Monitoring Data Meetings took place in late March
- End of Year DIBELS assessment and AIMSweb math assessments have been completed
- End of Year data meetings are finishing up this week to outline student focus areas to start in the fall of 2024
- 3rd Grade Wax Museum-The entire 3rd grade did an amazing job with their Famous American Wax Museum Presentation
- 6th grade students worked individually, in a team or with a partner to build a replica from Ancient Civilization and had to report out to other grade levels about their research project

#### Meetings and School Events:

- June 4th was our annual FUN Run and Field Day
- June 5th Half-day focused on placement
- June 7th, 6th grade heads to Martha's Vineyard
- June 7th, Kindergarten Family Celebration
- Monday, June 10th is the Annual 6th Grade Carnival
- Wednesday, June 12th is the 6th Grade Promotion Ceremony

## **VIII. School Committee**

### **A. Committee Reports**

1. Budget Subcommittee – No report.
2. ORR District School Committee – No report.
3. SMEC – Ms. Fernandes reported they met on April 30<sup>th</sup> and approved staff appointments, FY24 spending plan and reviewed the first read of FY25. On May 29<sup>th</sup> they met and approved staff appointments, FY25 spending plan and operational surpluses.
4. READS – Superintendent Nelson reported they met earlier in the day and heard a report of the financial health of the organization, discussed three policies and a five year agreement was offered for the executive director after reviewing the first year summative evaluation with a rating of proficient.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they met recently to approve almost \$9,000 in grants and the Lighthouse Book Awards will be distributed next week.
6. Early Childhood Council – Ms. Duggan reported they have not met.
7. Policy Subcommittee – Ms. Duggan reported they met earlier today, June 6, and reviewed the following Policy Recommendations and all were approved to be forwarded for consideration for adoption by the Joint School Committee at its next meeting.
  - The Admission Policy for Vocational Technical Education Programs (Chapter 74) at ORR
  - Policy JJE Student Fund-Raising Activities – the language in this policy has been revised a few times throughout this past academic year and at this meeting it was agreed that a version that avoided specific language around restricting competition in favor of wording that was more broad.
  - Finally, 3 policies pertaining to technology that included updates to align with Massachusetts Association of School Committees recommendations and with the input from the ORRSD Technology Department Team. These were policy IJND, Access to Digital Resources; policy IJNDB, Use of Technology in Instruction; and policy IJNDD, Policy on

Social Media were reviewed.

8. Equity Subcommittee – Superintendent Nelson shared they will meet before the Joint meeting on June 20<sup>th</sup>.

## **IX. Future Business**

### **A. Timeline**

The next meeting(s) of Committee will be held as follows:

#### **Rochester School Committee**

August 29, 2024 at 6:30pm

Hybrid Format

#### **Joint School Committee**

June 20, 2024 at 6:30pm

Hybrid Format

### **B. FUTURE AGENDA ITEMS**

- School Committee Reorganization (September)
- School Improvement Plan (September)
- MCAS Results Report (November/December)
- Initial Budget Review (January)
- Approval of Chairperson's Annual Report (February)
- Health Unit Application (February)
- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of Leases (June)

## **X. Open Comments**

Chairperson Hartley stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

Jeff Costa of Rochester stated the following: *So first of all, good evening, Josh, like to congratulate you on your election. I hope that you and the rest of the school committee remember that you work for the taxpayer. You're held accountable to the elected people who cast their ballots as taxpayers. So the business that you need to conduct includes keeping the public communication open. Remember that the administration works for this committee and the committee works for the taxpayer. There, there can be disagreements and there can be discussions witnessed by the public. And there should be competition and discussion and open discussion and clarity is a good thing. This is America. I want to share some observations from the latest selection cycle that I noticed. The latest selection cycle showed some frustrations with this committee and provided some easy fixes that were both bipartisan. The issues that I've noticed were public comment, the meeting format and the communication. Based on tonight's discussion, this committee continues to show that they want to stifle. Comment number one, your executive session should be at the end of the meeting consistent with other town boards. When it's at the beginning, you're being rude to your boss. The taxpayer two, change your meetings. There was a candidate night which the seating of this room was discussed and it was pretty openly agreed amongst everyone running for school committee that the room would be rearranged so that the seats were facing the public and the backs of the school committee members were not facing the public attendees as if giving them the indication that they were just flies on the wall. Number three, public comment, which can be easily manipulated. You can open it, you can close it, you can reopen it, you can re-close it, you can move it around. This is consistent with other town boards. You can also put a time limit on it, which you do. Being limited and being put at the end of the meeting is unacceptable. This policy can be changed and it should be. This is my second meeting and it continues to be a long drawn and inefficient and self-promoting process. Topics are discussed without agenda clarity to keep the public in the dark. For example, on the agenda item donations. Which ones? What is that? If I'm a public person who wants to come to this meeting, how do I know what that's for? Add some details. Library disposal list. Which books seems reasonable? Communication regarding what, why was this put on the agenda? Communication of what Sharon, you mentioned this was put on the agenda item by, by Anne. And then you steamroll the conversation. That shows a lack of communication. I'm glad public comment was on the agenda, but yet you voted to close it, table it and have the chairs meet and*

*then open it up in the future. That is not good. These meetings are ran to give the appearance of transparency, but they're anything but the public is treated like a bus room. They kept in the dark and they're fed crap. That's all I got. See you guys in August.*

**Information Items**

Recommendation:

That the school committee review the 24-25 school calendar with the addition of the Kindergarten start date.

**ADJOURNMENT:**

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:47pm.

MOTION: by Ms. Rounseville to adjourn at 8:47pm

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2023-2024 ROCHESTER MEMORIAL SCHOOL IMPROVEMENT PLAN

Key: Highlighted **Green** is On-going

Highlighted **Pink** is completed

Anything **Bold** is Completed

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 are dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

#### CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

## THEORY OF ACTION

### IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

### AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

### AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

### AND...

provide an inclusive and supportive climate and culture for all school community members...

### AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

### THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

## STRATEGIC OBJECTIVES

**1. & 2.**  
**Teaching & Learning**

**3.**  
**Support Systems**

**4.**  
**Climate & Culture**

**5.**  
**Safe Schools**

### Strategic Objective #1: Teaching & Learning

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan <b>(multi-year)</b>	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty, Staff, & District Literacy Leadership Team	Implement the Core Literacy Program, <i>Into Reading</i> , in collaboration with Hill for Literacy	<ol style="list-style-type: none"> <li>1. Provide <i>Into Reading</i> resources to teachers</li> <li>2. Provide Professional Development (PD) to staff members around implementing the <i>Into Reading</i> program through Houghton Mifflin Harcourt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers have resources for the implementation of <i>Into Reading</i>.</li> <li>2. Monthly agendas from Hill for Literacy and PLC meetings</li> <li>3. The curriculum review cycle is</li> </ol>

	(DLLT) Members	Teachers teaching outside of literacy will engage in the curriculum review cycle through PD	<ol style="list-style-type: none"> <li>3. Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction</li> <li>4. Provide PD time for content area teachers to engage in curriculum discussions based on the content area in alignment with the Curriculum Review Cycle</li> </ol>	<p><b>adopted and has been reviewed with grade 5 and 6 teachers</b></p> <p><b>4. PD offerings in SMART PD are outlined and listed</b></p>
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction <b>(multi-year)</b>	Assistant Superintendent of Teaching and Learning, Building Administration, Faculty and Staff in conjunction with Hill for Literacy	Outline a literacy and math assessment schedule to measure, monitor and analyze student achievement	<ol style="list-style-type: none"> <li>1. The District Literacy Leadership Team (DLLT) is identified and meetings are scheduled throughout the school year</li> <li>2. Develop an assessment schedule for literacy and math</li> <li>3. Initial progress monitoring of student growth takes place a couple of times a year</li> <li>4. Conduct data meetings 3-5 times a year and identify areas of strength and areas needing intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The DLLT meetings are scheduled and attended.</b></li> <li>2. <b>Math and Literacy assessments are administered three times a year based on the assessment schedule.</b></li> <li>3. <b>Student benchmark and progress monitoring data is reviewed and analyzed to drive instructional practices.</b></li> <li>4. <b>Data meetings take place during PLC time</b></li> </ol>
1.5 Maintain, enhance, and utilize a curriculum management system	Assistant Superintendent of Teaching and Learning,	Utilize the district's curriculum management system to update curriculum	<ol style="list-style-type: none"> <li>1. Designated RMS administration and faculty members will attend</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Instructional Council agendas show a review of curriculum updates</b></li> </ol>

containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction and assessments. <b>(multi-year)</b>	Instructional Council, Administration, Faculty and Staff	in content areas as applicable to RMS	monthly Instructional Council meetings 2. Members of the Instructional Council will report back to faculty and staff of any updates and changes relating to PD and curriculum plans	2. Curriculum updates are available to teachers in our curriculum management system
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### Strategic Objective #2: Teaching & Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised PD planning process that supports effective and equitable teaching and learning with consistent and dedicated time. <b>(multi-year)</b>	Assistant Superintendent of Teaching and Learning, Principals, Instructional Council	The District Instructional Council will provide input on the 2023-2024 PD plan  Staff will provide feedback at the end of each PD day	1. RMS faculty will provide feedback on the PD offerings throughout the school year to determine its effectiveness and next steps 2. Survey data from PD offerings from RMS and the district will be analyzed with the Instructional Council to be considered in the PD planning process	1. Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators 2. Instructional Council agendas reflect discussion on survey results from PD offerings 3. PD plans reflect input from the survey results 4. Surveys are prepared and uploaded to SMART PD for



				educators to complete at the end of each PD session
2.5 Provide PD to support and implement adoption of the current Literacy Action Plan <b>(multi-year)</b>	Assistant Superintendent of Teaching and Learning, Instructional Council, Principal and Teachers	Implement the current District Literacy Action Plan  RMS teachers will engage in Science of Reading Modules, (SOR)	<ol style="list-style-type: none"> <li>1. Provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program</li> <li>2. PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy, during PLC meetings</li> <li>3. Data meetings take place 3-5 times a year</li> <li>4. SOR training modules are offered during PD Days, and/or PLC time</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The <i>Into Reading</i> Program is implemented daily and faculty have the necessary resources to implement this program</b></li> <li>2. <b>PD schedule has been implemented and outlined for the school year</b></li> <li>3. <b>Data meetings take place and are used to inform teaching and learning</b></li> <li>4. SOR Modules are completed by RMS educators (in progress)</li> </ol>

### Strategic Objective #3: Support Systems

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent district-wide systems of support available to all students	Director of Student Services, RMS Administration, Faculty & Staff	RMS will identify its current systems of support and create action steps to enhance our current structures in place	<ol style="list-style-type: none"> <li>1. Identify the systems of support for academics and social and emotional learning (SEL) at RMS</li> <li>2. Targeted staff will participate in the</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline current systems of support for RMS in academics and SEL including Responsive Classroom</li> </ol>

through the general education setting. <b>(multi-year)</b>			<p>development and implementation of the Safe and Supportive Schools grant</p> <ol style="list-style-type: none"> <li>Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly</li> <li>RMS educators will use the assigned FLEX block to provide intervention and enrichment to students</li> </ol>	<ol style="list-style-type: none"> <li>Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable</li> <li><b>BBST/SRST meetings are attended and action steps are identified to support students</b></li> <li><b>PLC and grade level meeting time is used to plan FLEX Block focus areas for student success</b></li> </ol>
<b>Strategic Objective #4: Climate &amp; Culture</b> Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.				
<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and	RMS Administration, Faculty, and Staff	Continue to implement the Responsive Classroom Curriculum daily	<ol style="list-style-type: none"> <li>Responsive Classroom techniques including: Morning Meeting, school &amp; classroom rules, behavior supports, and restorative practices, will be implemented school-wide</li> </ol>	<ol style="list-style-type: none"> <li><b>Review expectations at the fall staff meeting and throughout the year as applicable</b></li> <li><b>Responsive Classroom's scope and sequence are followed</b></li> <li><b>Responsive Classroom Midweek Minute newsletters are shared</b></li> </ol>

social skills for all students. <b>(multi-year)</b>			2. Provide Responsive Classroom resources to faculty	<b>weekly/monthly with faculty and staff</b>
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. <b>(multi-year)</b>	RMS Building Administration, Faculty, and Staff	To provide consistent and informative news to RMS families faculty, and staff	<ol style="list-style-type: none"> <li>1. Weekly newsletters (SMORE) are sent out on Sunday afternoons</li> <li>2. Blackboard messages are created to inform RMS families, faculty, and staff of important school-related events and/or community events</li> <li>3. The school website is up-to-date highlighting school events and happenings</li> <li>4. Provide Monday Minutes to faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>RMS Minute is sent weekly to update staff and families in regards to upcoming happenings</b></li> <li>2. <b>The SMORE is posted on Facebook weekly, by the end of year</b></li> <li>3. <b>RMS events are added to our school calendar and included in the weekly SMORE</b></li> <li>4. <b>Monday Minutes are sent to staff weekly, by the building principal</b></li> </ol>
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all. <b>(multi-year)</b>	ORR Director of Guidance, RMS Administration, Social Workers, & Classroom Teachers	Provide opportunities to highlight student voice within RMS on a bi-weekly/monthly basis	<ol style="list-style-type: none"> <li>1. Identify Project 351 Influencers in grades 4-6</li> <li>2. Hold monthly meetings with Project 351 students</li> <li>3. Hold bi-monthly meetings with School Ambassadors</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>RMS Influencers attend the four training meetings and attend monthly meetings</b></li> <li>2. <b>Students meet to share ideas and problem-solve with their peers throughout the year</b></li> <li>3. <b>School-based initiatives are identified by Project 351 students and school-based Ambassadors</b></li> </ol>

4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline	RMS Administration, Faculty, and Staff	Use PowerSchool as a consistent approach for tracking student incidents	<ol style="list-style-type: none"> <li>1. Provide training to faculty/staff and administration on the use of PowerSchool Incident Reporting</li> <li>2. Create a clear outline of discipline procedures for faculty and staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Training on how to document incident reports within PowerSchool</b></li> <li>2. <b>PowerSchool incident reporting is completed on an as-needed basis</b></li> <li>3. <b>Opening day meeting agenda reflects time spent explaining the new system</b></li> </ol>
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#### Strategic Objective #5: Safe Schools

Ensure safe, secure, and equitable learning environments in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices. <b>(multi-year)</b>	District Business Office, Superintendent's Office, Principal & Assistant Principal	RMS faculty and staff will participate in physical and cyber safety training to reinforce best practices	<ol style="list-style-type: none"> <li>1. Provide faculty and staff training on school safety and cyber security</li> <li>2. Conduct safety drills throughout the school year in alignment with the safety manual</li> <li>3. Professional training in Crisis Prevention Intervention (CPI)</li> <li>4. Invite local police and fire department personnel to visit and walk the schools</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Training take place throughout the year on ALICE training</b></li> <li>2. <b>Fire drills are conducted with the support of the RMS Fire Department</b></li> <li>3. Updated manual shared with The Leadership Council to be followed in emergencies</li> <li>4. <b>Staff training in CPI takes place each fall and throughout the year, as needed</b></li> </ol>

5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations. <b>(multi-year)</b>	District Business Office, Director of Facilities, Superintendent's Office, RMS Head Custodian, and Principal	Determine facility and grounds' needs through meetings and walkthroughs with Director of Maintenance for RMS, District Business Office, and Superintendent	<ol style="list-style-type: none"> <li>1. School administration will meet with the district administrative department heads to target areas of need in the building</li> <li>2. School and district administration will meet with town officials to walk the building and view areas of need</li> <li>3. Items agreed upon will be added to the town's capital improvement planning</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Items added to the Capital Plan to be reviewed with town leadership</b></li> <li>2. <b>Building walks occur with a focus on high-need areas</b></li> <li>3. <b>Town capital planning documents reflect the needs identified</b></li> </ol>

**ROCHESTER SCHOOL COMMITTEE MEETING**  
**ROCHESTER PUBLIC SCHOOLS**  
**Rochester, Massachusetts**  
**16 Pine Street - Rochester, MA 02770**

**MEETING MINUTES**  
**August 19, 2024**

Regular meeting of the Rochester School Committee was held on Monday, August 19, 2024 at 2:00pm. This meeting was held in-person and there was also a zoom link available.

**COMMITTEE MEMBERS PRESENT:** Sharon Hartley (in-person), Katherine Duggan (in-person), Anne Fernandes (remote), Robin Rounseville (in-person) and Joshua Trombly (in-person).

**COMMITTEE MEMBERS ABSENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Heidi Letendre, Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 2:02pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set and the meeting is being recorded. The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

**IV. General**

**A. Approval of Grant(s)**

**Recommendation:**

That the School Committee review the Student Handbook for the 2024-2025 school year.

Superintendent Nelson thanked the school committee for coming together earlier in August. At the last meeting, they discussed the student handbook and made some suggestions for updates. The school committee requested meeting for the handbook earlier in August to review ahead of the start of school. Superintendent Nelson reviewed the updates since the last meeting. The first was the technology fees, which there will be no changes to. Next, was to include library opt-out language for families to understand the procedure which is now included in the draft handbook. Principal Letendre added that the table of contents was updated and linked to each section, along with page numbers, for easier accessibility for families.

**School Committee Feedback:**

Ms. Fernandes suggested using the word ‘access’ instead of ‘check out’ in the library opt-out language. She also recommended emailing the librarian and the classroom teacher when opting-out of a library book.

Ms. Rounseville questioned if access is limited, is that basically removing a book from the shelf. She questioned how that would work practically.

Ms. Fernandes said that if a book is submitted, while the child is under the purview of the school, the student should not have access.

Ms. Rounseville shared that in her opinion that is a lot to ask of the teacher or librarian who is monitoring multiples students in the library at once while providing teaching and learning.

Mr. Trombly suggested rewording the last sentence instead of using the word ‘assume’ to say ‘students will be granted access to our variety of books’. He also suggested adding the link to the website where families can search the entire selection of books at the RMS library. He would like parents to be aware if no email is sent, the student will be able to access all materials. Ms. Hartley and Ms. Duggan agreed that it would be an unrealistic expectation to enforce ‘access’.

Ms. Fernandes agreed that ‘access’ is different than ‘checking out’ on purpose and ‘access’ is the correct word in her opinion. She understands it is impossible to follow students around the library.

Ms. Duggan supported Mr. Trombly’s recommendations in rewording the last sentence and adding the link to access the list of books.

Mr. Trombly asked in the recess section of the handbook, a doctor’s note is now required which was different than the last handbook. Ms. Letendre shared that it is their practice already so the handbook was updated to reflect practice.

Mr. Trombly asked to confirm that under growth and development, specifically the puberty lesson, families are notified and can

opt-out. Ms. Letendre confirmed yes, information is shared with all families prior to the presentation in school for their reference and ability to opt-out.

MOTION: Ms. Rounseville to approve the 2024-2025 RMS Student Handbook with the changes discussed.

SECONDED: Ms. Duggan

MOTION PASSED (4:1) Hartley: yes, Duggan: yes, Fernandes: no, Rounseville: yes, Trombly: yes

### **VIII. Open Comments**

Chairperson Hartley stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

There were no open comments.

### **ADJOURNMENT:**

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:47pm.

MOTION: by Ms. Rounseville to adjourn at 2:25pm

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

# Welcome Back to School Educators and Staff!



August 26, 2024

Old Rochester Regional School District  
Massachusetts Superintendency Union #55



# Vision 2028

## New Strategic Plan

### **Mission Statement**

The mission of our school system is to inspire all students to think, to learn, and to care.



# VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.



# CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

## THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

## LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

## CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.



# Theory of Action

IF WE...

implement an equitable, rigorous, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and equitable climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.



# STRATEGIC OBJECTIVES

- Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.
- Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.



# **STRATEGIC OBJECTIVES**

## **Support Systems**

- Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

## **Climate & Culture**

- Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

## **Safe Schools**

- Ensure safe, secure, and equitable learning environments in all schools.

# Professional Development

1. Strategic Plans: A main objective focuses on teaching and learning
1. Professional Development Feedback Survey (top priorities)
  - ES: Literacy and Writing; Social Emotional Learning
  - Secondary: Content-based teaching strategies; Instructional Technology
1. Curriculum Review Cycle
  - Developed by Instructional Council
  - Content-based starting point - State of the State
  - Consistent conversations and approaches to curriculum, instruction, and assessment

Strategic Plan, PD Feedback, Curriculum Review Cycle will steer PD in curriculum, instruction, and assessment this year



# New Administrators







# Jaime Curley

## Assistant Superintendent of Student Services



### SUMMER HIGHLIGHT:

Getting together with my college roommates in Newport.

### FUN FACTS:

- I love to read in my spare time.
- I've worked on Cape Cod my whole life until coming to ORR.
- I love to take long walks with my dog.





# Heidi Letendre

## Principal

### Rochester Memorial School



### SUMMER HIGHLIGHT:

I love when my boys are home and we are all on vacation together as a family.

### FUN FACTS:

Last year Heidi was the Interim Principal of RMS; this year she is the permanent Principal of RMS and we are thrilled about that!! **Welcome Back and Congratulations Heidi!**



# New Educators and Staff





# Carla Correia

## Lunch/Recess Aide

### Rochester Memorial School



### SUMMER HIGHLIGHT:

Visiting my family in the Azores.

### FUN FACTS:

- I love the beach, especially with an iced coffee and a good book!
- I really enjoy live music with friends.
- I have 3 awesome kids who all attend Rochester Memorial.





# Geralyn Gherard

## Instructional Assistant

### Rochester Memorial School



**SUMMER HIGHLIGHT:**  
Spending time with my family.

### **FUN FACTS:**

- I am a personal trainer and avid fitness enthusiast.
- My mom and I have the same name.
- I like to plan wild and fun adventures for my family.





# Alex Sylvaria

## 4th Grade Teacher

### Rochester Memorial School



### SUMMER HIGHLIGHT:

Getting hired to work at RMS  
this school year.

### FUN FACTS:

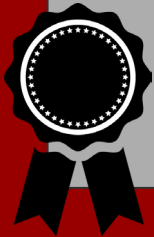
- I am an Eagle Scout.
- I participate in colonial reenactments at Fort Phoenix in Fairhaven.
- I enjoy watching football and basketball.







# Years of Service Recognition



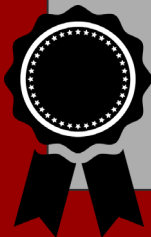


# **Rochester Memorial School Recognition**

*10 Years*

**Ellen Murphy**  
Nurse

**Jamie Pacheco**  
School Adjustment Counselor







# Rochester Memorial School Recognition

*15 Years*

**Kim Amato**

Special Education Secretary

**Michelle Bradley**

Grade 2 Teacher

**Julia Cabral**

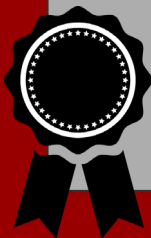
Grade 4 Teacher

**Tess Hedblom**

Grade 2 Teacher

**Sandra Sollauer**

Media Specialist Teacher





# Rochester Memorial School Recognition

*20 Years*

**Cindy Baronas**

Kindergarten Teacher

**Janice Bateman**

Paraprofessional

**Shaunda Griffin**

Grade 4 Teacher

**Ana Lenahan**

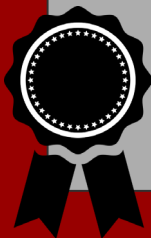
Grade 1 Teacher

**Melissa Weigel**

Kindergarten Teacher

**Charles West**

Assistant Principal





# Rochester Memorial School Recognition

*25 Years*

**Tracey Forns**

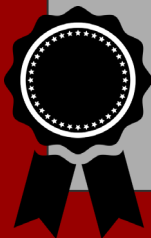
**Grade 6 Teacher**

**Debra Moniz**

**Paraprofessional**

**Kevin Woodward**

**Physical Education Teacher**





**Welcome Back!**

**Wishing you a  
successful  
year ahead!**

**Thank you for  
all you do!**





**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

[www.oldrochester.org](http://www.oldrochester.org)

Phone: 508-758-2772  
Fax: 508-758-2802

**Michael S. Nelson, M.Ed.**  
Superintendent of Schools

**Sharlene Fedorowicz, Ph.D.**  
Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, SFO, MCPPO**  
Assistant Superintendent of Finance & Operations

**Jaime L. Curley, Ed.D.**  
Assistant Superintendent of Student Services

## **STATEMENT ON BACK TO SCHOOL 2024-2025**

Ideally, the summer days have provided time for each one of you to reflect on the past school year and envision a successful 2024-2025 school year.

Additionally, it is my hope that the summer break provided an opportunity for each one of you to decompress, relax, and rejuvenate your professional mindset.

As I have said many times to our faculty and staff members – the field of education brings with it complex responsibilities, an assortment of challenges, and the highest of expectations.

Nevertheless - no occupation is more important or rewarding than being an educator.

Educators are skilled leaders who care about the intricate needs of our students and work tirelessly to ensure that our students make academic progress, along with social and emotional gains.

This coming year our school community will continue to follow our strategic plan known as Vision2028.

During the next 180 school days, we will build upon the progress and achievements that were made during year one of Vision2028 and pursue the objectives and initiatives that are called for during year two.

Collectively, we will continue to enhance our teaching and learning practices, improve our support systems, and our climate and culture, while ensuring that our schools are safe for all of our students and their families.

The mission of our school system remains consistent and as appropriate as ever.

We strive to inspire all students to think, to learn, and to care.

Thank you for being educators – our work matters.

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**Michael S. Nelson**  
**Superintendent of Schools**

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.



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**Jaime L. Curley, Ed.D.**  
Assistant Superintendent of Student Services

## **OPENING DAY AGENDA**

**August 26, 2023**

### **Breakfast (7:30am – 8:30am) – Meet & Greet**

*Coffee and breakfast food items will be made available during this time in the Old Rochester Regional School District's Cafeteria. Please also use this time to reconnect with your colleagues.*

### **Opening Remarks, Introductions, & Recognitions (8:30am) – The Leadership Council**

*All staff members are expected to report to the high school auditorium for opening remarks and to listen to our keynote speaker.*

### **Keynote Presentation (9:15am) – Every Kid Deserves a Champion**

**Mr. Steve Maguire, M.Ed.**

#### **Keynote Presentation Overview**

*Steve is a father, teacher, and professional speaker. He has spoken to thousands of teachers, parents, and camp staff across the US and Canada and is known for his energy, simple takeaways, and ability to fire up a room. He makes every effort to help people get more awesome at working with kids so they can make the impact they believe in. Steven's goal is to give a few wicked simple tools and a boatload of energy so all the kids get the best version of their educators.*

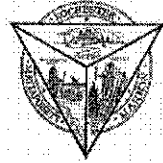
#### **Biography of Keynote Speaker**

*Steve has been a full-time school teacher for 24 years. He teaches Meteorology, Astronomy, Environmental Science, Forensics, Oceanography and Ornithology at Scituate High School in Scituate, MA. In his teaching career, he has taught high school and middle school. Teaching in a classroom and being on the "front lines" with kids is part of what makes Steve so credible to his audiences. Participants in Steve's work consistently say he "gets it" when it comes to working with kids. Steve and Jess, his wife, are the parents of four children...Nolan (11), Emmitt (9), Greta (8), and Scotia (6).*



### **Dismissal – Return to School Buildings**

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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	June 5, 2024
Title and Author of Book:	<p><b>Club CSI series:</b></p> <p>The case of the mystery meat loaf (Club CSI, Book 1)</p> <p>The case of the disappearing dogs (Club CSI, Book 3)</p> <p>The case of the ruined ram (Club CSI, Book 4)</p>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed.</p> <p>N/A</p> <p>Reviews available and posted here</p> <p><i>Booklist (May 1, 2012 (Online))</i></p> <p>Grades 4-7. In this kickoff to the Club CSI series, three Nevada kids are prompted by a science class to form a forensics club, just in time to launch an investigation when the principal and the entire swim team come down with food poisoning in the wake of a cafeteria experiment. Swinging into action after the "So Good You Won't Even Miss the Meat, Meat Loaf Day!" disaster, typecast buddies Ben (the brain), Corey (the jock), and Hannah (the smart girl) use methods they've learned in class to gather evidence, ask questions, and try to reconstruct just what went down. The picture they assemble involves a mix of carelessness and chicanery, and the three save the jobs of both the school cook and the new science teacher who provided the meatloaf recipe, while participating in an actual arrest. Though the denouement hinges on a saboteur's unforced confession, other contrivances in the case are minor, and the chains of clues and reasoning are easy to follow. Meaty fare for fans of Encyclopedia Brown and like middle-grade procedurals.</p> <p><i>Kirkus Reviews (February 15, 2012)</i></p> <p>Inspired by their forensic-science class, middle schoolers Hannah, Ben and Corey start up a CSI club just in time to investigate a mysterious incident of food poisoning in the school cafeteria. The new science teacher is young and cool--and she doesn't eat red meat. Grudgingly, Mrs. Collins, the cafeteria manager, agrees to try her recipe for tofu meat loaf. The principal and a number of students get sick. Who's responsible? Cool Miss Hodges? The grumpy manager or her bullying son, Ricky? The store that provided the tofu? Methodically, the three investigate, just as they've been taught: planning ahead; looking carefully at the scene; taking pictures, notes and even samples with Hannah's cell phone; and interviewing suspects. The straightforward third-person narration moves quickly, with plentiful dialogue and generous portions of information about crime-scene investigation, salmonella and safe food handling. Stock characters and a made-for-television ending won't bother readers who will</p>



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

	<p>be drawn in by the familiar setting and fascinating process of crime investigation. Lewman has previously written numerous books starring popular characters such as Sponge Bob and G.I. Joe. With three more titles in this new series scheduled to appear this year, he should have ample opportunity to flesh out Hannah, Ben and Corey a little more. Sure-fire book bait for middle-grade readers. (Mystery. 8-12)</p> <p><i>Horn Book Guide (Spring 2013)</i></p> <p>Ben, Corey, and Hannah, the members of Club CSI, solve two mysteries using their growing knowledge of forensic techniques. In <i>Dogs</i>, analyzing crime scene materials, the group investigates local dognappings and uncovers a fraud scheme; they use close observation and handwriting comparisons to resolve a mystery surrounding a school prank in <i>Ram</i>. Red herrings keep the kids--and readers--on their toes. [Review covers this Club CSI title: <i>The Case of the Disappearing Dogs</i> and <i>The Case of the Ruined Ram</i>.]</p>
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**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾





**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: 



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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Date of Librarian Review:	June 5, 2024
Title and Author of Book:	<p><b>Galaxy Zack series:</b></p> <p>A green Christmas! (Galaxy Zack, Book 6)</p> <p>A galactic Easter! (Galaxy Zack, Book 7)</p> <p>A haunted Halloween (Galaxy Zack, Book 11)</p> <p>Space camp (Galaxy Zack, Book 14)</p>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed.</p> <p>N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (June 1, 2013)</i></p> <p><i>K-Gr 2-Students will blast into the future with these exciting books. Moving is hard enough for an eight-year-old boy, but moving to another planet is a cosmic challenge. Zack Nelson's father has accepted a great new job, but it is on the planet Nebulon. Sure, Zack has visited Mars and Venus lots of times, but this is different. His imagination gets the better of him as he dreams of slimy alien classmates that he won't relate to and food that is simply gross. Yet his biggest worry is that he will never be able to communicate with his friends on Earth again. He faces his fears and bravely embraces his new lifestyle. In Juno, Zack is paired with the class bully during a field trip and learns something about himself and Seth. Students will gravitate toward Zack and relate to his concerns and experiences, especially those who have faced a move. The intergalactic setting and futuristic gadgets will keep youngsters enthralled as they delve into reading chapter books on their own. Parents will also enjoy them as read-alouds because the stories are reminiscent of all of the technological advances of the future that they dreamed of and were introduced to by the Jetsons, Star Trek, and other 20th-century hits. On every page, large, gray-scale illustrations add humor and interest to the crisp, clear texts. These fantastically fun titles will add diversity to any collection and will appeal to boys and girls alike.-Amy Shepherd, St. Anne's Episcopal School, Middleton, DE (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Horn Book Guide (Fall 2013)</i></p> <p><i>This new space-age chapter-book series finds eight-year-old Zack Nelson and his family first moving from Earth to Nebulon for his dad's job and later visiting the crystal planet Juno for a school field trip. The year is 2120, and both books provide a good balance of Jetsons-type gadgetry with typical elementary-school concerns. Black-and-white cartoon illustrations add to the lighthearted humor.</i></p>



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[Review covers these Galaxy Zack titles: Hello, Nebulon! and Journey to Juno.]

**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

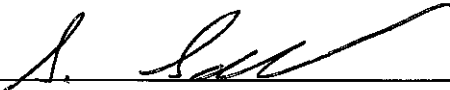
This book meets the criteria for inclusion in the library collection. ▾

Reason:



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**Massachusetts Superintendency Union #55**

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. -

Signed: 



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## **Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	June 5, 2024
Title and Author of Book:	Traitor's Chase (Last Musketeer, Book 2)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (November 1, 2012)</i></p> <p><i>Gr 4-7-This series entry can serve as a fine stand-alone as Gibbs offers enough backstory for readers to determine who Greg Rich is and how he traveled back in time to Paris in the 1600s to join up with the Three Musketeers. This time around, Greg is determined to undermine the sinister and immortal Michel Dinicoeur, who holds the key to Greg's ability to time travel and Dinocoeur's immortality: the Devil's Stone. The fast-paced, well-researched novel draws readers in immediately and once there, they may find it hard to leave. There is plenty of action, intrigue, and even a hint of romance as Greg navigates the ins and outs of medieval life and continues his ruse as a teen from Artagnan. Strong female characters in the form of Catherine and Milady de Winter provide a nice balance to the otherwise male-dominated tale. Catherine in particular stands out as a young woman before her time, with her strong interest in battle and her streak of independence, and Milady is wonderful as a wolf in sheep's clothing. Greg's position as that of someone who is responsible for preventing history-changing events further adds to the excitement, and readers are left with a cliff-hanger of an ending that assures a return visit of the Musketeers. Fans of this series will be well served in reading Alexandre Dumas's original. A great addition to any collection.-Mary Beth Rassulo, Ridgefield Library, CT (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Horn Book Guide (Spring 2013)</i></p> <p><i>Time traveler Greg-as-D'Artagnan is still stuck in 1615; he and the young Musketeers follow evil Bastille-escapee Michel Dinicoeur to Spain to stop him from calamitously changing history. Meanwhile, they're unsure whom to trust along the way. This accessible, rollicking escapade requires some familiarity with the first installment but not with the original Three Musketeers.</i></p>

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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

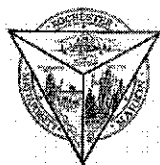
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	June 5, 2024
Title and Author of Book:	Sing with me, Lucy McGee (Lucy McGee, Book 2)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... - N/A -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (October 1, 2018) <i>Gr 2-5-Lucy McGee always looks on the bright side of life, but she has a dilemma. Her dad signed her up for the Songwriting Club after school, but at recess one of the most popular girls, Scarlett, told her about the new Craft Club and chose Lucy to help her. Lured by the big surprise that Scarlett promised, she decides to skip the Songwriting Club even though it means disappointing her friend Phillip and lying to her parents. It turns out that getting the Craft Club ready means doing all the work that Scarlett dictates. While cleaning and painting wasn't the surprise she had in mind, Lucy remains enthusiastic. But her lying leads to stealing and necessitates more lying before it all comes crashing down around her, and she learns that she wasn't the only one not telling the truth. Despite her missteps, Lucy turns things around and figures out what it really means to be a friend. Readers will relate to likeable Lucy, who is kindhearted and genuine. Short chapters filled with pen-and-ink illustrations keep readers moving quickly through the action. -VERDICT Recommended for libraries in need of short, accessible chapter books.-Laura Fields Eason, Parker Bennett Curry Elementary School, Bowling Green, KY © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</i></p> <p><i>Kirkus Reviews</i> (September 1, 2018) <i>Nine-year-old Lucy McGee is enduring the type of manipulative bullying that's familiar to many grade schoolers. Popular Scarlett (whose bedroom features white carpeting!) invites her to join a new crafts club at her house. Lucy is supposed to be attending a school club, but who can turn down an invitation from someone like Scarlett? Sadly, the first club meeting only involves Lucy cleaning out the filthy garden shed while Scarlett crafts decorations. The following week, Scarlett convinces Lucy to take paint from the art room, telling her the teacher has given permission. Not only is that a lie, but when the pair gets to Scarlett's house, it's Lucy who has to do the messy wall painting while Scarlett rests. Bedazzled by Scarlett, Lucy repeatedly skips the Songwriting Club started by Phillip, a nice classmate who could use a friend. With brief text, characters are only sketched but are fully recognizable nonetheless. Thanks to Phillip's friendly overtures, her parents' gentle guidance, and some soul-searching, spirited Lucy eventually finds a better path to walk than being Scarlett's hapless sycophant, offering a nondidactic message to readers as well. Lucy and Scarlett appear white in Meserve's humorous sketches, but Phillip's skin is a shade darker. The children's spontaneous songs—all cleverly rhymed—are included along with a</i></p>



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	<i>link to an online audio version. Fun accompanied by useful life lessons. (Fiction. 8-10)</i>
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**Criteria for Selection of Library Materials**

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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

<input checked="" type="radio"/> This book meets the criteria for inclusion in the library collection. ▾
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Reason:





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**Massachusetts Superintendency Union #55**

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. -

Signed: \_\_\_\_\_

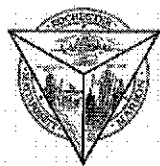
A handwritten signature in cursive script, appearing to read "S. L. L.", written over a horizontal line.



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>Raymie Nightingale</b> by DiCamillo, Kate
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: ▾ For Publisher Specific Titles: ▾ Reviews available and posted here: ▾</p> <p><i>School Library Journal</i> (December 1, 2016) Gr 4-7-Hoping to attract the attention of her father, who has left home, and her mother, a young girl takes up twirling. While the baton lessons go south immediately, Raymie befriends two similarly vulnerable, lonely kids confronting their own family issues and who, like her, are trying to make sense of a sometimes bewildering world. Filled with heart and hope, DiCamillo's latest masterpiece is populated with characters whom readers won't soon forget. © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Magazine</i> (March/April, 2016) When ten-year-old Raymie Clarke's father runs away with a dental hygienist, Raymie has no idea how to take charge of her life. Her mother's no help, and her father's secretary simply assures her that "most things work out right in the end." So, remembering the advice of last summer's life-saving class instructor, Raymie vows to become a problem solver rather than a problem causer. She will enter the (1975) Little Miss Central Florida Tire contest, win, get her name in the paper, and astonish her father, who will hurry home filled with pride. Lacking any marketable talent, she enrolls in baton lessons and there meets two other girls with their eyes on the same prize. Orphaned and fragile, Louisiana Elefante desperately needs the winner's money; hard-as-nails Beverly Tapinski wants to sabotage the contest and, consequently, her overbearing mother. The girls don't form an immediate bond, but their initial association of convenience eventually turns into a friendship of understanding and fierce loyalty. After christening the trio the Three Rancheros, Louisiana delivers these prescient words: "We'll rescue each other." And in a beautifully layered set of adventures, they do. The limited third-person narration gives Raymie her distinctive voice and spot-on pre-adolescent perspective of a young girl trying to make sense of the world around her. Here DiCamillo returns—triumphantly—to her Winn-Dixie roots. <i>betty carter</i></p> <p><i>Kirkus Reviews</i> starred (January 15, 2016) Ten-year-old Raymie Clarke of Lister, Florida, has a plan to get her father to come back home. Raymie feels "alone, lost, cast adrift." Her father has run off with a dental hygienist. She is determined to learn how to twirl a baton, win the title of Miss Central Florida Tire 1975, and get her photograph in the newspaper.</p>



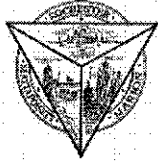
**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Her father will see it and be so proud that he'll return home to be with her. Raymie and her quirky new friends, Louisiana Elefante and Beverly Tapinski, have all lost parents and seek ways to move on with their lives and to protect one another along the way. DiCamillo's third-person narrative is written in simple words, few exceeding three syllables, yet somehow such modest prose carries the weight of deep meditations on life, death, the soul, friendship, and the meaning of life without ever seeming heavy, and there's even a miracle to boot. Readers will approach the tense and dramatic conclusion and realize how much each word matters. Raymie may not find answers to why the world exists or how the world works, but she can hold onto friends and begin to see more clearly the world as it is. Raymie's small town is populated by quirky, largely white residents, many of them elderly, all distinct characters in their own rights. Once again, DiCamillo demonstrates the power of simple words in a beautiful and wise tale. (Historical fiction. 9-14)

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Not applicable -

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. -

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed: *Sarah Sall*



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**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>Batting order</b> by Lupica, Mike
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>Kirkus Reviews (March 1, 2019)</i></p> <p>Matt loves everything about baseball. He is an excellent player on his Little League team in the summer All-Stars League. It doesn't matter that he's the shortest kid on the team, because baseball makes him feel "like his very best self." He studies every aspect of the game and takes extra practices with his teammate José. His mom is his special personal coach, enthusiastically practicing hitting and fielding with him, always encouraging, not just about baseball, but also about his severe stutter. His speech pathologist is another support, eliciting his feelings when he is "blocked" or "stuck" and finding ways to help. Ben, another teammate, is having his own difficulties. He hits towering homers but strikes out more often. His father insists on a big swing and yells loudly at him to hit home runs. Matt and his mom try to coach him in ways to get more base hits, but his dad proves to be a negative force. Lupica keeps the focus on Matt's struggles, his determination, and his genuine kindness, braiding it with action-packed play-by-play baseball and lots of references to current major league players. José is Puerto Rican, and there's delightful Spanish-English wordplay in their banter. Matt and most of the other characters present white, though there are naming conventions that indicate some diversity. For baseball lovers, it's a winner. (Fiction. 8-12)</p> <p><i>Publishers Weekly (April 1, 2019)</i></p> <p>Bestselling author Lupica has mastered the ingredients of a feel-good sports story: a likable athletic protagonist, play-by-play game scenes, and come-from-behind victories. And he sticks to that recipe in this leisurely story about small-for-his-age middle schooler Matt Baker, who's "always felt big on the baseball field" despite his size. The star second baseman on his summer All-Star Little League team, Matt lives with his single mother and has a stutter that shows up at the least opportune moments. But his mom and his speech therapist both provide ample support in life, as do his coach and friends. The story seems to center more at times around Matt's teammate Ben, who is bigger and flashier, and who, at his controlling father's urging, insists on swinging for the fences even when it costs his team the game. When Ben asks Matt for batting help, the two boys forge a tentative friendship-one that will be tested many times throughout the season. Sports fans will enjoy the baseball references and the easy camaraderie between Matt and his teammates. In the end, Lupica brings his message back to the merits of being a good teammate and never giving up, mantras that young sports fans never tire of seeing play out. Ages 8-12. Agent:</p>



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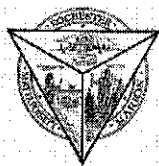
Reason:



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: *Samuel Lee*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>The Glass Town game by Valente, Catherynne</b>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: <input type="checkbox"/></p> <p>For Publisher Specific Titles: <input type="checkbox"/></p> <p>Reviews available and posted here - <a href="#">Booklist starred (August 2017 (Vol. 113, No. 22))</a></p> <p>Grades 4-7. In a small English village, four siblings grow close after the death of their mother and two older sisters, escaping into a world of their own creation. In the invented Glass Town, they wage battles with toy soldiers who never stay dead, fighting such auspicious villains as Napoleon. But Charlotte, the oldest and fiercest leader, and Emily, the romantic, introspective dreamer, are being sent back to the boarding school where their sisters died. Their siblings—moody Branwell, the only son, who longs to be respected, and Anne, the youngest, the softest, the worrier—accompany them to the train station, where magic happens. The four find themselves in a real Glass Town, where Napoleon rides a rooster to war, and soldiers are resurrected with a magical potion. But when Anne and Branwell get kidnapped, Charlotte and Emily must venture further into this world to rescue their siblings—and maybe save Glass Town itself. In many ways, this is a throwback to classic children's literature: it has the cleverness of <i>The Phantom Tollbooth</i>, the imagination of <i>Alice in Wonderland</i>, the whimsy of <i>Edward Eager</i>. No knowledge of the Brontë family or their works is necessary—although that is, of course, who the siblings are—but plenty of sly references are woven into the narrative. A lovely, fanciful piece of middle-grade fiction about the worlds we make, and the lives they can take on. Illustrations not seen.</p> <p><i>Kirkus Reviews</i> starred (July 1, 2017)</p> <p>In a middle-grade fantasy reminiscent of beloved tales from Edward Eager and Pamela Dean, the imaginary realms of the Brontë juvenilia come to wondrous life. "Once, four children called Charlotte, Emily, Anne, and Branwell lived all together in a village called Haworth"—but the never-surnamed protagonists don't remain in their Yorkshire moors for long. Instead of escorting the two oldest girls to their dreaded School, the siblings are whisked off to Glass Town, where, as Charlotte dryly observes, "we're only in an insane, upside-down world populated by our toys, our stories, and Napoleon riding on a giant chicken on fire." Valente seizes this irresistible premise and careens off merrily, in gorgeous, coruscating prose spangled with groanworthy puns, extravagant metaphors, whimsical imagery, literary nods, and historical references. Beyond the sly allusions, sufficient to delight the most devoted Brontë-phile, it is the vivid, achingly real, personalities—brilliant, bossy Charlotte; wild, passionate Emily; gentle, perceptive Anne; and bullying, insecure Branwell—that compel attention.</p>





## Old Rochester Regional School District

### Massachusetts Superintendency Union #55

	<p>Unfolding against a background of loss and fear, their madcap fairy-tale adventures deepen into a heartbreaking keen of brutality and grief, at the last transposing into an exhilarating, bittersweet paean to identity, agency, and (inevitably) the power of storytelling. (Illustrations not seen.) An absolute must for fans, of course; but even readers who've never heard of Heathcliff will be captivated from the first page to the last. (Fantasy. 10-adult)</p> <p><i>Publishers Weekly (July 24, 2017)</i></p> <p>Valente (Radiance) delivers a linguistically dazzling novel that draws on the Brontë siblings' real-life childhood writings about Glass Town, an invented land where they escaped the difficulties of their lives. Charlotte, Emily, Anne, and Branwell are grieving the deaths of two older sisters and dreading the "Beastliest Day" when Charlotte and Emily are forced to go off to school. As Branwell and Anne accompany them to the carriage, a detour to the local train station leads them to escape to Glass Town, which turns out to be even wilder and more bizarre than they ever imagined. "Don't worry, Em," Charlotte reassures her sister. "We're only in an insane, upside-down world populated by our toys, our stories, and Napoleon riding a giant chicken on fire. Nothing so bad as School." The plot picks up after Anne and Branwell get kidnapped, but the story's real delights come from the wit and cleverness woven into every description and conversation, as well as the sharp insights Valente brings to the children's insecurities, longings, and hidden desires, which burst to the surface in this magical and perilous world. Ages 10-up. (Sept.) © Copyright PWxyz, LLC. All rights reserved.</p>
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### **Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

*Samuel Smith*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>Louisiana's way home</b> by DiCamillo, Kate
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here: - <i>School Library Journal (September 1, 2018)</i></p> <p>Gr 3-6-DiCamillo returns to a character she introduced to readers in <i>Raymie Nightingale</i>. In a first-person account, spirited 10-year-old Louisiana Elefante tells the story of being abruptly awoken by her grandmother in the middle of the night. Together, they trek to Georgia where emergency dental surgery and a nearly empty wallet cause them to stop in their tracks. Stuck in the rural town of Richford, Louisiana must find a way home to her friends. An old family curse that prevents any Elefante from forging long-lasting relationships looms over her. Through a series of chance encounters with the eclectic residents of the small town, Louisiana discovers the power of her own voice and her ability to set her own course. DiCamillo is able to address complex topics in an accessible and ultimately hopeful way. There is never sadness without comfort, fear without consolation. Louisiana's soul-searching is no exception and further solidifies DiCamillo's reputation as a skilled storyteller who trusts her readers to wrestle with hard things. VERDICT A thoughtful and finely written story that earns its place among DiCamillo's other beloved novels. -Katherine Hickey, Metropolitan Library System, Oklahoma City © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (July 2018 (Vol. 114, No. 21))</i></p> <p>Grades 4-7. Last seen in <i>Raymie Nightingale</i> (2016), Louisiana Elefante, daughter of dead trapeze artists and prone to fainting, is awakened in the middle of the night by her grandmother, who orders her into the car. Granny has been told in a vision that they have a date with destiny, an opportunity to reverse the family curse, but they must immediately hit the road. Once over the Florida border into Georgia, Granny's aching teeth become an emergency. Louisiana, 12, is forced to get behind the wheel and locate a dentist in the small town of Richford. Once there, she finds a friend, but loses both her bearings and her history when family secrets are disclosed, whereupon she discovers she has more moxie in her small body than she thought possible. DiCamillo, in an unusual turn for her, tells Louisiana's story in first person, bringing the reader close to what's in the girl's head and heart—including pure anger at the disruption of her life. The writing is terse, with short paragraphs and even shorter sentences. DiCamillo offers a master class in how to tell and shape a story once all fat has been cut away. Though set in the mid-1970s, there's a fairy-tale quality to this, with heroes, helpers, villains, and one princess looking for a home. HIGH-DEMAND BACKSTORY: DiCamillo's done it all—except write a sequel</p>



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before. A 10-city author tour and coordinated global release are planned.

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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

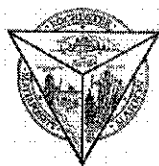
Reason:



**Old Rochester Regional School District**  
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Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed: *Sarah Scott*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	Falling in by Dowell, Frances O'Roark
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (April 1, 2010)</i></p> <p>Gr 3-6-Isabelle Bean has no friends since her classmates consider her weird and even scary. She prefers thrift shops to the mall and dresses in whatever she feels like at the moment. One day, sitting in class concentrating on a strange buzzing sound, she is sent to the principal's office for not paying attention. She opens the door to a supply closet and is plunged into a fairy-talelike world in an alternate universe. She encounters children traveling to the "camps" to avoid being eaten by the Witch of the Woods and meets Hen, and they set out on their own in the opposite direction. Arriving at a cozy cottage, the girls are welcomed by Grete, an elderly woman who uses plants to heal. Isabelle learns that Grete is her grandmother and that she may be the "witch" the people have been taught to fear. Armed with only her determination and intuitive nature, Isabelle marches off to the camps to dispel the rumor of the witch. It is here the plot thickens as Dowell offers twists, turns, and a tragic near-death. Throughout the book she addresses readers directly as though she is telling the story to them. Isabelle's adventures come to a satisfying conclusion as she "falls out" of her school closet a little wiser and maybe a bit more likely to make a friend, and she reminds readers to just believe that "the doors are out there. Don't be afraid to turn the knob."-D. Maria LaRocco, Cuyahoga Public Library, Strongsville, OH Copyright 2010 Reed Business Information.</p> <p><i>Booklist starred (January 1, 2010 (Vol. 106, No. 9))</i></p> <p>Grades 4-7. Feeling like a changeling in her own world, sixth-grader Isabelle Bean falls into another, where she meets her healer grandmother, Grete, and corrects a misunderstanding that had terrorized generations of children. Although it uses traditional tropes and the faintly medieval setting of much of children's fantasy, this perfectly paced story has enough realistic elements to appeal even to nonfantasy readers. The plot centers on Isabelle's efforts to convince the other world's children that her grandmother is not a wicked witch. This task is complicated but ultimately accomplished by Grete's accidental poisoning at the hands of a small boy. The storyteller's voice is evidenced by the opening line ("On the morning this story begins") and occasionally interrupts the narrative with explanation and rumination. The decidedly opinionated narrator's privileged stance lends a sense of directness and immediacy to the telling, and the adult perspective allows for more complex language and deeper understanding. Dreamy and distractible, Isabelle is an appealing protagonist whose newfound gift for hearing calls for help reflects how she has grown up enough to see</p>



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	beyond herself. Like Isabelle, her story has that "barely visible edge of otherworldliness" that gives it power.
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**Criteria for Selection of Library Materials**

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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾
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Reason:

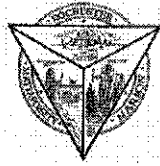


**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: \_\_\_\_\_





**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>The London Eye mystery</b> (London Eye Mystery, Book 1) by Dowd, Siobhan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here ▾</div> <p><i>School Library Journal</i> (February 1, 2008)</p> <p>Gr 5-8-Ted and Kat lose their cousin Salim at the London Eye sightseeing attraction, "the largest observation wheel ever built." Given a free ticket by a stranger, Salim enters the ride, but he never emerges. Guilty about their part in the bungled outing, the siblings trace scraps of information that illuminate the boy's disappearance. Ted, who is something of an enigma himself, narrates the story. He has a neurological cross wiring that results in an encyclopedic brain and a literal view of the world. He finds it hard to read motivations and emotions, but excels at clue tracing and deduction. Kat, his older sister, deplores his odd behaviors but relies on his analytic brain while she does the legwork. The result is a dense mystery tied together with fully fleshed out characters and a unique narrator. Good mysteries for kids are rare, and this offering does the genre proud. London Eye is the best sort, throwing out scads of clues for discerning readers to solve the mystery themselves. Add to that Ted's literal translation of our world, his distanced view of an alien landscape of human interactions, and the ways he gains a better understanding of that world through the course of the novel, and the story is even more noteworthy. Suggest this as a read-alike to fans of Blue Balliett's <i>Chasing Vermeer</i> (Scholastic, 2004) or Lauren Tarshis's <i>Emma-Jean Lazarus Fell Out of a Tree</i> (Dial, 2007).- Caitlin Augusta, The Darien Library, CT Copyright 2008 Reed Business Information.</p> <p><i>Booklist</i> starred (January 1, 2008 (Vol. 104, No. 9))</p> <p>Grades 5-8. The facts seem simple enough. While their mothers have coffee, Ted and his older sister, Kat, and their cousin, Salim, wait in a queue to ride the London Eye, an observation wheel that allows those locked in the glass-and-steel capsules to see 25 miles in every direction. A stranger from the front of the line offers one free ticket, and since Salim is the visitor, stopping in London before moving with his mum to New York, he takes it. Ted and Kat see him enter the capsule and follow his ride, but to their shock, he doesn't exit with his fellow riders. This book, very different from Dowd's searing <i>A Swift Pure Cry</i> (2007), is much more than a taut mystery. In Ted, Dowd offers a complex young hero, whose "funny brain . . . runs on a different operating system" (seemingly Asperger's Syndrome) and who is obsessed with shipping forecasts and with his inability to connect well with others. After several long days have passed with no sign of Salim, Ted must use the skills he has and overcome some of his personal</p>



**Old Rochester Regional School District**  
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	challenges to find his cousin. Everything rings true here, the family relationships, the quirky connections of Ted's mental circuitry, and, perhaps most surprisingly, the mystery. So often the mechanics of mystery don't bear close scrutiny, but that's not so here. A page turner with heft.
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**Criteria for Selection of Library Materials**

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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed:

A handwritten signature in cursive script, appearing to read "Robert Scott", written over a horizontal line.



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>Wyatt Burp rides again</b> (Adventures of Jo Schmo, Book 2) by Trine, Greg
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here: ▾</div> <p><i>Horn Book Guide (Fall 2013)</i> Superhero fourth-grader Jo Schmo and her faithful mutt Raymond are endowed with special powers in time to stop a villain who is terrorizing San Francisco with dead dinosaurs. Next, Jo and Raymond travel in a time machine to the Gold Rush days to find infamous outlaw Wyatt Burp. Dormer's wry illustrations of the duo's antics are especially amusing in this winning new chapter book series. [Review covers these Adventures of Jo Schmo titles: Dinos are Forever and Wyatt Burp Rides Again.]</p> <p><i>Library Media Connection (January/February 2013)</i> Jo Schmo, created by Greg Trine, is not your average Joe: she wants to be a crime fighter like others in her family. So when Jo receives a cape from her uncle, she decides to be a superhero, and creates a cape for her dog sidekick, drooly Raymond. Dr. Dastardly, the villain in the story, plans on using his Re-Animator Laminator to take over the city using re-animated dinosaur bones. Jo goes in her super-powered skateboard and tries out her zany attack moves to assist the police. Told in alternating chapters, Jo's journey to becoming a superhero is chronicled in parallel to Dr. Dastardly's plans. Easy to read and simplified, the comical plot is paired with b&amp;w comic style illustrations. The second book, Wyatt Burp Rides Again, also seen by this reviewer, follows on the heels of the opening title. Lisa Wright, Media Coordinator, West Yadkin Elementary, Hamptonville, North Carolina [Editor's Note: Available in e-book format.] <b>RECOMMENDED</b></p>

**Criteria for Selection of Library Materials**

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	Select a Response
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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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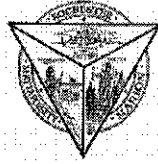
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

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Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	Another whole nother story by Soup, Cuthbert
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p>School Library Journal:</p> <p>Gr 4 – 7 — In this rip-roaring follow-up to <i>A Whole Nother Story</i> (Bloomsbury, 2010), Ethan Cheeseman, his three children, a sock puppet, and a dog named Pinky head back in time to 1668. Their goal? To break a centuries-old family curse by returning the White Gold Chalice to its owner, and to save the children's mother from a violent end. Unfortunately, landing in 1668 damages their egg-shaped time machine, and the family members must go in search of a blacksmith to find materials for its repair. Meeting a lively, but mostly underdeveloped cast of characters along the way, including Big, a Pocahontas look-alike, and the Mailman (so named because his many piercings resemble chain mail), the Cheesemans and company wreak havoc wherever they go. To complicate matters, Olivia's murderer, Mr. 5, is right on their tails. The story is narrated by the self-described "incomparable" Dr. Cuthbert Soup and punctuated by his mini-chapters, which usually have only loose connections to the story, but are hilarious on their own. It's over-the-top with a sometimes annoyingly frantic pace. However, the laugh-out-loud moments are many, and the puns are clever and sarcastic. This book should appeal to fans of Lemony Snicket's <i>A Series of Unfortunate Events</i> (HarperCollins), Pseudonymous Bosch's <i>The Name of This Book Is Secret</i> (Little, Brown, 2007), and other stories that capitalize on the absurd.—Mandy Lawrence, Fowler Middle School, Frisco, TX --Mandy Lawrence (Reviewed March 1, 2011) (School Library Journal, vol 57, issue 3, p171)</p> <p>Kirkus:</p> <p>Slipping Dave Barry–style ruminations between each chapter, the pseudonymous Dr. Soup, world-famous "Advisor to the Ill-Advised," strands the motley time-traveling cast assembled in <i>A Whole Nother Story</i> (2010)—including brilliant scientist Ethan Cheeseman, his three children (repeatedly described as "smart, polite, attractive, and relatively odor-free"), a psychic dog, a sock puppet and a crew of cursed but friendly pirates—in 1668 New England. Many misadventures and an Atlantic crossing later, after narrow escapes from witch hunters, a pirate of the unfriendly sort and other hazards, they proceed to Denmark to lay the aforementioned curse to rest (and run afoul of the local Duke's evil step-twin in the process), after which the Cheesemans climb aboard a fresh time machine obligingly provided by the previous episode's vengeful but woefully hapless villain Mr. 5 for the next stage in their quest to rescue their murdered mother. Fans of baroque misadventures, bumbling villains, heroic rescues, cliffhangers and especially sarcastic repartee—not to mention intrusive narrators—will be charmed anew. (Fantasy of the absurd. 11-13)Â (Kirkus Reviews,</p>



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

October 15, 2010)

**Criteria for Selection of Library Materials**

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

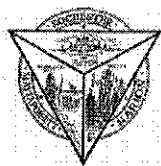


**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

Due to positive professional reviews, this book meets the criteria for our library collection.

Signed: *Samuel Lee*





**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

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Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	A whole nother story by Soup, Cuthbert
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>For Series Specific Titles: -</p> <p>For Publisher Specific Titles: -</p> <p>Reviews available and posted here -</p> <p><i>Booklist</i> (November 15, 2009 (Vol. 106, No. 6))</p> <p>Grades 3-6. This Snicket-like story is the rather unfortunate tale of three siblings, each with special and convenient talents, who are on the run from bad people pursuing them in the name of a three-letter entity, as relayed by a mysterious raconteur. Despite what you're thinking, these aren't the Baudelaires, they're the Cheesemans, and there are a couple of differences: they have only one dead parent (their father, a skillful inventor, is alive and well and accompanies his daughter and two sons in their adventures) and the object of desire is a time machine. There are, of course, plenty of additional similarities to the Series of Unfortunate Events series: the horizon-expanding wordplay, quirky characters, laugh-out-loud turns-of-phrase, and triskaidekomania (an obsessive enthusiasm for the number 13). Any story elements that feel derivative will likely only attract the book's target readers, who will eagerly embrace the entertaining narration of Dr. Cuthbert Soup, Founder of the National Center for Unsolicited Advice. The final pages bring an unsatisfying-to-the-point-of-being-evil sequel setup, but readers or listeners will enjoy the ride and will look forward to the Cheesmans' future adventures.</p> <p><i>School Library Journal</i> (April 1, 2011)</p> <p>Gr 4-7-Ethan and Olivia Cheeseman are brilliant scientists who have created a time machine known as the Luminial Velocity Regulator (LVR). After Olivia's mysterious demise, her husband and their three children are on the run to keep a step ahead of assorted villains who want the LVR. One of Mr. Cheeseman's inventions and a piece of bubble gum help out the performers in a traveling sideshow who have their own reasons for staying close. When the family tries to settle unnoticed in a small town, the children's new friends help them out of some dangerous situations. Each character, including a psychic dog and a sock puppet, is developed with a multitude of quirky and sometimes redundant details. Dick Hill's narration of Dr. Cuthbert Soup's droll, meandering tale (Bloomsbury, 2009) is perfectly paced, from numerous asides and unsolicited advice to the excitement of the final showdown with the bad guys. Each character has a distinctive voice, and the children's voices are especially poignant with longing for a home they will not have to leave. This story with heart will find many fans.-Mary Jean Smith, Southside Elementary School, Lebanon, TN (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_



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**Massachusetts Superintendency Union #55**

## Library Book Donation Review (Form 2)

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<p>H.I.V.E Series by Walden, Mark:</p> <p>Higher Institute of Villainous Education (H.I.V.E., Book 1)</p> <p>Escape velocity (H.I.V.E., Book 3)</p> <p>Dreadnought (H.I.V.E., Book 4)</p> <p>Rogue (H.I.V.E., Book 5)</p> <p>Zero hour (H.I.V.E., Book 6)</p>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed...            N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (June 1, 2007)</i></p> <p>Gr 5-8-H.I.V.E. is operated on a volcanic island in a distant ocean by G.L.O.V.E., a shadowy organization of worldwide wickedness. And, as 13-year-old master of mischief Otto Malpense soon discovers, here the slickest of young tricksters, thieves, and hackers have been brought against their will to be trained as the next generation of supervillains. Otto and his friends refuse to be held prisoner at the institution and develop a scheme to escape from the island, but they must defeat the all-seeing computer system, a seemingly undefeatable assassin in black, and a giant carnivorous plant to succeed. Warner's first novel is a real page-turner; those who love superhero stories will eat it up and not want to put it down. Sequels are virtually guaranteed.-Walter Minkel, New York Public Library Copyright 2007 Reed Business Information.</p> <p><i>Booklist (April 1, 2007 (Vol. 103, No. 15))</i></p> <p>Thirteen-year-old Otto and three of his new friends are kidnapped and taken to H.I.V.E., a super academy for world domination where the particular talents encouraged are craftiness and daring. Students come from all over the world, speak varying degrees of English, and are often the offspring of H.I.V.E. graduates. Otto, however, is an orphan. He has real brilliance and a photographic mind. Both qualities made him relatively independent before he was kidnapped, and they now provide somewhat of a challenge to his would-be keepers at H.I.V.E. Otto spearheads the group's effort to escape and return home, an escape that is foiled in the course of an evening that involves H.I.V.E.'s electronic overseer, an out-of-control flesh-eating plant, and other technothrills. H.I.V.E. comes across as the shadow side of Hogwarts, but Otto and his pals aren't so much bad wizards as they are bright kids realizing they may be out of</p>



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	<p>their depth. The cliff-hanger ending leaves much to be tied together in a sequel.</p> <p><i>Horn Book Guide (Fall 2011)</i></p> <p>In <i>Velocity</i>, Otto and friends must save their headmaster, a task that involves dodging his replacement. In <i>Dreadnought</i>, they must stop Jason Drake, who has plans far worse than H.I.V.E.'s usual treachery. Readers new to the series may not know whom to root for among the one-note young-antiheroes-in-training, but returning fans are in for nonstop action and plentiful humor. [Review covers these titles: H.I.V.E.: <i>Dreadnought</i> and H.I.V.E.: <i>Escape Velocity</i>.]</p>
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**Criteria for Selection of Library Materials**

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	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾



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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

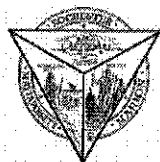
This book meets the criteria for inclusion in the library collection. -

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed: \_\_\_\_\_

*Sharon Smith*



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**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	Goosebumps HorrorLand Series by Stine, R.L.: Dr. Maniac vs. Robby Schwartz (Goosebumps HorrorLand, Book 5) Who's your mummy? (Goosebumps HorrorLand, Book 6)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. ... N/A</p> <p>Reviews available and posted here - <i>Publishers Weekly (March 10, 2008)</i> After eight years, the bestselling master of middle-grade horror returns, this time with the first book of a new, deliciously chilling 12-book series. As is planned for the other titles, this suspenseful opener is broken into two equally enjoyable sections--a standalone story and the first installment of what already reads like a ghostly serial at its spookiest. In the same tried-and-true style as the older Goosebumps stories, the standalone involves two smart yet vulnerable kids as they try to bury "Mr. Badboy," an evil ventriloquist's dummy with a mind of its own, and a Mumban doll with a shrunken human head that steals minds when touched, before the two dolls can do any major damage. In Part Two, the same characters embark on another petrifying adventure to a mysterious theme park advertised as "HorrorLand: Where Nightmares Come to Life." All the essential tricks of the trade to keep readers up at night are front and center: the ominous noises at just the right moments, the grisly visual descriptions and the cliffhangers around every corner. Combined with the promise of an ongoing story, this series should easily garner a new crop of scare-addicts. Ages 8-12. (Apr.) Copyright 2008 Reed Business Information.</p> <p><i>School Library Journal (November 1, 2008)</i> Gr 3-6-Alissa Hunnicutt does a more than capable job reading these two related stories (Scholastic, pap. 2008) by R.L. Stine. In the first story, Hunnicutt superbly conveys the mounting fear that Britney Crosby feels towards her cousin Ethan's creepy old ventriloquist's dummy named Slappy, voicing him to sound like Donald Duck gone psycho. Of course, she has every reason to be terrified of the wooden sociopath, and she and a friend try to get rid of the cursed item. As usual, her parents don't believe her, and this comes back to haunt them in the second story. The Crosby family and Britney's best friend go to Horrorland for a vacation. While most people might have suspected something weird was happening, the family falls for it hook, line and sinker. Stine ups the chills level by concluding the second story with the girls realizing that Britney's parents have disappeared, and Slappy is responsible. The abrupt ending leaves no doubt that the girls are doomed to the nasty fate hinted at in the Horrorland story. Effective and nearly constant sound effects enhance the telling and increase the tension. This production will definitely be a hit with the author's fans and listeners who</p>



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relish scary tales.-B. Allison Gray, Santa Barbara County Library, CA Copyright 2008

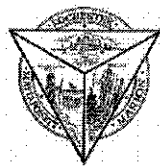
**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



**Old Rochester Regional School District**  
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Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. \*

Signed:

*David A. [Signature]*





**Old Rochester Regional School District**  
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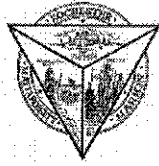
**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	Palace of dreams (Familiars, Book 4) by Epstein, Adam Jay
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>Horn Book Guide (Fall 2014)</i></p> <p>The familiars--cat Aldwyn, frog Gilbert, and blue jay Skylar--are framed for a curse on Queen Loranella. To clear their names and save the ailing queen, the trio escapes imprisonment to search for a cure within the perilous land of dreams. The signature mixture of dry humor and gripping action makes this a worthy addition to the series.</p> <p><i>School Library Journal (January 1, 2014)</i></p> <p>Gr 4-7-Their reputation as heroes is short-lived for the Prophesized Three-cat Aldwyn, blue jay Skylar, and tree frog Gilbert-when they are suspected of poisoning Queen Loranella and promptly sent to the dungeon. After a daring escape, the familiars quickly go from being Vastia's most celebrated to its most wanted. Intent on clearing their names and saving Loranella's life, the three embark on an adventuresome journey to find a magical spell before it's too late. Not knowing who framed them or why, the friends travel great distances in disguise, encountering magical creatures and tricky obstacles along the way. Meanwhile, the queen is stuck in the Wander, between this life and the Tomorrowlife. The trio must enter the Dreamworld and hope to emerge alive with the lifesaving spell. Fans of the series will enjoy this installment that ends in a cliffhanger. As a movie is rumored to be in development, fantasy fans will want to get up to date on the plight of Aldwyn, Skylar, and Gilbert before its release.-Michele Shaw, Quail Run Elementary School, San Ramon, CA (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

**Criteria for Selection of Library Materials**

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: Samuel Scher



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	Ellis Island : an interactive history adventure (You Choose: History) by Burgan, Michael
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A</div> <div>N/A</div> <div>Reviews available and posted here</div> <p><i>Library Media Connection (August/September 2014)</i> This series presents important time periods in American history in a personal and interactive way by letting the reader choose the story path that their character will take. They are historical fiction choose your own adventure novels. Each book has three different characters whose stories readers can live out and a multitude of choices and endings for each character. These books are a great way to present historical fiction to young readers in a way that they will enjoy. The stories are fast-paced, realistic, contain a lot of good historical facts, and often involve life or death choices. The short nature of the books and choices the reader gets to make as they read also make them very accessible for many levels of reader. These unique titles should be purchased for any elementary school or middle school collection. Michelle Bridges, McClintock Middle School, Charlotte, North Carolina. Highly Recommended</p>

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**Old Rochester Regional School District**  
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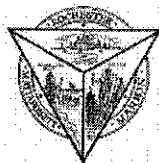
This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_

*Samuel S. S. S.*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

## **Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	Attack of the 50-ft. Cupid (Franny K. Stein, Mad Scientist, Book 2 by Benton, Jim)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here - <i>School Library Journal (May 1, 2004)</i></p> <p>Gr 2-6-The lovable, heroic mad scientist is back for her second adventure, and her brain is so filled with science that she doesn't know about Valentine's Day traditions. Even with the help of Igor, her new lab assistant (actually, he is part Lab, part beagle, part shepherd, etc.), her attempts to create valentines result in disaster. Then, a real valentine card comes to life, and is "biggerized" to huge, and it takes a superhero to save the school bus full of children from the giant Cupid. Franny biggerizes herself, rides the bus like a skateboard, and saves the day. Igor turns out to be more than a useless mutt, and he and Franny set things right. Benton's cartoon illustrations and writing style will draw fans of Dav Pilkey's "Ricky Ricotta" and "Captain Underpants" series (Scholastic). Fast paced and very funny, this book is likely to fly off the shelves faster than a giant Cupid shoots an arrow.-Sharon R. Pearce, Chippewa Elementary School, Bensenville, IL Copyright 2004 Reed Business Information.</p> <p><i>Booklist (March 1, 2004 (Vol. 100, No. 13))</i></p> <p>Gr. 1-3. In this beginning chapter book, young mad-scientist Franny wants a lab assistant. For Valentine's Day, she gets her wish when her mother gives her Igor, a dog that is supposed to be a purebred Lab. It turns out, however, that Igor is part poodle, part Chihuahua, part beagle, part spaniel, part German shepherd, and completely incompetent. When Igor fools with one of Franny's inventions, a Valentine Poem Generator with 600-plus combinations, he accidentally sets loose a giant, 50-feet-tall, arrow-shooting cupid, and it's up to Franny to save the day. Ultimately, Igor redeems himself by coming to Franny's rescue. Hilarious cartoon drawings by the author capture the action on nearly every page. Fans of early chapter book series featuring Captain Underpants or Ricky Ricotta should find plenty to enjoy in Franny's entertaining misadventures.</p>

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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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This book meets the criteria for inclusion in the library collection. -

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

Signed: \_\_\_\_\_



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	The princess, the scoundrel, and the farm boy (Star Wars A New Hope) by Bracken, Alexandra
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A -</div> <div>N/A -</div> <div>Reviews available and posted here -</div> <p><i>School Library Journal (November 1, 2015)</i></p> <p>Gr 5 Up-Bracken channels the Force to deliver a solid retelling of the "Star Wars" story that started it all. The princess (Leia), the scoundrel (Han Solo), and the farm boy (Luke) each take turns as the center of attention as the story progresses almost identically to the original film, A New Hope. The trio, along with wise Master Kenobi, must evade Vader and the Empire's forces and bring back detailed plans of the enemy's super weapon if they are to have any chance in the war. The story line is well paced, and Bracken brings readers slightly deeper into the minds of the three heroes. The story is divided into three sections, one for each character; this narrative format is expertly done and not only feels novel but breathes new life into this retelling. VERDICT Avid fans of the franchise-as well as those new to the "Star Wars" universe wanting to delve into the history in anticipation of the new film-will enjoy this and likely pick up the two sequels, So You Want to Be a Jedi? by Adam Gidwitz and Beware the Power of the Dark Side! by Tom Angleberger (both Disney/Lucasfilm Pr., 2015).-Chad Lane, Tulip Grove Elementary School, MD © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 1, 2015 (Vol. 112, No. 1))</i></p> <p>Grades 3-6. Perhaps of all the Star Wars movies, the first, originally released in 1977, is the most iconic. So Bracken had her work cut out for her in shaping the story into something fresh. But she fares rather well, segmenting the tale into introductions of the young characters and then fleshing them out a bit. Bracken begins with Princess Leia, a newly minted senator and, soon, prisoner of Darth Vader, with whom she witnesses her home planet being blown to smithereens by the Death Star. Readers then meet Han Solo in the infamous cantina, and Bracken cleverly inserts a scene cut from the original (but added to later versions), featuring Jabba the Hutt. Luke Skywalker turns up on Han's spaceship, so some of his early life is told as backstory. There's plenty of action, especially after the trio join forces, but those who have seen the movie will be visualizing that rather than the words on a page. The occasional line illustrations add a little. In her introduction, Bracken explains that her family were Star Wars fans extraordinaire, and you can feel the love she brings to this..</p>



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**Massachusetts Superintendency Union #55**

**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed: \_\_\_\_\_





**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	Circle of heroes (Familiars, Book 3) by Epstein, Adam Jay
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (November 1, 2012)</i></p> <p>Gr 3-6-What if everyone thought you were destined to save the world, but you thought the prophecy wasn't true? Aldwyn, a black cat, struggles with these thoughts even as he continues on the quest with his two friends and fellow familiars, Skylar the blue jay and Gilbert the tree frog. They need to rescue the queendom of Vastia from the evil gray-haired rabbit Paksahara, who has built a zombie animal army. In this third installment in the series, readers find themselves in a world in which magical human wizards (loyals) have animal companions (familiars) who possess extraordinary magical powers of their own. In order to restore peace and harmony between animals and humans, Aldwyn, Skylar, and Gilbert must gather seven descendants from different animal families to call the Shifting Palace and overcome Paksahara's magic. Unfortunately, she has taken away human magic and so the familiars must complete the task on their own. This leads to many adventures, great danger, and the discovery of the true history and role animals have played in Vastia, all culminating in a climactic battle. Readers need to start at the beginning of the series, since earlier characters and plotlines are not reintroduced. Though much of the plot will be predictable for any fantasy reader, the interaction of the animals and the personalities associated with the different species are highly entertaining. The implied promise of more books to come will keep interest in this series high. A perfect recommendation for fans of Kathryn Lasky's "Guardians of Ga'hoole" (Scholastic) and Erin Hunter's "The Warriors" series (HarperCollins).-Clare A. Dombrowski, Amesbury Public Library, MA (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Spring 2013)</i></p> <p>In this third installment, cat Aldwyn, frog Gilbert, and blue jay Skylar, the prophesied familiars, embark on a quest to unite seven magical animal descendants before the evil hare Paksahara and her Dead Army of zombie animals forever rid the world of human magic. Rollicking adventure and playful humor add whimsy to this series' theme of fulfilling destiny.</p>



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

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9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

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This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

Signed:

*[Signature]*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	March 1, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	April 24, 2024
Title and Author of Book:	Field trip by Paulsen, Gary
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A -</div> <div>N/A -</div> <div>Reviews available and posted here -</div> <i>Booklist (June 1, 2015 (Vol. 111, No. 19))</i> Grades 4-8. In this companion to Road Trip (2013), 14-year-old sports fanatic Ben Duffy desperately wants to attend hockey boarding school, but Dad nixes that dream, noting that a good education must come first. Instead, Mr. Duffy proposes another road trip—this one to chauffeur Ben and his classmates Jacob and Charlotte to a school field trip. Joining the travelers in the “company car” (an old ice cream van) are Brig—a young employee of Dad’s—and the family border collies, Atticus and Conor. Dad is easily distracted—leading to some hilarious, if improbable, adventures—and readers will not be surprised that, in the end, Dad’s laid-back, live-a-well-rounded-life philosophy prevails over Ben’s sports-minded intensity. Minor characters are also well developed, especially Brig, a soft-hearted runaway searching for a father figure, but whose junk-food eating habits leave much to be desired in the close quarters of a vehicle. Narrated by Ben with appended, perceptive comments from each of the dogs, this will have great appeal to fans of the earlier book and dog-lovers everywhere.

**Criteria for Selection of Library Materials**

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**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria -
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable -
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria -
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria -
7. Library materials shall be current and up-to-date.	Item Meets Criteria -
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable -
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable -
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable -

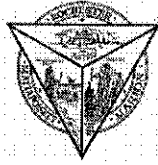
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. -

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. -

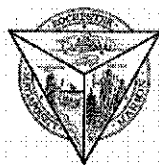
Signed: David Sullivan



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	April 12, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	April 12, 2024
Title and Author of Book:	<b>I survived the battle of D-Day, 1944</b> (I Survived, Book 9) <i>This book was a preorder from the Scholastic Winter Book Fair</i>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed... N/A</p> <p><b>Review Status:</b> <i>School Library Journal</i> (December 1, 2019) Gr 2-6-Like many other popular series, "I Survived" is being adapted into graphic novel format. Tarshis's tale of terror in the middle of the Atlantic hews closely to the source material. In 1912, 10-year-old George is traveling with his little sister and his aunt aboard the Titanic. Restless and a bit mischievous, George finds excitement and meets friends above and below deck. Tension builds as the ship collides with an iceberg and begins to sink. George, his family, and his friends escape the rising water on the lower levels and make their way to the upper decks, which leads to separation, icy waters, and, ultimately, rescue by the Carpathia. Dark, subdued, inky art sets a somber tone, while a parade of mostly small panels builds suspense and promises to engage readers. As George explores the ship, the illustrations highlight the enormity of the Titanic, from George and his family's lavish first-class quarters to the boiler room to the mail sorting room to the baggage hold. Appended facts about the Titanic and information on real-life passengers let readers make connections between this fictional story and the actual events. <b>VERDICT</b> This title will be in high demand where the original series circulates well.-Jody Kopple, Shady Hill School, Cambridge, MA © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (January 1, 2020 (Vol. 116, No. 9)) Grades 3-6. Ten-year old George Calder loves adventure and is hoping to find it aboard the maiden voyage of the Titanic, but when the infamous ship starts to sink, it's up to George and his quick wits to find a way out for his family and friends. The original I Survived series already has lots of appeal for emerging readers, but this graphic adaptation of Tarshis' novel not only stays incredibly true to the original story but now provides another format in which to enjoy this high-interest and easily accessible piece of historical fiction. The illustrations nicely complement the plot-driven tone and softly show the historical horror appropriately for a young audience without minimalizing its tragedy. The dense colors and detailed figures and backgrounds mimic the feel of 1940's pulp comics, which works quite well with the overall tone. Readers will be poring over the pages to see what happens next, even if they're already familiar with the story. Includes additional facts about the shipwreck, period photos, and further-reading lists for kids inspired to further research.</p>



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Criteria for Selection of Library Materials**

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	Select a Response
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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: \_\_\_\_\_

*Samuel L. [Signature]*



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

**Library Book Donation Review (Form 2)**

Date of Receipt:	August 25, 2024
Name of Donating Individual/Group:	Sarah Bourque
Contact Information (phone/email):	sbourque1515@gmail.com
Date of Librarian Review:	August 26, 2024
Title and Author of Book:	Granite by Susan Butcher
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A - N/A - No Reviews Found

**Criteria for Selection of Library Materials**

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Not applicable
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3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Not applicable
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable
5. Library material shall meet the curriculum needs of students and staff.	Not applicable
6. Physical format of library material shall be suitable for their intended use.	Not applicable
7. Library materials shall be current and up-to-date.	Not applicable
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable



**Old Rochester Regional School District**  
**Massachusetts Superintendency Union #55**

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book does not meet the criteria for inclusion in the library. ▾

Reason:

Due to the lack of professional reviews, this book does not meet the criteria for our library collection. ▾

Signed: Sarah Duce





# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2024-2026 ELEMENTARY SCHOOLS IMPROVEMENT PLAN

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social-emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences, and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity that encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real-world application and a continuous pursuit of learning.

**CARE:**

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

**THEORY OF ACTION****IF WE...**

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

**AND...**

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

**AND...**

enhance our multi-tiered, comprehensive systems of support in all schools...

**AND...**

provide an inclusive and supportive climate and culture for all school community members...

**AND...**

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

**THEN WE WILL...**

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#1: Teaching &amp; Learning</b> Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	<b>1.1</b> <ul style="list-style-type: none"><li>Engage in professional development work to create an elementary Portrait of a Graduate in alignment with the Jr. High School and High School Portrait of the Graduate (POG)</li></ul>	<b>1.1</b> <ul style="list-style-type: none"><li>Staff can explain what a Portrait of a Graduate is, why we have it, and our part</li></ul>	<b>1.1</b> <ul style="list-style-type: none"><li>Elementary administration will have outlined the meaning and purpose of Portrait of the Graduate for faculty and staff to begin this work at the elementary level</li></ul>
	<b>1.2</b> <ul style="list-style-type: none"><li>Implement a curriculum review cycle in accordance with the identified Phases in the “2024</li></ul>	<b>1.2</b> <ul style="list-style-type: none"><li>The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such</li></ul>	<b>1.2</b> <ul style="list-style-type: none"><li>Identified faculty are participating in the math curriculum review work</li></ul>

	<p>Curriculum Review Cycle Plan”</p> <ul style="list-style-type: none"> <li>Continue the implementation of the Literacy Action Plan</li> </ul>	<p>as reviewing the math curriculum</p> <ul style="list-style-type: none"> <li>Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>The Literacy Action Plan is implemented and reviewed annually for updates</li> </ul>
	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Continue monthly meetings with the Instructional Council</li> <li>Establish elementary curriculum leaders by grade span/department</li> </ul>	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Monthly Instructional Council meetings are scheduled with clear objectives</li> <li>Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted</li> </ul>	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>Instructional Council meetings continue to be an active committee outlining professional development needs for the district</li> <li>The Curriculum Leaders are identified, and are engaged in curriculum work at RMS as well as district-wide</li> </ul>
	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction</li> </ul>	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Common assessment data is analyzed to inform instruction</li> <li>Grade level data meetings take place in accordance with the assessment schedule</li> <li>Professional development time is allocated for vertical and horizontal data analysis</li> </ul>	<p><b>1.4</b></p> <ul style="list-style-type: none"> <li>Time is given to analyze student data and make informed instructional focus areas</li> <li>Common Assessment practices are established and implemented in PreK-6 for literacy and math</li> <li>Data analysis professional development is provided to highlight areas needing improvement and areas that are working</li> </ul>
	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Maintain, enhance, and utilize a</li> </ul>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Additions and edits to</li> </ul>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Educators utilize a curriculum</li> </ul>

	curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments	curriculum are documented in a curriculum management system and shared with appropriate grade level/content areas faculty	management system to inform curriculum, instruction, and assessment in literacy and math
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Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#2: Teaching &amp; Learning</b> Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	<b>2.1</b> <ul style="list-style-type: none"> <li>Implement the professional development plan that supports effective and equitable teaching and learning</li> </ul>	<b>2.1</b> <ul style="list-style-type: none"> <li>Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session</li> <li>Educators complete the survey at the end of each professional development day</li> <li>The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators</li> </ul>	<b>2.1</b> <ul style="list-style-type: none"> <li>Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan</li> <li>Instructional Council agendas reflect discussion on survey results from PD offerings</li> <li>PD plans reflect input from the survey results</li> </ul>
	<b>2.2</b> <ul style="list-style-type: none"> <li>Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models</li> </ul>	<b>2.2</b> <ul style="list-style-type: none"> <li>The curriculum leadership team guides and develops district-wide curriculum initiatives</li> </ul>	<b>2.2</b> <ul style="list-style-type: none"> <li>The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives</li> <li>Professional development for the adoption of high quality instructional materials is provided based on the</li> </ul>

			curriculum review cycle in math, science, ELA and social studies
	<b>2.3</b> <ul style="list-style-type: none"> <li>Provide educational leaders/teacher leaders with ongoing professional development in curriculum writing such as Understanding by Design (UbD) to support consistent curriculum implementation and instructional practices</li> </ul>	<b>2.3</b> <ul style="list-style-type: none"> <li>Professional development will be provided in curriculum writing such as Understanding by Design (UbD) model with applicable educators</li> </ul>	<b>2.3</b> <ul style="list-style-type: none"> <li>Educational leaders/teacher leaders will be engaged in purposeful professional development, which is aligned with curriculum initiatives and lessons reflect the UbD planning model</li> </ul>
	<b>2.4</b> <ul style="list-style-type: none"> <li>Support implementation of the Portrait of a Graduate (POG), with dedicated time and resources</li> </ul>	<b>2.4</b> <ul style="list-style-type: none"> <li>Building-based discussions/ teams will begin Portrait of a Graduate work by collaborating across the district</li> </ul>	<b>2.4</b> <ul style="list-style-type: none"> <li>Professional development time has been provided with school schedules for professional development and educator collaboration that focuses on the POG</li> </ul>
	<b>2.5</b> <ul style="list-style-type: none"> <li>Provide Professional Development to support and implement adoptions of the current Literacy Action Plan</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>Continue to provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program</li> <li>PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy</li> <li>Data meetings take place 3-5 times a year</li> <li>Science of Reading training modules are offered during PD Days, and/or PLC time</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>Professional development is aligned with the Literacy Action Plan</li> <li>Data meetings have been outlined for the year</li> <li>Science of Reading Modules are completed by each educator, as applicable</li> </ul>

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#3: Support Systems</b> Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	<b>3.1</b> <ul style="list-style-type: none"> <li>Review, design, and expand consistent district-wide support systems available to all students through the general education setting</li> </ul>	<b>3.1</b> <ul style="list-style-type: none"> <li>Identify the systems of support for academics, behavioral and social and emotional learning (SEL)</li> <li>Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant</li> <li>Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly</li> <li>Educators will use the assigned FLEX block to provide intervention and enrichment to students</li> </ul>	<b>3.1</b> <ul style="list-style-type: none"> <li>Outline current systems of support in academics and SEL, including Responsive Classroom</li> <li>Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable</li> <li>BBST/SRST meetings are attended and action steps are identified to support students</li> <li>PLC and grade level meeting time is used to plan FLEX Block focus areas for student success and planning for Tiered Instruction</li> </ul>
	<b>3.2</b> <ul style="list-style-type: none"> <li>Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings</li> </ul>	<b>3.2</b> <ul style="list-style-type: none"> <li>Finalize district DCAP that defines what tiered intervention looks like at the elementary and secondary level</li> </ul>	<b>3.2</b> <ul style="list-style-type: none"> <li>Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners</li> </ul>
	<b>3.3</b> <ul style="list-style-type: none"> <li>Identify and provide professional development in all schools that foster the full implementation of the systems of support</li> </ul>	<b>3.3</b> <ul style="list-style-type: none"> <li>Train and support educators on the systems of support at the classroom level while being in alignment with the district plan</li> </ul>	<b>3.3</b> <ul style="list-style-type: none"> <li>Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners</li> </ul>

	<b>3.4</b> <ul style="list-style-type: none"> <li>Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social-emotional needs, as applicable</li> <li>Implement data collection and screening tools to identify SEL and behavior support needs</li> </ul>	<b>3.4</b> <ul style="list-style-type: none"> <li>Educators will use assessment data to provide targeted literacy and math interventions in the classrooms and in small groups</li> <li>A school-based data team is identified with an outline of roles and responsibilities</li> <li>Data team meetings are scheduled and agendas outline the purpose of meetings</li> </ul>	<b>3.4</b> <ul style="list-style-type: none"> <li>Data collection and screening practices are scheduled and analyzed consistently to assess students' academic, behavioral and social-emotional needs</li> </ul>
	<b>3.5</b> <ul style="list-style-type: none"> <li>Provide systems of support that ensure successful grade-level transitions based on students' academic, behavioral, and social-emotional learning needs</li> </ul>	<b>3.5</b> <ul style="list-style-type: none"> <li>Grade-level transitions are planned and communicated within/between schools</li> </ul>	<b>3.5</b> <ul style="list-style-type: none"> <li>Transition plans are outlined and scheduled for each grade level/grade span as applicable</li> </ul>

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#4: Climate &amp; Culture</b> Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	<b>4.1</b> <ul style="list-style-type: none"> <li>Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students</li> </ul>	<b>4.1</b> <ul style="list-style-type: none"> <li>Responsive Classroom techniques including: Morning Meeting, school &amp; classroom rules, behavior supports, and restorative practices, will be implemented school-wide</li> <li>Provide Responsive Classroom resources to faculty</li> <li>Review expectations at the fall staff meeting and throughout the year as applicable</li> <li>Explore SEL resources and lessons within the Into Reading</li> </ul>	<b>4.1</b> <ul style="list-style-type: none"> <li>Evidence-based practices related to teaching and discipline are implemented to decrease behavioral referrals</li> <li>Responsive Classroom training takes place for faculty and staff needing to be trained</li> <li>Morning Meeting is implemented on a daily basis with a focus on SEL practices as outlined in Responsive Classroom curriculum</li> </ul>

		program	
	<b>4.2</b> <ul style="list-style-type: none"> <li>Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large</li> </ul>	<b>4.2</b> <ul style="list-style-type: none"> <li>Identify staff to work at the district level to determine the unified brand of the district</li> <li>Determine how the branding of the district will transfer to the school level and identify the who, what, when, why and how this will be shared</li> </ul>	<b>4.2</b> <ul style="list-style-type: none"> <li>A unified school system brand has been established, embodying the spirit of all districts</li> <li>The unified branding is implemented and reflected in school communications and logos</li> </ul>
	<b>4.3</b> <ul style="list-style-type: none"> <li>Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing</li> </ul>	<b>4.3</b> <ul style="list-style-type: none"> <li>Weekly newsletters (SMORE) are sent out on Sunday afternoons</li> <li>Blackboard messages are created to inform families, faculty, and staff of important school-related events and/or community events</li> <li>The school website and social media pages are kept up-to-date highlighting school, district and/or community events and happenings</li> </ul>	<b>4.3</b> <ul style="list-style-type: none"> <li>Schools provide consistent and timely communication to community stakeholders and faculty on a consistent basis</li> <li>School website reflects up to date social media posts and current events</li> </ul>
	<b>4.4</b> <ul style="list-style-type: none"> <li>Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all</li> </ul>	<b>4.4</b> <ul style="list-style-type: none"> <li>Implement Student Councils</li> <li>Create opportunities to utilize student voice within classrooms and school community</li> <li>Identify Project 351 Influencers in grades 4-6</li> <li>Hold monthly meetings with Project 351 students</li> <li>Hold bi-monthly meetings with student ambassadors</li> <li>School Influencers attend the four training meetings and attend monthly meetings</li> </ul>	<b>4.4</b> <ul style="list-style-type: none"> <li>Student voice and student leadership are fostered and highlighted throughout the school year</li> <li>Students meet to share ideas and problem-solve with their peers throughout the year</li> <li>School-based initiatives are identified by Project 351 students and school-based Ambassadors</li> </ul>



	<b>4.5</b> <ul style="list-style-type: none"> <li>Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline</li> </ul>	<b>4.5</b> <ul style="list-style-type: none"> <li>Provide PD and continue to improve upon behavior reporting system</li> <li>Continue to improve upon behavior data reporting and analysis</li> <li>Engage in PD to further support students with social-emotional and behavioral needs</li> </ul>	<b>4.5</b> <ul style="list-style-type: none"> <li>Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors</li> </ul>
	<b>4.6</b> <ul style="list-style-type: none"> <li>Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year</li> </ul>	<b>4.6</b> <ul style="list-style-type: none"> <li>Schedule Open House and Orientation Days</li> <li>Explore implementing a Step Up Day in Spring of 2025</li> </ul>	<b>4.6</b> <ul style="list-style-type: none"> <li>Dates are scheduled, implemented and reviewed for efficiency and effectiveness</li> </ul>

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
<b>#5: Safe Schools</b> Ensure safe, secure, and equitable learning environments in all schools.	<b>5.1</b> <ul style="list-style-type: none"> <li>Provide professional development to school community members regarding physical and cyber safety and security practices</li> </ul>	<b>5.1</b> <ul style="list-style-type: none"> <li>Provide faculty and staff training on school safety and cyber security</li> <li>Conduct safety drills throughout the school year in alignment with the safety manual</li> <li>Professional training in Crisis Prevention Intervention (CPI)</li> <li>Invite local police and fire department personnel to visit and walk the schools</li> <li>Continue to improve upon GoGuardian Use</li> </ul>	<b>5.1</b> <ul style="list-style-type: none"> <li>Training take place throughout the year on ALICE training</li> <li>Fire drills are conducted with the support of the RMS Fire Department</li> <li>Updated manual shared with The Leadership Council to be followed in emergencies</li> <li>Staff training in CPI takes place each fall and throughout the year, as needed</li> <li>Go Guardian is implemented and updated as</li> <li>Health and safety trainings take</li> </ul>

		<ul style="list-style-type: none"> <li>Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable</li> </ul>	place annually and/or as appropriate
	<b>5.2</b> <ul style="list-style-type: none"> <li>Establish annual review and audit procedures of all facility systems and related phase replacement plans</li> </ul>	<b>5.2</b> <ul style="list-style-type: none"> <li>The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs</li> </ul>	<b>5.2</b> <ul style="list-style-type: none"> <li>The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable</li> </ul>
	<b>5.3</b> <ul style="list-style-type: none"> <li>Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology</li> </ul>	<b>5.3</b> <ul style="list-style-type: none"> <li>Maintain classroom, student and staff technology equipment</li> <li>Support maintenance and refurbishment of technology</li> <li>Improve upon tech ticket reporting</li> <li>Support the development of replacement plans</li> </ul>	<b>5.3</b> <ul style="list-style-type: none"> <li>All instructional technology is updated and functional to support student learning</li> <li>The technology maintenance plan is outlined by the technology department</li> <li>Increase staff submission of technology and maintenance requests within the ticketing system</li> <li>Technology maintenance and replacement plan is in place</li> </ul>
	<b>5.4</b> <ul style="list-style-type: none"> <li>Establish short and long term capital plans for all school buildings, grounds, and facility operations</li> </ul>	<b>5.4</b> <ul style="list-style-type: none"> <li>School administration will meet with the district administrative department heads to target areas of need in the building</li> <li>School and district administration will meet with</li> </ul>	<b>5.4</b> <ul style="list-style-type: none"> <li>The needs of the school will be documented, prioritized, and reported to central administration</li> <li>Long and short-term capital plans for buildings and grounds are outlined</li> </ul>

		<p>town officials to walk the building and view areas of need</p> <ul style="list-style-type: none"> <li>Items agreed upon will be added to the town's capital improvement plan as applicable</li> </ul>	<ul style="list-style-type: none"> <li>Items added to the Capital Plan will be reviewed with town leadership</li> <li>Town capital planning documents reflect the needs identified by the school</li> </ul>
	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>Continue to be engaged and actively involved in the budget process at the building level</li> </ul>	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment</li> <li>Participate in discussions to identify and prioritize the budget process</li> </ul>	<p><b>5.5</b></p> <ul style="list-style-type: none"> <li>The needs of the school will be documented, prioritized, and reported to the budget subcommittee</li> </ul>



# Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Food Service Director's Report: August/Sept 2024  
Rochester Memorial School

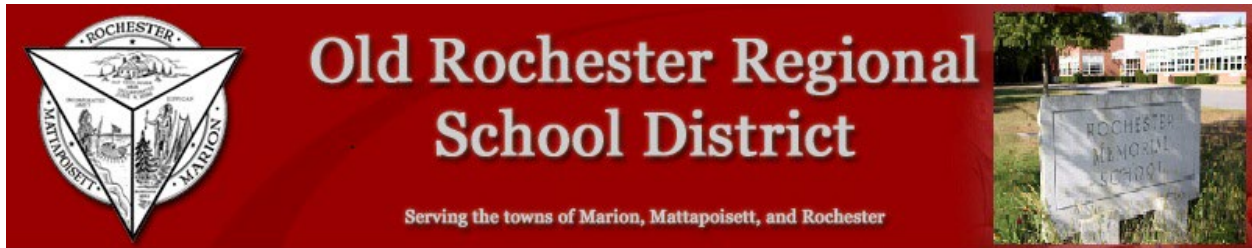
## Directors Update:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- We encourage families to complete the [online meal benefit application](#), if you feel as though you meet the federal income requirements.
- We had a successful summer feeding all of the district students during the Acceleration Academy.
- The Food service team participated in a full day of professional development training on 08/27.
- Fun Fact: in SY 23-24 Rochester Memorial Cafe served :

*24,121 School Breakfast ..... 49,009 School Lunches*

Students Receiving Free and Reduced Meals:								
Free:								
Reduced:								
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	216	23%	404	43%				
September	2864	30%	5183	55%				
October	2935	30%	5518	56%				
November	2499	30%	5042	60%				
December	1918	28%	4265	62%				
January	2753	29%	5782	61%				
February	2004	29%	4195	61%				
March	2819	30%	5834	61%				
April	2299	30%	4878	63%				
May	2927	29%	6204	61%				
June	887	31%	1704	60%				

Jill Henesey  
Director of Food and Nutrition Services  
Office: 508-758-2772 x1543  
Mobile: 774-320-0801  
Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)



## **Facilities Director's Report: August 2024**

### **Rochester Memorial Elementary School**

- The firefighting systems have been inspected, tested, and serviced, including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers.
- Replace compressors in two Roof Top Units. RTU's
- Preserved and painted front entrance.
- Completed an internal cleaning of all HVAC Ducting.
- Completed annual air quality inspection and testing.
- All fields and grounds will be ready for opening day.
- Conducted minor preventative maintenance on facility, ground support equipment and machinery.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: [eugenejones@oldrochester.org](mailto:eugenejones@oldrochester.org)



## Rochester Memorial School

16 Pine Street  
Rochester, MA 02770  
(508) 763-2049



Heidi J. Letendre, Principal  
[heidiletendre@oldrochester.org](mailto:heidiletendre@oldrochester.org)

Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

To: Superintendent Michael Nelson  
Members of the Rochester Memorial School Committee  
Administrative Team Members  
From: Heidi Letendre, Principal  
Re: Principal's Report-Meeting August 29, 2024  
Date: August 27, 2024

---

### **Staffing Updates:**

This year Rochester Memorial School has welcomed 4 new staff members to our team.

Our new faculty include:

- Mr. Alex Sylvaria, 4th Grade Teacher
- Mrs. Melissa Mills, Paraprofessional
- Mrs. Geralyn Gherard, Paraprofessional
- Mrs. Carla Correia, Lunch/Recess Monitor

Changes in Staffing Assignments:

- Mrs. Catherine Staier is teaching kindergarten this year
- Ms. Caitlyn Coelho, special education teacher will be working with the 4th grade team this year
- Mrs. Bridgit Wollenhaupt, special education teacher will be working with the 6th grade team

We have had a wonderful start to the school year at Rochester Memorial School. Our hallways and classrooms have been buzzing with excitement and positivity since Monday, August 26th. Our teachers and students have filled the school with smiles, laughter and a warm welcome.

- The first day of kindergarten is Friday, August 30, 2024.
- The Project Grow Preschool has their Parent/Guardian Orientation this evening. Project Grow students start Tuesday, September 5 for our Tuesday/Thursday students and Wednesday, September 6 for our Monday/Wednesday/Friday

### **Enrollment:**

- New Student Orientation was held on Monday, August 26th at 5:00 PM for the newly enrolled RMS students and families.



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Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

- Total number of new students is 19 with one registration pending.
- We have 4 new preschool students entering Project Grow with 5 registrations pending.
- Total enrollment as of August 27th is 475, which includes the 6 pending registrations.

### Curriculum and Instruction Updates:

- Professional Development took place on Tuesday, August 27th.
- Teachers continued their work on the Science of Reading Modules as well as reviewed June DIBELS data to begin thinking about their instructional groupings for their current cohort of students.
- Teachers received the IntoReading Pacing Guide and Assessment Schedule for the school year.
- This year, our reading interventionists and special education teachers will engage in Tiered Intervention training from the Hill for Literacy. They will engage in a 2 day training in mid September.
- Our 5th grade teacher, Emily Campbell and our 6th grade teacher, Tracey Forns are continuing their science training with OpenSciEd. In addition, Michael Forns, 5th grade math and science teacher, attended OpenSciEd training this summer.
- The beginning of the year benchmark assessments begin September 4th for reading and math.
- Some RMS teachers engaged in Investigating History professional development.

### Educator Milestones:

10 Years of Recognition: Ellen Murphy & Jamie Pacheco

15 Years of Recognition: Kim Amato, Julie Cabral, Sandi Sallauler, Michelle Bradley & Tess Hedbloom

20 Years of Recognition: Charley West, Cindy Baronas, Janice Bateman, Shaunda Griffin, Ana Lenahan & Melissa Weigel

25 Years of Recognition: Kevin Woodward, Tracey Forns & Deb Moniz

### Shout Outs:

~A big thank you to Ms. Alison Guard and Mrs. Kim Amato, our Administrative Assistants, for their work preparing for a successful start to the new school year.

~Thank you to our custodian team, led by Mr. Gilly Leonardo, who worked all summer to prepare our classrooms from top to bottom.





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~We would like to thank Mr. Bill Simmons and the technology team for their dedicated work in setting up our iPads, Chromebooks, and phone extensions. This year, the 4th graders received new chromebooks as part of our technology upgrade plan.

### Upcoming Dates:

Friday, August 30th is an Early Release Day. Dismissal begins at 12:25 PM.

The 1st PTO Meeting is scheduled for Tuesday, September 10th at 3:15 PM

Thursday, September 19th and Friday, September 20th is School Picture Day

Wednesday, September 25, 2024 is the next early release day for professional development

### Spring and Summer Updates:

Mrs. Lenehan and Mrs. Nelson, first grade teachers, visited St. Luke's Hospital in New Bedford, to donate 35 stuffed animals raised by last school year's first graders during their project-based learning curriculum initiative. These donations were given to the first graders from the World Wildlife Federation.

Rochester Memorial School was well represented at the 4th of July Parade. Our PTO organized a Box Top for Education float. Congratulations to our PTO, all the volunteers and our students who participated.



**Mrs. Lenehan and Mrs. Nelson donating to St. Luke's Hospital**





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Charles West, Assistant Principal  
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### **Mr. Sylvaria, Newly Hired 4th Grade Teacher with Mentor Mrs. McIlmail**





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Charles West, Assistant Principal  
[charleswest@oldrochester.org](mailto:charleswest@oldrochester.org)

### **Celebrating 25 Years of Service in Education**



## **Rochester School Committee Subcommittee 2024-2025 DRAFT**

Chairperson	Sharon Hartley
Vice Chairperson	Kate Duggan
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox/Diana Russo/Toni Bailey
ORR District School Committee	VACANT
Mass. School Supt. Union No. 55	Anne Fernandes Robin Rounseville Sharon Hartley
READS	Michael Nelson
Sick Leave Bank	Robin Rounseville Anne Fernandes
SMEC	Anne Fernandes
Early Childhood Advisory Council	Kate Duggan
Sole Signatory	Sharon Hartley Kate Duggan
MASC Delegate/Legislative Liaison	Kate Duggan
School Physician	Dr. Reynolds/Dr. Mendes
Health & Safety Committee	VACANT
Collective Bargaining (Select Board)	VACANT
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Anne Fernandes
Policy Subcommittee	Kate Duggan
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Committee	Robin Rounseville
Budget Subcommittee	Committee as a whole
Town Liaison	Sharon Hartley
Superintendent's Goals Subcommittee	Sharon Hartley Anne Fernandes
Equity Subcommittee	VACANT

DRAFT





READS Collaborative - [www.readscollab.org](http://www.readscollab.org)  
Quarterly Report Overview - June 2024

- READS Strategic Plan Priorities- 2021-2024 ([www.readscollab.org](http://www.readscollab.org))
  - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
    - Our nurses have updated staff, students, and families on the latest DESE update regarding COVID-19 protocols. There is no longer a requirement to stay home for 5 days upon onset of symptoms. COVID-19 is being addressed like any other illness
  - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
    - Dr. Carlos Hoyt, our DEI consultant, has been providing support to the READS Academy Leadership Team regarding best practices for intervention and reduction of racially charged words.
  - Enhance programs and services to better serve the students and families, our staff, and the member districts.
    - READS is offering a FREE 2-Day Collaborative Problem Solving (CPS) Essential Concepts Training (Level I) in collaboration with THINK:KIDS Mass General Hospital on June 17th and 18th. Brochures were provided to all member districts as well as to MOEC membership. This training is available to anyone from our member districts and provides for 12 contact hours of professional development. This is FREE courtesy of the READS Collaborative Mental Health Grant.
    - READS was awarded the FY24 Safe and Supportive Schools Grant worth 190K. This was just announced in May 2024.
    - Brockton Public Schools and Whitman-Hanson Regional School District will officially become READS member districts as of July 1, 2024.
  - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
    - Enrollments have been steadily increasing. We currently have 91 students at the Academy and 51 enrolled at DHH.
    - District Services conducted an unprecedented 304 evaluations this year as of June 3rd.
- Fiscal Update
  - READS was able to significantly narrow its originally anticipated budget deficit for FY24.
  - State reimbursement to support the READS breakfast and lunch program is anticipated to start for ESY 2024.
- Legislation/Compliance
  - The amendment to the READS Collaborative Agreement has been approved by DESE Acting Commissioner Dr. Russell Johnston.
  - READS mid-cycle Coordinated Program Review was completed followed by the full report currently available on our website.
- Programmatic Information
  - READS Academy Director of Program Advancement and Student Services, Mrs. Deirdre Dowd-Pizzuto, has provided notice of her retirement after 36 years of dedicated service effective June 30, 2024.
  - Ms. Melissa “Missy” Sorrenti has been selected as the READS Academy Assistant Program Director effective July 1, 2024.
  - READS Academy graduated 6 students on May 29th.
  - DHH graduated one student from the Bristol-Plymouth Regional Technical School host district



April 23, 2024

Dina Medeiros, Executive Director  
READS Collaborative  
105 East Grove Avenue  
Middleborough, MA 02346

Dear Ms. Medeiros:

On behalf of the Massachusetts Board of Elementary and Secondary Education, I am pleased to inform you that I have approved the amended collaborative agreement for the READS Collaborative (READS), effective July 1, 2024.

In 2023, the READS Board of Directors (Board) amended the collaborative agreement to reflect best and current practices and recent statutory changes. The Board also considered the impact of adding two new member districts. Consequently, the Board decided to update the language in the agreement and deferred the discussion of expanding the membership to the 2024 school year. After discussion and receiving the necessary affirmative votes, the Board is adding the Brockton School Committee and the Whitman-Hanson School Regional School Committee as members.

Effective July 1, 2024, the membership of the READS Collaborative will consist of the following member school committees: Abington Public Schools, Acushnet Public Schools, Berkley Public Schools, Bridgewater-Raynham Regional School District, Bristol-Plymouth Regional Technical School District, Brockton Public Schools, Carver Public Schools, Dighton-Rehoboth Regional School District, East Bridgewater Public Schools, Freetown-Lakeville Regional School District, Marion Public Schools, Mattapoisett Public Schools, Middleborough Public Schools, Norton Public Schools, Rochester Public Schools, Somerset Public Schools, Somerset-Berkley Regional School District, Taunton Public Schools, West Bridgewater Public Schools, and Whitman-Hanson Regional School District.

Please inform the Board and the member school committees of my approval. Additionally, please post the approved collaborative agreement, as required, to the READS website by the effective date of July 1, 2024; it must remain publicly available until amended.

Congratulations on completing this process and be assured that the Education Collaborative Team at the Department remains supportive of your collaborative's efforts to supplement and strengthen the programs of your member school committees. Should you have any questions, please contact the team at [educationcollaborativeteam@mass.gov](mailto:educationcollaborativeteam@mass.gov).

Sincerely,

A handwritten signature in blue ink, appearing to read "Russell Johnston".

Russell D. Johnston  
Acting Commissioner of Elementary and Secondary Education





## ***READS Collaborative***

*105 East Grove St., Middleboro, MA 02346*

### **REGIONAL EDUCATIONAL ASSESSMENT AND DIAGNOSTIC SERVICES (READS) COLLABORATIVE AGREEMENT**

Pursuant to ***MG.L. c. 40, § 4E***

#### **PREAMBLE/ AUTHORIZATION**

This document constitutes the Collaborative Agreement (herein, "Agreement") of the Regional Educational Assessment and Diagnostic Services (READS) Collaborative (herein, "the Collaborative"), established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This Agreement shall be effective upon approval by the Massachusetts Board of Elementary and Secondary Education (hereinafter "BESE").

This Agreement replaces the original Agreement dated December 15, 1987, as most recently amended on July 1, 2023, entered into by and between the school committees listed in Section I (herein, the "Member Districts") and will be effective upon the approval of the Member Districts and the BESE as indicated on the signatory page.

#### **SECTION I: MEMBERSHIP**

The membership of READS Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts (herein after "Member Districts"), as indicated by the signatures of the chairs of the school committees:

1. School Committee for the Abington Public Schools
2. School Committee for the Acushnet Public Schools
3. School Committee for the Berkley Public Schools
4. School Committee for the Bridgewater-Raynham Regional School District
5. School Committee for the Bristol-Plymouth Regional Technical School District
6. School Committee for the Brockton Public Schools
7. School Committee for the Carver Public Schools
8. School Committee for the Dighton-Rehoboth Regional School District
9. School Committee for the East Bridgewater Public Schools
10. School Committee for the Freetown-Lakeville Regional School District
11. School Committee for the Marion Public Schools
12. School Committee for the Mattapoisett Public Schools
13. School Committee for the Middleborough Public Schools
14. School Committee for the Norton Public Schools
15. School Committee for the Rochester Public Schools
16. School Committee for the Somerset Public Schools
17. School Committee for the Somerset-Berkley Regional School District
18. School Committee for the Taunton Public Schools
19. School Committee for the West Bridgewater Public Schools
20. School Committee for Whitman-Hanson Regional School District

## **SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES**

***READS Collaborative is focused on the mission to provide high quality, cost-effective educational programs and services for all students to prepare them for higher education or a career.***

The purpose of READS Collaborative is to complement the educational programs of local school districts and to respond to additional needs of Member Districts as determined by the Board of Directors (herein, "the Board"). Such programs and/or services maximize cost efficiency and program effectiveness through a Collaborative effort. Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for education purposes, as specified in Section 501(c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by an entity exempt from Federal Income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be the carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office. The focus of READS Collaborative is to provide quality services that improve the lives and futures of children with disabilities as a collaboration with Member Districts.

The overall objectives of READS Collaborative are:

1. to complement the educational programs and services of districts in the least restrictive environment in a cost-effective manner;
2. to improve the growth of students in academics, social-emotional skills, communication and well-being;
3. to provide a range of diagnostic and educational assessments for students from districts in the southeast region;
4. to offer quality professional development opportunities to general and special education teachers, related service providers, and administrators; and
5. to expand program and services in a manner consistent with the needs of the students and/or the Member Districts.

READS Collaborative does not discriminate on the basis of race, sex, color, religion, sexual orientation, gender identity, age, disability, national or ethnic origin, status as a veteran, limited English speaking ability or any other protected class in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board's policy of nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

## **SECTION III: PROGRAMS AND SERVICES TO BE OFFERED**

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of districts in a cost-effective manner:

1. Approved Public Day school placements
2. Specialized Substantially Separate Programs
3. Wraparound Services
4. Other programs and services for students as requested by Member Districts
5. Therapeutic consultation, assessment, intervention and support
6. Diagnostic and educational testing, evaluation and recommendation
7. Professional development
8. Grant applications and activities



9. Other cost-effective services as determined by the Board of Directors as permitted by M.G.L. c. 40, § 4E; 603 CMR 50.00.

#### **SECTION IV: GOVERNANCE**

1. The Collaborative shall be managed and operated by a Board of Directors (hereinafter "the Board") whose members are appointed annually by the Member Districts.
2. The Board shall be comprised of the Superintendent of each of the Member Districts (hereinafter known as "Board Members"). The superintendent of each Member District shall be appointed to represent their Member District(s) to serve on the Board, and be entitled to a single vote for each district they represent. The Commissioner of the Department of Elementary and Secondary Education (herein Commissioner), shall appoint an individual to serve as liaison from the Department of Elementary and Secondary Education (herein Department) to the READS Collaborative Board of Directors.
3. The Board shall have all the powers and duties conferred and imposed upon educational Collaborative Boards by law, BESE policy and regulation, and this Agreement.
4. The Board shall annually elect or appoint an Executive Committee which shall consist of a President (who serves as the Board Chair), a Vice-President and a Secretary/Clerk. In successive years, the Vice-President shall move up to the position of President and the Secretary/Clerk shall move up to the position of Vice-President. A new Secretary/Clerk shall be nominated and appointed by a majority vote of the Board in June, but no later than September, of each year. The Board will vote to recognize the new Executive Committee at the first Board meeting in September. The new Executive Committee shall commence responsibilities after the vote.
5. The Board shall establish an advisory committee known as the Special Education Administrators (SEA), composed of each Member District's Special Education Administrator. The purpose of the SEA shall be to advise the Board regarding programmatic issues related to the special education of students enrolled in the Collaborative and to review the program budgets.
6. The Board shall meet at least 6 times per year to conduct its business, one meeting of which shall be a joint meeting with the SEA. The superintendent appointed by each Member District shall count as a Board member for each district they represent. A majority of the Superintendents serving on the Board shall constitute a quorum at any **meeting**. A majority vote of the quorum shall be necessary to pass any resolution, policy or procedure brought before the Board, except in those cases where a two-thirds vote or a unanimous vote of the entire Board is necessary under the stipulations provided for within this Agreement.
7. The Board shall conduct all meetings in accordance with Chapter 30A, §§ 18 - 25 of the Massachusetts General Laws (Open Meeting Law).
8. The Board shall select and employ an executive officer (hereinafter known as the Executive Director), who shall serve under the general direction of the Board and who shall be responsible for the daily operation and supervision of the Collaborative. The Board shall delegate authority to the Executive Director to the extent permitted by applicable law and regulation.
9. The Board shall develop policies and shall operate in accordance with those policies.



#### **SECTION V: CONDITIONS OF MEMBERSHIP**

1. Each Member District shall commit to purchase one clinic slot per quarter as an annual requirement of membership in the Collaborative. READS Collaborative does not assess a membership fee.
2. Each Board Member shall be responsible for providing timely information and updates to its appointing Member District(s) on Collaborative activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.
3. Each Board Member shall be an active and engaged voting member of the Board and shall attend scheduled meetings and fulfill all duties as may be required by the Board, 603 CMR 50.00 and the Collaborative Agreement.
  - a. The attendance of a Board Member who is absent from 50% or more of scheduled Board meetings over a two-year period will be documented and brought to the attention of said Board Member by the President of the Board.
  - b. The Executive Committee will decide by majority vote to draft a letter to the Board Member notifying them that the lack of participation of their district will be brought to the attention of the READS Board of Directors at their next scheduled meeting.
  - c. If the Board Member continues to be absent from READS Board of Directors' meetings, the Executive Director will meet with the Executive Committee of the Board of Directors. Attendance of the Board Member at meetings over the previous two-year period and since the letter of notice was sent by the President will be reviewed. The impact on the ability to achieve a quorum to complete Collaborative business will be reviewed and a recommendation will be provided to the Board.
  - d. The Board will decide by majority vote to send a letter to the Chairperson of the Member District's School Committee notifying them of the lack of attendance of the Member District's appointee at Collaborative Board meetings and the resulting impact on votes and the work of the Collaborative.
4. All appointed Board Members are required to complete the state-mandated training in the timeframe set forth in M.G.L. c. 40, § 4E and 603 CMR 50.05(3) and 50.12(3).

#### **SECTION VI: POWERS AND DUTIES OF THE BOARD**

The Board shall manage the Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the Collaborative, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The READS Collaborative shall be a public entity.
3. The Board shall be vested with the authority to enter into agreements with Member Districts, non-Member Districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
  - a. ensuring adherence to this Collaborative Agreement (herein "Agreement") and progress toward achieving the purposes and objectives set forth in the Agreement;



- h detennining the cost-effectiveness of programs and services offered by the Collaborative;
  - c ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C; and
  - d approving all expenditures, including contracts, borrowing, and the purchase and sale of real estate.
- 5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
- 6. The Board is a public employer and shall ensure that all employees possess the necessary and required credentials and approvals, including those required by M.G.L. c. 71, § 380 and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof. The Board may apply for a waiver to exempt the Collaborative Board for any one school year from the requirement to employ certified or approved personnel in accordance with M.G.L. c. 40, § 4E.
- 7. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a Business Manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one School Nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a Board Member or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
- 8. The Board shall appoint an appropriate individual to serve as the Treasurer. The Treasurer of the Board may make appropriate investments of the money of the Collaborative consistent with Section 55B of chapter 44.
- 9. The Treasurer shall give bond annually for the services they perform as the Collaborative Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department, as shall be fixed by the Board.
- 10. The Board may, in its discretion, pay compensation to the Treasurer for their services.
- 11. The Treasurer of the Collaborative shall not be eligible to serve as a Board Member or otherwise as an employee of the Collaborative.
- 12. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
- 13. All deeds, leases, transfers, notes, bonds, and other obligations endorsed by the Collaborative, as approved by majority vote of the Board, shall be signed by the President and the Treasurer.
- 14. The Board Members, Executive Director and employees of the Collaborative shall not be personally liable for any debt, liability, or obligation of the Collaborative.
- 15. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Collaborative may look only to the funds and property of the Collaborative for the payment of any debt, damages, judgment or decree, or for any money that may otherwise become due or payable to them from the Collaborative.
- 16. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing

information, reports or documents as the Department deems necessary. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

## **SECTION VII: FINANCE**

### **A. Financial Terms**

1. Each Member District shall commit to purchase one clinic slot per quarter as a requirement of membership in the Collaborative as noted in Section V.1.
2. The annual share of each Member District for tuition is based on Member District participation in an individual tuition-based program. The tuition shall be assessed per each student projected to be in a tuition-based program for the fiscal year. The tuition for each individual program is determined based on projected expenses for the program and an allocation for administrative costs, then divided by the number of students projected for enrollment in that program.
3. The Board shall have the authority to borrow money in anticipation of income up to ninety (90) days to meet ongoing payroll obligations.
4. A school committee of any city, town, or regional district may authorize the prepayment of tuition for any educational program or service of the Collaborative to the Treasurer of the Collaborative.
5. The Collaborative shall pay all its accrued debts within thirty (30) days of the notification/receipt of said bills on a no less than monthly basis.
6. The programs and/or services offered by this Agreement may be made available to children from districts who are not parties to this Agreement only if the particular program or service to which entrance/utilization is sought can entertain the addition of another child without burdening or interfering in any way with the program or service's operation and/or delivery.
7. The Board shall vote annually to establish the rate of the Non-Member surcharge on all program tuitions, clinic services and related services provided to Non-Member Districts in order to offset administrative costs and to contain costs for Member Districts. This surcharge shall not exceed 25%.
8. The Board may, by majority vote, apply for and accept gifts, grants, enter into contracts or receive contributions from governmental and private sources, whether in cash or in kind.
9. The Collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.

### **B. Collaborative Fund**

1. The Board herein agrees to establish and manage a Collaborative General fund, known as the READS Fund (hereinafter known as the Fund).
2. The Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Collaborative Board and will be deposited in the General fund, in accordance with all applicable law and regulations.



3. The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the Collaborative, without further appropriation.
4. All payments must be approved in accordance with the READS procedure for warrant signing which includes a requirement that all warrants be signed by two of the three Board Members of the Executive Committee.
5. The Treasurer may make appropriate investments of funds of the Collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.

**C. Borrowing, Loans, and Mortgages:**

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve fixed assets including real property to support Collaborative operations, subject to the following procedures:
  - a. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
  - b. The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
  - c. The Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
  - d. The Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans or mortgages are necessary to carry out the purposes for which the Collaborative is established.
2. In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:
  - a. The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken;
  - b. The Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
  - c. The Board shall approve such action by a majority vote.

**D. Cumulative Surplus Funds in Excess of the Regulatory Limit**

Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year, plus any previous year's surplus funds (as determined through the audited financial statements) will be considered cumulative surplus.

1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, or any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.
2. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
3. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5) (b)IO.
4. The Board shall determine whether such final dollar amount of surplus funds is within the established 25 percent limit.

5. If the surplus funds exceed the 25 percent limit, the Board shall determine the amount of funds that will be allocated to the Capital Fund, OPEB Trust, Clinic credit or Tuition credit and amend the budget to reflect those allocations consistent with 603 CMR 50.07(9) as noted below.

*Cumulative surplus funds in excess of the agreement limit or 25 percent of the audited years general fund expenditures, must be returned or credited to member districts consistent 603 CMR 50.07(9) and with the process outlined in the collaborative agreement and in the following ways:*

- 1. Credited to member districts for tuition, services, etc. These credits must be used by the end of the fiscal year in which the vote is taken.*
  - 2. Deposited to an irrevocable trust and/or reserve fund. These deposits must be allocated by board vote to an approved capital reserve fund and/or to an irrevocable trust for retiree benefits. Once allocated, such funds are no longer available to the collaborative for any other purpose. Deposits must be made within 30 days after the vote of the collaborative board.*
  - 3. Returned to the school districts/towns. The collaborative board must follow the process as outlined in the collaborative agreement for returning surplus funds to member districts. The return of funds must be made within 30 days after the vote of the collaborative board.*
6. Upon withdrawal of a Member District, the Board shall ensure that the withdrawing Member District shares in any payments from funds designated by the Board for return as Tuition credit as defined in Section VII.D.5.b. to its Member Districts for the current fiscal year of withdrawal only. Other than funds designated by the Board for return to the Member Districts, individual Member Districts choosing to withdraw will not be entitled to receive a share of any other assets of the Collaborative.

#### **E. Annual Budget Preparation.**

On an annual basis the Board shall propose a budget for the upcoming fiscal year. The proposed budget shall contain all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve, to be paid from general fund revenues of the Collaborative. All funds received for the operation of the Collaborative shall be considered general fund revenues with the exception of grants, contracts, or gifts. The annual budget is prepared as early as possible in the previous fiscal year to allow Member Districts to build their own budget, knowledgeable of the Collaborative tuitions. The process is as follows:

1. By April 30 of each year, the Board shall adopt a budget for the upcoming fiscal year. The Board shall identify the programs or services to be offered by the Collaborative in the upcoming fiscal year and the corresponding costs.
2. The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
3. The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating expenditures,



and capital expenditures, including debt service payments and deposits to capital reserve.

4. As applicable, capital expenses shall be included in the budget and paid through tuition or fees for programs which they benefit. Capital expenses are defined as the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 and a useful life of one year or more, debt payments and deposits into capital reserve in accordance with 603 CMR 50.02.
- s. The proposed budget process used to determine tuition prices for Member District and Non-Member District students, as well as the methodology to determine fees for services and clinic slots is based on the cost of providing Collaborative programs as described below.
  - a. The Executive Director annually determines the projected expenses necessary for each Collaborative program during the next fiscal year, based on an estimate of projected student enrollment in programs and projected Agreements for services.
  - b. The Executive Director identifies the next fiscal year's projected revenue from each funding source. These include a summary of projected receipts from tuitions and fees, grant funds and funds other than general fund revenues (i.e. donations, interest and investment income) based on the current fiscal year.
  - c. The Executive Director determines the total increase or decrease in required revenue needed to balance the overall budget by comparing anticipated revenue with expenses.
  - d. Program Directors present the preliminary budget to their individual SEA sub-committees which review and endorse the budget.
  - e. The Executive Director presents the preliminary budget to the full SEA for endorsement.
  - f. The Executive Director presents the preliminary budget to a joint meeting of the President of the Board, the Personnel Subcommittee of the Board and Finance Sub-Committee of the Board.
6. The Executive Director shall present the proposed budget to the full Board for discussion and shall propose tuition rates and fees needed to balance the budget.
7. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed, but no later than June 30 of the preceding fiscal year.

**F. Transmitting the Budget and Payment Terms:**

1. The Treasurer shall certify and transmit the budget, the fees for service, the committed clinic slot cost for membership and the tuition rates for the upcoming fiscal year to each Member District not later than June 30 of the preceding fiscal year.
2. The Collaborative shall invoice Member and Non-Member Districts on a quarterly basis, ninety (90) days in advance for all clinic slot payments and tuition payments. All fees-for-service are billed monthly. Payment shall be received by the Collaborative within 30 days of billing.

**G. Procedure for Amending the Budget:**

1. All budget amendments must be in writing and must be submitted to the Executive Director five working days before the Board meeting at which they will be discussed.
2. Any amendment that does not result in an increase in the tuition rates or fees for services shall be discussed by the Board and shall only be approved upon an affirmative majority vote.
3. Any amendment to the budget that results in an increase in the tuition rates, clinic slots, or fees for services shall adhere to the following procedures:
  - a. All Board Members shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their Member Districts the content of the proposed amendment to the budget.
  - b. All amendments shall be voted on by the Board at a second public meeting of the Board following the completion of step 3.a. by all Member Districts. Adoption shall require a majority vote.
  - c. The Treasurer shall certify and transmit the amended tuition rates, clinic slots and fees for services to each Member District not later than ten (10) working days following the affirmative vote of the Board.
4. The Board has the authority to reduce tuition rates, clinic slots and fees for services to Member Districts and non-Member Districts, when doing so is determined to be in the best interest of the Collaborative.

**SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT**

Any and all subsequent amendments and/or revisions to this Agreement voted by the Board shall be subject to approval in accordance with the following procedures:

1. Any Board Member or the Executive Director may propose an amendment to the Collaborative Agreement. An amendment must be prepared in order to admit a new Member District, or to document the withdrawal of a Member District.
2. The proposed amendment shall be included in the posting of a public meeting of the Board.
3. A majority vote of the quorum of the Board is required to approve a proposed amendment except that any amendment that includes the admission of a new district shall require a majority vote of the entire Board as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.
4. The Executive Director shall submit the proposed amendment to the Department for initial review.
5. Following the Department review, the Executive Director shall make such changes as the Department requires.
6. The proposed amendment to the Agreement shall be read a second time at the next regular meeting subsequent to the Department review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment except as detailed in Section 3 above. If the Board makes additional changes to the proposed amendment to the agreement, the document must be resubmitted to the Department for an additional review. Following the Department review and approval by the Board, the



- amended Agreement shall be submitted to the Member Districts and any new Member District(s), for a majority vote to approve the amended Agreement.
7. Once a majority of all Member Districts and all new Member District(s) have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.03(4) to the Commissioner for approval by the BESE.
  8. No amendment to the Collaborative Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE, except that any amendment that includes the admission of a new district shall require a two-thirds vote as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XL

**SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS**

A school district, through its School Committee, or Charter School Board may become a Member District of the Collaborative consistent with the following terms:

1. Any School Committee or Charter School Board may apply for membership to the Collaborative by giving written notice of such request to join to the attention of the President of the Board. A copy of the vote of the School Committee or Charter School Board vote to seek membership shall accompany the request to apply.
2. Such written request shall be brought before the Board for discussion and action.
3. The request will be reviewed and a decision will be rendered within approximately sixty (60) days of the receipt of the written request to become a Member District.
4. A new Member District may be accepted by a majority vote of the entire Board, subject to majority vote of two-thirds of the Member School Committees, acceptance of the amended Agreement by the new Member District and approval by the BESE. The Collaborative Agreement shall require an amendment consistent with Section VIII of this Agreement.
5. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1<sup>st</sup> of any fiscal year provided that all required approvals, including that of the BESE and Member Districts, are obtained by the preceding April 30<sup>th</sup> of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to the Collaborative.
6. Pending approval of the amendment by the BESE, the Board may by majority vote extend the rights, privileges and membership responsibilities, with the exception of voting, to the districts that have been approved for membership by the Board and Member Districts as of July 1<sup>st</sup> of the fiscal year that membership would begin. These privileges include the right to receive member tuition rates and access to all services provided to Member Districts. The school committee or charter school Board may designate a non-voting representative to the Board until BESE approval of the amendment and may contribute to discussions before the Board and receive all correspondence from the Collaborative. The rights and privileges extended to the pending district will be contingent upon fulfilling 1) the responsibility to commit to purchase at least one clinic slot per quarter as an annual requirement of membership and 2) the responsibility to attend Board meetings and participate in governance of the Collaborative (with the exception of voting on matters before the Board).



**SECTIONX: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)**

1. Any Member District, by appropriate vote, must give six (6) months written notice to the Board of READS Collaborative of its intent to withdraw from the Collaborative.
2. The Board must approve the withdrawal by a two-thirds vote. The Member Districts must approve the withdrawal by a majority vote consistent with the process for amending the Collaborative Agreement in Section VIII.
3. No Member District can withdraw membership except at the end of the fiscal year provided the six (6) months notice is given and provided that the BESE has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
4. No Member District who withdraws from the Collaborative shall be entitled to any asset of the Collaborative except that a withdrawing Member District shall be entitled to the tuition credit referenced in Section VII.D.5.b. The tuition credit for the withdrawing district may be applied to subsequent year tuition or paid to the withdrawing district in accordance with Section VII.D.5.b.
5. Any Member District or Member Charter School Board that withdraws will still be responsible for outstanding payments due to the Collaborative.
6. A Member District or Member Charter School Board that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its share of liability in the collaborative of any debts, claims, demands, or judgments against the Collaborative, incurred during said school committee's or charter school Board's membership based on percentage of fiscal participation during that membership.
7. The withdrawal of any Member District(s) shall require an amendment to the Collaborative Agreement consistent with Section VIII.

**SECTIONXI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT**

1. The process to terminate the Collaborative must be initiated by following the process for amending the Collaborative Agreement as outlined in Section VIII except that in order for the Collaborative to be terminated, the Board must vote unanimously to begin the process to terminate the Agreement.
2. Each Member District must provide written evidence of approval by majority vote of the Member School Committee or Charter School Board to terminate this Agreement by sending an intent to terminate and a copy of the vote or approved minutes to the attention of the Executive Committee at least 9 months in advance of the end of the fiscal year.
3. The Board shall review the intent to terminate notices at the first meeting after a majority of School Committee votes have been received by the Executive Committee.
4. The Board shall take action to terminate the Agreement at the next subsequent Board meeting by a majority vote of the entire Board.
5. Written notice of intent to terminate will be provided to Non-Member Districts accessing the programs and services of the Collaborative, at least six (6) months before the end of such fiscal year.
6. Following the affirmative vote of all Member Districts to terminate the Collaborative Agreement, the Board shall submit the documentation required by 603 CMR 50.11 to the Department.

7. Upon termination of this Agreement, the Board shall:
  - a. Determine the fair market value of all assets of the collaborative, including, but not limited to, real estate, capital property, equipment, and supplies owned by the collaborative;
  - b. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
  - c. Identify the Member District responsible for maintaining all fiscal records;
  - d. Identify the Member District(s) responsible for maintaining employee and program records;
  - e. Ensure the confidential return of records related to individual students to the sending Member or Non-Member Districts;
  - f. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to Member Districts;
  - g. Provide for a final fiscal audit and ensure the appropriate disposition of all assets and liabilities of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be used to fund any liabilities. Net assets will be distributed to the Member Districts.
8. The Board will utilize a two-fold process to distribute net assets:
  - a. **Part I** of the process recognizes contributions of perpetual/existing Member Districts who have contributed to the development and expansion of the Collaborative over the past four decades. Perpetual/existing Member Districts are those included in the allocation figures below:

After all liabilities have been met and a final audit has been completed the net assets as determined by an audit performed as of June 30, 2013 are to be apportioned to the perpetual/existing Member Districts according to the following formula: Abington - 8%, Berkley - 1%, Bridgewater-Raynham Regional - 18%, Carver - 3%, Dighton-Rehoboth Regional - 6%, East Bridgewater - 3%, Freetown-Lakeville Regional - 8%, Marion - 1%, Mattapoisett - 4%, Middleborough - 11%, Rochester - 4%, Taunton - 22%, West Bridgewater - 11%.
  - b. **Part II** recognizes contributions of all districts who may become Member Districts after July 1, 2013.

After all liabilities have been met and a final audit has been completed the FY 13 net asset figure will be deducted and apportioned according to the formula in Part I. The remaining net assets will then be apportioned to all Member Districts at the time of termination of the Agreement based on fiscal contribution. The fiscal contribution is purely a calculation of percentage of fiscal participation in the Collaborative over the period of membership from July 1, 2013 to the date of dissolution.

Should the Department revoke and/or suspend the approval of the educational Collaborative Agreement, the Board will follow all instructions from the Department, and Section XI shall be implemented to the extent these procedures are consistent with the order of the Department terminating the Collaborative Agreement.



**SECTION XII: INDEMNIFICATION**

Neither the Executive Director nor any other employee of the Collaborative, nor any appointed representative to the Board, shall be liable to the Collaborative or to any Member District thereof for any act or omission of the Executive Director or any other employee of the Collaborative or any appointed representative to the Board, or be held personally liable in connection with the affairs of the Collaborative, except only for liability arising out of his own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative, or its Member Districts.

Neither the Executive Director nor any other employee of the Collaborative nor any appointed representative to the Board or Member District shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against or with respect to the Collaborative, or arising out of any action taken or omitted for, or on behalf of the Collaborative and the Collaborative shall be solely liable therefore and resort shall be had exclusively to the Collaborative property for the payment or performance thereof and each appointed representative to the Board, Member School Committee and the Executive Director or any other employee of the Collaborative shall be entitled to full indemnity and full reimbursement out of Collaborative property, including, without limitation, fees and disbursements of counsel, if, contrary to the provision hereof, such appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee shall be held personally liable. Any person dealing with the Collaborative shall be informed of the substance of this provision except that any such person need not be informed of the indemnification contained herein and, where the Board deems it appropriate, documents or instruments executed by or by authority of the Board shall contain reference hereto.

The Executive Director or any other employee of the Collaborative and his/her legal representatives and each appointed representative to the Board and his/her legal representatives, and each Member School Committee and its legal representatives shall be indemnified by the Collaborative against all liabilities and expenses, exclusive of amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which such appointed representative to the Board, Member School Committee or Executive Director or any other employee of the Collaborative or his/its legal representatives may be made a party or otherwise involved by reason of his/its capacity as an appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee, except only liabilities and expenses arising out of his/its own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative as finally adjudged in such action or, in the event of settlement or termination of such action without final adjudication, as determined by independent counsel for the Collaborative. Said right of indemnification shall be in addition to any other rights to which such appointed representatives to the Board or Executive Director or any other employee of the Collaborative or Member School Committee may be entitled as a matter of law or which may be lawfully granted to him/her.

This Agreement shall become effective on July 1, 2024 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2024.

This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

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Acushnet Public Schools 4/9/24  
Date of School Committee Vote

Jennifer Downing  
Name of CHAIRPERSON of Acushnet School Committee (Please Print)

Jennifer Downing 4/9/24  
Signature of CHAIRPERSON of Acushnet School Committee Date

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Berkley Public Schools 12/4/2023  
Date of School Committee Vote

Tara Weber  
Name of CHAIRPERSON of Berkley School Committee (Please Print)

Tara Weber 2/12/2024  
Signature of CHAIRPERSON of Berkley School Committee Date

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Bridgewater-Raynham Regional School District February 28, 2024  
Date of School Committee Vote

Laura Conrad  
Name of CHAIRPERSON of Bridgewater-Raynham Regional School Committee (Please Print)

Laura Conrad 2-28-2024  
Signature of CHAIRPERSON of Bridgewater-Raynham Regional School Committee Date

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Bristol-Plymouth Regional Technical School District 2-7-2024  
Date of School Committee Vote

Louis Borges, Jr.  
Name of CHAIRPERSON of Bristol-Plymouth School Committee (Please Print)

Louis Borges, Jr. 2-7-24  
Signature of CHAIRPERSON of Bristol-Plymouth School Committee Date

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Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

2-6-24

Brockton School District  
Date of School Committee Vote

Robert F. Sullivan  
Name of CHAIRPERSON of Brockton School Committee (Please Print)

[Signature]  
Signature of CHAIRPERSON of Brockton School Committee

2-6-24  
Date

February 12, 2024

Carver School District  
Date of School Committee Vote

Stephanie M. Clougherty  
Name of CHAIRPERSON of Carver School Committee (Please Print)

[Signature]  
Signature of CHAIRPERSON of Carver School Committee

2/12/2024  
Date

Feb 27, 2024

Dighton-Rehoboth Regional School District  
Date of School Committee Vote

Aaron Morse  
Name of CHAIRPERSON of Dighton-Rehoboth Regional School Committee (Please Print)

Aaron Morse  
Signature of CHAIRPERSON of Dighton-Rehoboth Regional School Committee

2.27.24  
Date

3/26/2024

East Bridgewater School District  
Date of School Committee Vote

Lauren Foster  
Name of CHAIRPERSON of East Bridgewater School Committee (Please Print)

[Signature]  
Signature of CHAIRPERSON of East Bridgewater School Committee

3/26/24  
Date

2/8/24

Marion School District  
Date of School Committee Vote

[Signature]  
Name of CHAIRPERSON of Marion School Committee (Please Print)

[Signature]  
Signature of CHAIRPERSON of Marion School Committee

2/8/24  
Date

Date approved by READS Collaborative Board of Directors: 1.18.2024

READS Collaborative Agreement

Effective July 1, 2024

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Dates approved by Member School Committees and signatures:

Mattapoisett School District  
Date of School Committee Vote 3-21-24  
Carly E. Lavin  
Name of CHAIRPERSON of Mattapoisett School Committee (Please Print)  
Carly E. Lavin  
Signature of CHAIRPERSON of Mattapoisett School Committee  
Date 3-21-24

Norton School District  
Date of School Committee Vote 03/28/2024  
Shari Cohen Deniz Savas  
Name of CHAIRPERSON of Norton School Committee (Please Print)  
[Signature]  
Signature of CHAIRPERSON of Norton School Committee  
Date 03/28/2024

Rochester School District  
Date of School Committee Vote 2/29/24  
Sharon L. Hartley  
Name of CHAIRPERSON of Rochester School Committee (Please Print)  
Sharon L. Hartley  
Signature of CHAIRPERSON of Rochester School Committee  
Date 3/4/23

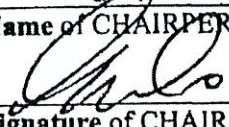
Somerset School District  
Date of School Committee Vote 2/15/24  
Robert Gaw  
Name of CHAIRPERSON of Somerset School Committee (Please Print)  
[Signature]  
Signature of CHAIRPERSON of Somerset School Committee  
Date 2/15/24

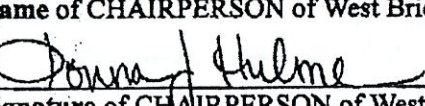
Somerset-Berkley Regional School District  
Date of School Committee Vote 2/27/24  
Jenifer Andrews  
Name of CHAIRPERSON of Somerset-Berkley School Committee (Please Print)  
[Signature]  
Signature of CHAIRPERSON of Somerset-Berkley School Committee  
Date 2/27/24

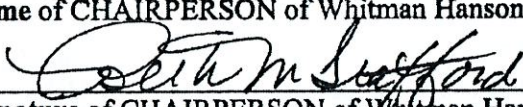


Date approved by READS Collaborative Board of Directors: 1.18.2024


Dates approved by Member School Committees and signatures:

Taunton School District  
Dr. Gregory DeMelo, Chairman  
Name of CHAIRPERSON of Taunton School Committee (Please Print)  
  
Signature of CHAIRPERSON of Taunton School Committee  
December 6, 2023  
Date of School Committee Vote  
February 7, 2024  
Date

West Bridgewater School District  
DONNA J. HULME  
Name of CHAIRPERSON of West Bridgewater School Committee (Please Print)  
  
Signature of CHAIRPERSON of West Bridgewater School Committee  
2/5/2024  
Date of School Committee Vote  
2/5/2024  
Date

Whitman Hanson Regional School District  
Beth M. Stafford  
Name of CHAIRPERSON of Whitman Hanson Regional School Committee (Please Print)  
  
Signature of CHAIRPERSON of Whitman Hanson Regional School Committee  
2/17/24  
Date of School Committee Vote  
2/2/24  
Date

Approved on behalf of the Massachusetts Board of Elementary and Secondary Education by:

  
Russell Johnston, Acting Commissioner  
Massachusetts Department of Elementary and Secondary Education

April 23, 2024

Date