

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

November 14, 2024

Regular meeting of the Rochester School Committee was held on Thursday, November 14, 2024 at 6:30pm. This meeting was held 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; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Jaime Curley, Assistant Superintendent of Student Services; Heidi Letendre, Principal; Charles West, Assistant Principal; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person).

Meeting was called to order at 6:31pm 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.

Chairperson Hartley asked those present to remain standing for a moment of silence in honor of Deb Lally. Chairperson Hartley shared the following: *Deb Lally, an active and dedicated Rochester citizen, passed away recently. Deb worked for the Town of Rochester's Assessors Department for 22 years, serving as clerk, administrative assistant and assessment administrator. Over the years, she volunteered and worked in our schools in many capacities. She was the co-chair of the Project Grow Parents Group and a member of the Rochester PTO. She was the co-chair of funding development supporting the installation of the Dexter Lane, skate park and playground, and for years she served as the secretary of our school committee. She was also a significant athlete. She served as she a physical education teacher, a coach, and a poet. Deb Lally will be deeply missed in our town. Please join me, for in a moment of silence in her memory.*

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.

Danni Kleiman of Rochester commented: *I'm here to speak to an event or a situation that happened at RMS that has affected me deeply prior to the opening of school this year. I'm going to use names. Jeff Eldridge of the fire department came through and declared that the stage, the prop room were fire hazards and consequently all the props and almost the costumes, all the accessories, years and years of things that were put into the drama program here, were thrown away. They were put into a dumpster, and luckily Mr. West did go into the dumpster and recover the costumes which I have found a home for with another theater group in Norwell. However, between Karen, and I, who took over the drama program when I left, thousands of dollars worth of props and things that we had collected and put together over the 31 years, were just thrown away. I'm not sure how that happened. I'm not sure why no one was notified. No one received a call about it, none of us. I believe that the school committee was not aware of it at all. My emotions are high on this, because of all the years that I put into it. I also think about the community, taxpayers, myself, and the PTO, who all invested in that program for years and years, and to have it all just thrown away was devastating to me. I'm still reeling from that. I did meet with Mr. Nelson and Chairperson Hartley about this. We are looking to try*

and rectify it as we go forward, so that this type of thing wouldn't occur again. I guess I'm just here to speak to the emotional side of it, and that I didn't quite understand why a program could just be wiped out by someone from the community coming in and saying, there's never going to be drama here again, which was a quote. So if there's never going to be drama, that all this can be just thrown away. Consequently, in that storeroom which says drama room storage, now is all kinds of science supplies in cardboard boxes. I don't understand how that's not a fire hazard as opposed to the things that we had in there which were stone lions that were hundreds of dollars and a stone birdbath. We had bird cage. We had swords. I just can't begin to tell you thousands of dollars of stuff that was thrown and no one from the past was contacted. I wasn't contacted. Karen wasn't contacted, Kate, who did all our costumes. No one was told, and it just kind of happened instantaneously. So, my hope is that in going forward this wouldn't happen again. I would also hope that somehow the school will, or somehow funding will go to help anyone who wants to start up a drama program here. We built flats that are gone. All the wood that was donated from Mahoney's, all the wood that we paid for over the years, all the canvas, it's all gone. So in order for anyone to ever start a drama program here again would be a daunting task financially. I guess I just want to make sure that it's known what went on, and that it doesn't happen again. Thank you.

Karen Della Cioppa of Mattapoisett commented: *I voice a lot of the same concerns that Danni has. I take it personally, because that was my set in 2020. We were a month away from performing. We were performing a play and we had built that set, and we were putting in the last touches. I had collected props from people. I had borrowed some of those materials from people. I had every intention of redoing that play, recasting that play, and actually, in June I did find a teacher in the school willing to help me. We were going to do auditions this September, because I had everything ready to go, and we were going to perform this play, and then I found out in September that that there was nothing left. I was extremely hurt that I didn't even have the opportunity to defend the fact that I still wanted to be the drama director in the school. The kids love the drama program in this school. They looked forward to doing the play, even in 2020, when we couldn't do it. It was Treasure Island. We couldn't do it. They still wanted to do zoom rehearsals, so you can tell the love the kids had with the theater program. And now to feel like it's all gone. Some of the stuff that was in the program and in the prop room was stuff that was mine, my father's typewriter. It was a manual typewriter that he used since 1959. It was mine, and it's no longer there. So I do take it personally, and I'm very hurt that this all happened. It's not going to be able to be replaced. And I feel for the students in the school that this drama program is now gone. And yeah, I can't start from scratch. I don't have that kind of money, so I'm very hurt and I don't know how to fix this, so thank you for your time.*

Kate Tarleton of Rochester commented: *I have the great good fortune of moving to Rochester and having kids that went through Rms. When my oldest child was in kindergarten the or maybe it was 1st grade, Jay Ryan was the new principal, and he sent out a letter to parents saying, Hey, if anybody has a special talent or interest, I'll match you up with some staff members who maybe you can do volunteer work with. That's how I got to work with Danni and Jody Church for the next 20 years. I'm not hurt because oh, I sewed all those costumes, and they nearly got trapped like everything else. I find absurd is that here we are 2024. Rochester is a tiny little town, and we have different department people working like the school, is a separate universe from the fire department, from the police department, everybody at Town Hall; we are not separate universes. We are one. Everybody who works, whether it's volunteer or an appointed position or elected position. The focus ought to be the service to the community. And for all the years that I worked, volunteered, and had my kids in RMS, that's all I saw was service to the community. Look around at all the other elementary schools. Do you see this going on anywhere else? No. It's because it was a special combination of people that cared and wanted to do this. Every year Danni would get this disparate group of 5th and 6th graders. She had the shy kids. She had the outgoing kids. It's an awkward age, right? And she somehow magically led them over the course of all these rehearsals to bond as a group. These weren't necessarily kids that were friends to begin with, but they work toward a common goal. They learned to cooperate. This was a student led production. Danni directed it, but it was magical every year to see how these kids grew. I mean, theater really is a team sport, and I've spent an awful lot of years in theater, and it's so dispiriting to know that you know we're back at square one, because none of these kids go into this thinking they're going to be movie stars or anything like that. It's the magic that happens. And when you see them, especially when you get to dress rehearsal, and they're, you know, the beautiful sceneries up. They actually have props to work with rather than just pretending. They're holding stuff, and they're in their costumes. Something changes in them. There's a lot of growth and a lot of bonding between kids that wouldn't normally necessarily hang around, you know, on the playground or something. But everybody learns things about themselves, and they feel much more a part of the community. I mean, it was a big part of the RMS community, and frankly, I feel like an apology is owed big time to this place. You can't just, you know, couple of clicks on Amazon and recreate the stuff that was here. It's not just a matter of budget. It's just the combination of people that built this, I mean, every year on production night. When the curtain would go up, there would be this huge round of applause before any actor stepped on stage before anybody set a line. It was so incredibly impressive which was mainly Jody Church's doing but artistic director, but it also says a lot about the legacy that both Danni and Jody built, that there were kids that would come back all the way through high school. They would come back after being in the program at RMS to volunteer to help, to help backstage, to help with the kids, to do so much because they were inspired by these teachers. At the end of the each production night, when the curtain closed, kids would come off the stage and go, like, you know. Say hello to the parents, for I don't know 15 min or so, because before they went back to take off the costumes and go away for the night. And every year there were like 2 or 3 kids. You had to finally pull them back and say, Okay, we need to go home. You need to change. They didn't want it to end. These might have been more the introverted kids. This was special to them and really makes me angry about all this is that is gone. It's gone. Future students. That's the thing. All of the kids*

that we knew have had this experience. And I mean, I could rail on about this. And I know my time is up, so I will stop. But I think, at least minimal an apology. Thanks.

Recognition

The School Committee welcomed Rochester's new Town Administrator Cameron Durant and new Police Chief Michael Assad. They each introduced themselves and shared remarks about their roles in the Town and their hopes for collaboration in the years to come.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of October 3, 2024.

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of October 3, 2024 as presented

SECONDED: Ms. Fernandes

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

1. C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of October 3, 2024.

MOTION: Ms. Fernandes to approve the Budget Subcommittee minutes of October 3, 2024 as presented

SECONDED: Ms. Duggan

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

IV. General

A. School Resource Officer Discussion

Recommendation:

That the School Committee discuss the possibility of a School Resource Officer at Rochester Memorial School.

Superintendent Nelson shared that informal conversations have taken place with Mr. Durant and Chief Assad regarding the potential of a School Resource Office (SRO) at RMS. He explained, in recent years, the State has put together a Memorandum of Understanding which is currently in place at ORR and Marion school districts. He, along with the building administration, support continuing to work towards having a School Resource Officer at RMS and he wanted to bring this to the school committee for a preliminary discussion.

Chief Assad shared that the hiring process would be a team decision between the police department and school officials. Mr. Durant expressed his support as well.

School Committee Feedback:

Ms. Duggan shared that she is very interested and questioned what the SRO model looks like at Sippican. Superintendent Nelson explained that the SRO supports safety protocols in conjunction with staff and educators, is present at arrival, dismissal and during transition times during the school day, building relationships with students and staff. The SRO is not responsible for discipline. Ms. Duggan asked if the SRO would be armed. Superintendent Nelson confirmed they would be, and also explained that discussions will be held about SRO attire and more, to fit the RMS community. The School Committee thanked Mr. Durant and Chief Assad for being present at the meeting.

B. Approval of Fundraiser

Recommendation:

That the School Committee review a fundraiser proposal for a 'Stuffed Animal Sleep Over' from RMS PTO.

Superintendent Nelson introduced Kirstin Jimenez from RMS PTO to share this fundraiser information. She explained that this idea is to supplement booster funding which was less this year and it would be open for grades Pre-K – 6 students that wanted to pay \$5 per stuffed animal that would sleep over in the school.

School Committee Feedback:

Ms. Fernandes questioned if the PTO volunteers would stay all night. Ms. Jimenez explained no, they would stay for a couple hours moving the animals and taking pictures, which would be shared with the families that participated.

MOTION: Ms. Rounseville to approve the stuffed animal sleep over proposal as presented

SECONDED: Ms. Duggan

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

C. Marion Institute Grow Education Presentation

Recommendation:

That the School Committee hear a presentation from the Marion Institute regarding a potential project-based supplemental program

for Rochester Memorial School students.

Superintendent Nelson informed the school committee that the Marion Institute was interested in collaborating with RMS to bring their Grow Education Program to the school, specifically in third grade. They would rehab current gardens or build new ones. This program is in its second year at Sippican School and has been in other districts in the area for a few years now. The building administration and third grade team has met with the Marion Institute team and is interested as well. Dr. Fedorowicz added that she reviewed the curriculum prior to the Program being adopted at Sippican and the Marion Institute has been very supportive of the teachers at Sippican.

Mr. Nate Sander, Grow Education Program Manager at the Marion Institute, presented to the school committee about the program. Please see appendix A.

School Committee Feedback:

Ms. Rounseville confirmed that anyone that came to RMS would be complete a CORI, etc. Superintendent Nelson confirmed. Ms. Fernandes asked if the food is organic or chemical free. Mr. Sander confirmed that absolutely chemical free and the program utilizes organic growing practices. Ms. Duggan shared that it sounds like an incredible opportunity. Ms. Fernandes asked for the curriculum to be shared with the school committee members. Mr. Sander would provide that information via email.

MOTION: Ms. Rounseville to initially support the Marion Institute's Grow Education program and bring back in the future for formal adoption and any funds to be approved.

SECONDED: Ms. Duggan

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

D. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

Dr. Fedorowicz and Ms. Letendre presented the MCAS results for RMS, including results, areas of strengths and action steps for each grade level. Please see appendix B.

School Committee Feedback:

Ms. Fernandes asked if action steps are similar year to year. Ms. Letendre shared that some are, but some do change based on the results that year.

E. Approval of Donation(s)

Recommendation:

That the School Committee review the donations:

- Sixty-two (62) toothbrush kits for the first grade classes from Aspire Dental Care
- One (1) clarinet to the music department from parent Christine Robichaud.
- One (1) drum set to the music department from grandparent Betsy Pimento.
- The following books from Plumb Memorial Library: *Truck or Treat!* by Chris Ayala-Kronos, *Spirit Animals: Fall of The Beasts Series The Return* (Book 3) and *The Dragon's Eye* (Book 8) by Varian Johnson, *Underworld Series The Battle Begins* (Book 1), *Revenge of the Scorpion King* (Book 2) and *When Monsters Escape* (Book 3) by Tony Abbott, *Theodosia and The Serpents of Chaos* by R.L. La Fevers, *The Portal (Tangled in Time Book 1)* by Kathryn Lasky, *Love, Z* by Jessica Sima, *Wings of Fire; A Guide to the Dragon World* by Tui Sutherland, *Heroes* by Alan Gratz, *The Destruction of Pompeii, AD 79* by Lauren Tarshis, *The Children's Blizzard, 1888 (I Survived Book 16)* by Lauren Tarshis and *Pete the Cat Screams for Ice Cream!* By Kim Dean.
- The following books from RMS PTO: *Don't Let the Pigeon Drive the Sleigh!* By Mo Willems, *The Horse Encyclopedia* by Ethan Pembroke, *The Wishbone Wish* by Megan McDonald, *The Soccer*

- *Encyclopedia* by Clive Gifford, *Kingfisher Nature Encyclopedia* by David Burnie, *How do Dinosaurs Say Trick or Treat?* by Jane Yolen, *Cat on the Run in Cat of Death* (Book 1) by Aaron Blabey, *Cat on the Run in Cucumber Madness* (Book 2) by Aaron Blabey, *The Pigeon Will Ride the Roller Coaster* by Mo Willems, *I Broke My Trunk* by Mo Willems, *Should I Share My Ice Cream?* by Mo Willems, *Mega Mole Girl Digs Deep* (book 15) by Thomas Flintham, *Paws 1, Gabby Gets It Together* by Michele Assarasakorn, *Pug the Sports Star* by Kyla May, *The Owlympic Games* by Rebecca Elliott, *The One and Only Family* (Book 4) by Katherine Applegate, *Six Kids and A Stuffed Cat* by Gary Paulsen, *What is Inside This Box?* (Monkey and Cake Book 1) by Drew Daywalt, *This is My Fort!* (Monkey and Cake Book 2), *A Long Line of Cakes* by Deborah Wiles, *The Itchy Book!* By Leugen Pham, *Volcanoes: Fire and Life* by Jon Chad, *InvestiGators* (Book 1) by John Patrick Green, *Totally Random Questions, Volume 1* by Melina Gerosa Bellows, *Super Bug Encyclopedia* by John Woodward, *The Big Cheese* (Food Group) by Jory John, *Old MacDonald had a Farm* by Cris Grimly, *I Found a Kitty!* By Troy Cummings, *No Place Like Home* (Book 4) by Yamile Saied Mendez and *The Story of Diva and Flea* by Mo Willems.

MOTION: Ms. Rounseville to accept the toothbrush kits, clarinet, drum set and all of the book donations as presented.

SECONDED: Ms. Duggan

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

IV. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report.

Mr. Barber reported that the Rochester School District currently has \$1,208,340 available of the general funds appropriated for the 2025 Fiscal Year. Per the attached Year to Date Budget Report, we are able to identify how our funds are encumbered and expended. This report recognizes a total general funding by the town of \$7,173,464.

- \$ 7,173,464 – **General Funds Approved**
- \$ 5,965,124 – Obligations Paid Year to Date
- **\$ 1,208,340** - **Remaining Available Funds**

2. Record of Warrant(s)

The record of the warrant(s) of October 15, 2024 were shared. Superintendent Nelson reminded that the complete warrant packets are emailed to school committee members prior to signature by the sole signatory, Chairperson Hartley.

3. Food Services Report

Recommendation:

That the School Committee hear a report.

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

- Meal participation continues to grow strong.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part-time job – this may be the opportunity for you. Contact Jill Henesey for more details.

4. Facilities Report

Recommendation:

That the School Committee hear a report.

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

- Town conducted Fire and Building inspection, permit issued.
- Conducted maintenance on facility systems and equipment.

School Committee Feedback:

Ms. Rounseville shared that she feels horrible and wants to ensure that it does not happen again as previously discussed with the fire inspection and the disposal of items. Superintendent Nelson shared the administration is committed to putting processes in place to prevent these types of situations in the future.

CHAIRPERSON'S REPORT:

Chairperson Hartley highlighted Ms. Duggan for attending the recent MASC conference on behalf of the school committee and

asked her to share information from the conference. Ms. Duggan shared: *I wanted to give an update regarding the Massachusetts Association of School Committees, or MASC, conference that took place last week. I tried to take advantage of some of the newer offerings this year, and ultimately I participated in the following workshops: perspectives on policy development for the use of artificial intelligence technologies in education; demystifying the legislative process; school and municipal collaboration; engaging families and communities living with poverty; and a discussion of strategies for gathering and leveraging community perspectives. I also took part in both general sessions, the first of which focused on the use of The Dignity Index, a tool created to help leaders ease divisions and solve problems in our schools and communities, as well as a post-election panel on what to expect for educational institutions. Finally, I connected with colleagues who are leading a new rural schools committee within MASC and plan to attend their next meeting to learn more about how we can advocate for the unique needs of rural schools. Rochester is in a unique position as we are the only rural district in our general area, as most rural districts are in western Massachusetts, and there are a few on the Cape. As I described at our last meeting here, I also did attend the Delegate Assembly and voted on the ten resolutions proposed by the MASC membership. I want to thank all of my colleagues here who shared their perspectives and opinions on these resolutions, which I did review and act on with my votes. Ultimately, all ten resolutions passed and MASC will be advocating for legislative action around those topics in the year to come. Please feel free to reach out to me with any questions about the conference or Delegate Assembly. Thank you for entrusting me with Rochester's voice in this venue.*

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson highlighted his provided Superintendent's Newsletter from October 2024, which included Ms. Lauren Millette becoming the interim Assistant Principal at ORRHS. He added a Project 351 workshop took place in which he attended. He also shared a partnership with the Tri-Town communities – the digital equity plan which community members can participate in a survey or an event coming up. He also attended the MASC conference as well.

Dr. Fedorowicz reported that new teachers recently trained on IXL training in various subject areas. November 5th was a full professional development day, which included in person IR Writers Workshop training, Collaboration Time, Science of Reading and Data meetings. The next half PD day is Jan. 29. She added that learning walks continue and RMS scheduled for 12/16.

Dr. Curley highlighted the following:

- CPI trainings (de-escalation)
 - Thank you to Charley West, Denise Bouvette and Kyle Letendre
 - Refresher trainings on October 22, 2024
 - Initial training on November 12 & 19, 2024
- PD offering on 11/5
 - Executive Functioning PD
 - Work on the new IEP
- Unified Basketball game
 - Last night was the 3rd annual Unified basketball game against the Tri-Town Police Dept. There was a huge turnout and the energy was amazing! It got a little tense when the police departments tied it up; however, the Unified basketball team was able to pull off the win.
 - A huge thank you to Danielle Dore and Emma Fenton at ORRHS for all of their hard work in planning and organizing this event.

PRINCIPAL'S REPORTS

Principal Letendre reported the following:

School Events

- Parent-guardian/teacher conferences were held on October 17th and 18th and they were very well attended. The Book Fair was open during this time as well.
- The Annual Spooktacular Event was a huge success. Thank you to all the volunteers and families who decorated their vehicles so the RMS families could enjoy a safe way to trick or treat.
- Thank you to all of the RMS faculty who also participated and attended the Spooktacular event with their own family to support our school and PTO.
- The Celebration's Committee planned Harvest Week and everyone had a great time dressing up in costumes, pajamas and flannel shirts. We are now organizing an RMS Turkey Trot staff game.
- The Project 351 students attended their first district training and their second training is November 14, 2024.
- School Ambassadors had their first meeting with Mrs. Cruz and Mrs. Pacheco. As a group, students are planning "Start with Hello" initiative tied to the Sandy Hook Promise grant.
 - There will be an assembly for our 6th grade students taking place on December 11th.
- The 6th grade students along with their teachers attended Nature's Classroom the week of November 4th. This is always a

great experience for our students and a huge commitment by our faculty, including Mr. West, Assistant Principal. We thank them for their dedication to our students.

Curriculum and Instruction Updates:

- Special education teachers and interventionists have had two coaching sessions on their delivery of focused literacy instruction.
- Professional Development took place on November 5, 2024.
 - Staff engaged in training around analyzing their students progress monitoring reading data where teachers identified their small groups and instructional focus.
 - They also engaged in a 2-hour Writer's Workshop training.
 - OpenSciEd curriculum development took place for grades 5 & 6.
- The School Literacy Leadership Team (SLLT) met for the first time on Monday, September 23rd and then again on October 28th.
 - This team works together to review student data and the Into Reading Program pacing guide and other applicable literacy topics.
 - The next meeting is scheduled for November 25th.

Staffing Updates:

- Mrs. Lisa Mazucca is retiring in December 2024.
- Our new school secretary has been appointed and will begin on November 18th and her name is Alison Rotella. She comes to us with experience as a Senior Office Assistant at Timber Elementary School in New York.

Upcoming Dates:

- Monday, November 11th: No School- Veterans Day
- Tuesday, November 12th: Picture Retake Day and PTO Meeting at 3:15 PM
- November 15, 2024: Movie Night from 6:00-7:30 PM
- Thursday, November 14th: Magic of Science Assembly
- Friday, November 22nd Marks Close and Report Cards go home on December 6th
- Wednesday, November 27th: Early Release Day
- Tuesday, December 3rd: School Council Meeting at 3:30 PM
- Monday, December 9th: Annual Town Tree Lighting Ceremony
- Thursday, December 19th: 5th and 6th Grade Winter Concert

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – Chairperson Hartley reported they met earlier this evening.
2. ORR District School Committee – no report.
3. SMEC – Ms. Fernandes reported they next meet on November 18th.
4. READS – Superintendent Nelson reported they met earlier this morning and the audit was completed. They also approved minutes, heard an update on the FY2025 budget and approved the annual report and surplus items.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they met yesterday which was their annual meeting. Ms. Lopes remains Chairperson and they approved new members. They will be conducting mid-cycle visits this winter and applications for the next cycle of grants will open on February 1st.
6. Early Childhood Council – Ms. Duggan reported they last met November 12. She was unable to attend, but did want to share what was discussed. This included updates from the state on Coordinated Family and Community Engagement or CFCE Funding and information from its Regional Meeting held last month; news of PRISM Grant availability from DESE, which is funding to support Early Literacy Priorities and for which ORR applied; updates on the Kindergarten Transition for the upcoming 2025/2026 school year; a reminder of preschool screening dates, which are January 21, 2025 at Rochester Memorial School and March 13, 2025 at Center School in Mattapoisett; the announcement that there will be an Early Childhood/Community Fair on Saturday, March 15, 2025; and finally, confirmation that the Parent Child+ Program has slots available for new families, and interested families can contact Doreen Lopes if interested. The next meeting of the Early Childhood Council will be Tuesday, January 14, 2025.
7. Policy Subcommittee – Mr. Trombly reported at the last meeting they opted to send policies to the about Title IX changes to legal team for review. They approved changes to BEDH Public Comment and policies around CORI and background checks will be presented at the next Joint School Committee meeting. The next Policy subcommittee meeting is January 9th.
8. Equity Subcommittee – Ms. Duggan reported their next meeting is January 23rd.

IX. Future Business

A. Timeline

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

Rochester School Committee

Joint School Committee

B. FUTURE AGENDA ITEMS

- 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.

MOTION: Ms. Duggan to enter executive session at 8:44pm 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

ROLL CALL

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

MOTION: Ms. Duggan to exit executive session at 8:55pm only to return to adjourn.

SECONDED: Ms. Rounseville

ROLL CALL

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:56pm.

MOTION: by Ms. Duggan to adjourn at 8:56pm

SECONDED: Ms. Rounseville

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Meeting Resources:

October 3, 2024 Draft Minutes

October 3, 2024 Draft Minutes – Budget Subcommittee

Fundraiser Proposal

Grow Ed Presentation

Toothbrush donation

Clarinet donation

Drum donation

Plumb Library donation

RMS PTO donation

Warrant(s)

Food Service Report

Facilities Report

Superintendent's Newsletter



MARION INSTITUTE

Advancing a Culture of Health Through Food Equity

CONNECTOR
SERIES

FROGFOOT FARM
NEIGHBORS FEEDING
NEIGHBORS

GROW
EDUCATION

SOUTHCOAST
FOOD POLICY COUNCIL

BIOMED
PROGRAMS

GREENHOUSE
INITIATIVES

Meet Liz Wiley & Nate Sander

Liz Wiley

Executive
Director at the
Marion
Institute



Nate Sander

Grow
Education
Program
Manager at
the Marion
Institute





Building Outdoor Classrooms/Gardens
at Each Elementary School



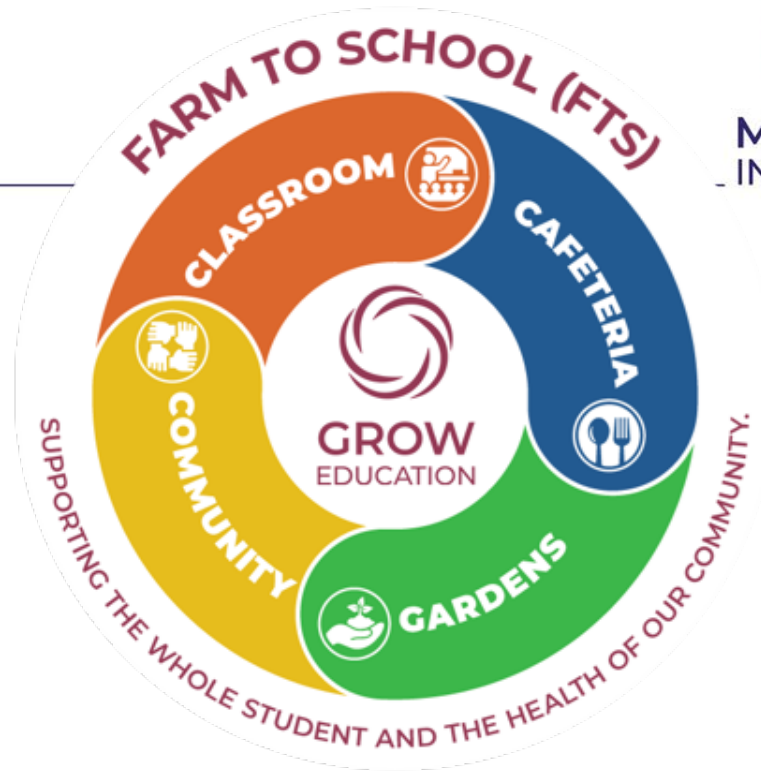
Partnering with Food Service
to Rebuild Cafeterias



Implementing Educational
Programming



Bridging Program Development
with the Community



MARION
INSTITUTE

Grow Education supports teachers, engages families, and educates students in creating healthier eating and living habits. In partnership with school districts, we are building a more equitable food system that promotes ecological literacy, health and sustainability.

Farm to School - Regional Model



FoodCorps:

- HR and Recruiting
- Training
- AmeriCorps
- Member Support
- Policy & Advocacy



Marion Institute:

- Grow Education Programing
- Oversight
- Curriculum Building
- Personnel Management
- Professional Development

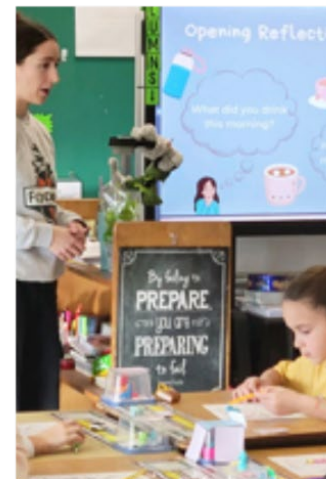


School Districts:

- Students
- Teachers & Staff
- Food Service Dept.
- Gardens & Facilities
- 4 School Districts

Grow Education Snapshot:

- Farm to School Program at 23 Regional Elementary Schools
- Partnering with 4 Southcoast Districts
- Focused on 3rd and 4th grade, STEAM, and Afterschool Clubs
- Marion Institute, 5 FoodCorps Members, School staff



MARION INSTITUTE'S GROW EDUCATION PROGRAM

Planting Knowledge, Cultivating Community



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DECEMBER:

- Beekeeping and Pollination Virtual Field trip film
- Demo Hive Lesson
- "Mindful Bites" Lesson
- Root Vegetables and/ or Apple (harvest of the month) taste test

NOVEMBER:

- Sow cover crops
- "Connecting Food and Culture of the Wampanoag Tribe" Lesson
- "Cranberries" Lesson
- Three sisters soup (optional taste test)

OCTOBER:

- Manage fertility; amend soil add compost as needed
- "Garlic" Lesson
- Garlic planting workshop

SEPTEMBER:

- Prep and clear out garden, first garden taste test
- "Soil under the lens" Lesson
- "Square gardens" Lesson
- Farm Field trip

AUGUST-SEPTEMBER:

- Plan for saving crops for introduction to garden/ Welcome Back harvest celebration.
- Garden safety Lesson
- Teacher & Food service professional dev. (orientation for new staff)

AUGUST: (FIRST TWO WEEKS)

- Summer garden maintenance cont.
- Cull any spent plants and sow seeds for fall crops, (broccoli, pumpkins, swiss chard beets, cauliflower)

First day of school - 8/31
Vacation - 12/25-1/1
Vacation - 2/19-2/23

Vacation - 4/15-4/19
Last day of school - 6/14
Summer programs - 7/5-7/30



JANUARY:

- Garlic check in Garden
- "Diversity and resilience of Seeds" Lesson
- Seed Saving Virtual Field Trip film
- Dairy (harvest of the month) Butter making

FEBRUARY:

- Black History Lesson
- Herbiology Virtual Field Trip film
- Boston Tea Party Lesson and taste test

MARCH:

- Food Waste and Composting Virtual Field trip film
- "Microbes and Me" Lesson
- Animal Husbandry Virtual Field Trip film
- "The people in our food system" Lesson

APRIL:

- "Sowing seeds for thriving plants" Lesson
- Plant peas, radish, cilantro, dill, from seed
- Plant kale and lettuce seedlings
- Regular watering and weeding as needed

MAY-END OF SCHOOL YEAR:

- Thin radish, trellis peas
- Harvest and taste radish and snow peas
- Class harvest and salad making day with lettuce, kale, dill and cilantro
- Plant tomatoes, peppers and potatoes, 2nd succession of radish and cilantro (optional)
- Clear lettuce bed and plant three sisters
- Harvest celebration, FTS/Grow component for end of year events
- Farm field trip

JUNE-JULY:

- Summer garden maintenance
- Project based integration for summer programs
- Harvest and distribute crops throughout the district's communities



Theory of Change

FoodCorps' theory of change lays out the pathway we will take to accomplish our 2030 goal: that all kids have access to food education and nourishing school meals.

OUR VISION
Every child, in every school,
experiences the joy and power of food.

OUR 2030 GOAL
All kids have access to food
education and free, nourishing
school meals.

What we mean when we say...



Food Education: Experiential lessons that invite children into lifelong conversations about food—including its nutritional value, ecology, cultural, and social significance, and develop skills to grow and prepare it.



Free, Nourishing School Meals: Meals that are student-driven and contain nutritious, scratch-cooked, locally-sourced, culturally-responsive items.



**MARION
INSTITUTE**

Anti-Racism in Action

OUTCOMES

FoodCorps operates as an anti-racist and social justice organization



Partner-Driven Work

OUTCOMES

FoodCorps programs reflect partner and community goals, demographics, and visions



Centering Justice



Power Building



AmeriCorps Members in Schools and Districts

OUTCOMES

Students make informed decisions about their health and take action to influence school meals

Partners adopt and sustain food education and nourishing school meals

Families value and support food education and nourishing school meals



Leadership Development

OUTCOMES

AmeriCorps members, alumni, BIPOC school nutrition professionals, and clients grow as justice leaders and create change in their fields



Movement Building



Policy and Advocacy

OUTCOMES

Lawmakers pass and implement state and federal policies prioritizing food education and free, nourishing school meals



Public Participation

OUTCOMES

Families and educators care about our causes and advocate for policy change



**GROW
EDUCATION**

Creating impact in more school communities in the Southcoast Region



"The incredible partnership between FoodCorps and the Marion Institute has spent the past four years transform ing New Bedford's kids and school com munities with nourishing meals and hands-on food education through farm -to- school program ming. We're excited to take the next leap and expand these life-changing opportunities to four more com munities in the South Coast. Here's to a future of even more connected, em powered, and nourished com munities!"

- Rebecca Kelley, Im pact Partnerships Lead, MA, RI & CT

What was accomplished Year 1

Grow at Sippican

- CPA Funded
- Demo and Rebuild of Garden
- Native/Pollinator Plant Garden
- Teacher Professional Development
- Full Year of Grow Education Programming
- 9 Classroom Lessons
- 9 Garden Workshops
- 562 Student Experiences
- 30 Volunteer Sessions



Garden Before:



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Garden Now!



Teacher Professional Development



In the Classroom



MARION
INSTITUTE



Garden Workshop



Looking Towards the Future...

- Building a Community of Practice with Regional Food Service Directors
- Program Integration and Sustainability
- Expansion to More Schools
- Increased Local Food Procurement
- Ongoing Professional Development and Curriculum Development
- Strengthening our Food System and Improving Food Equity

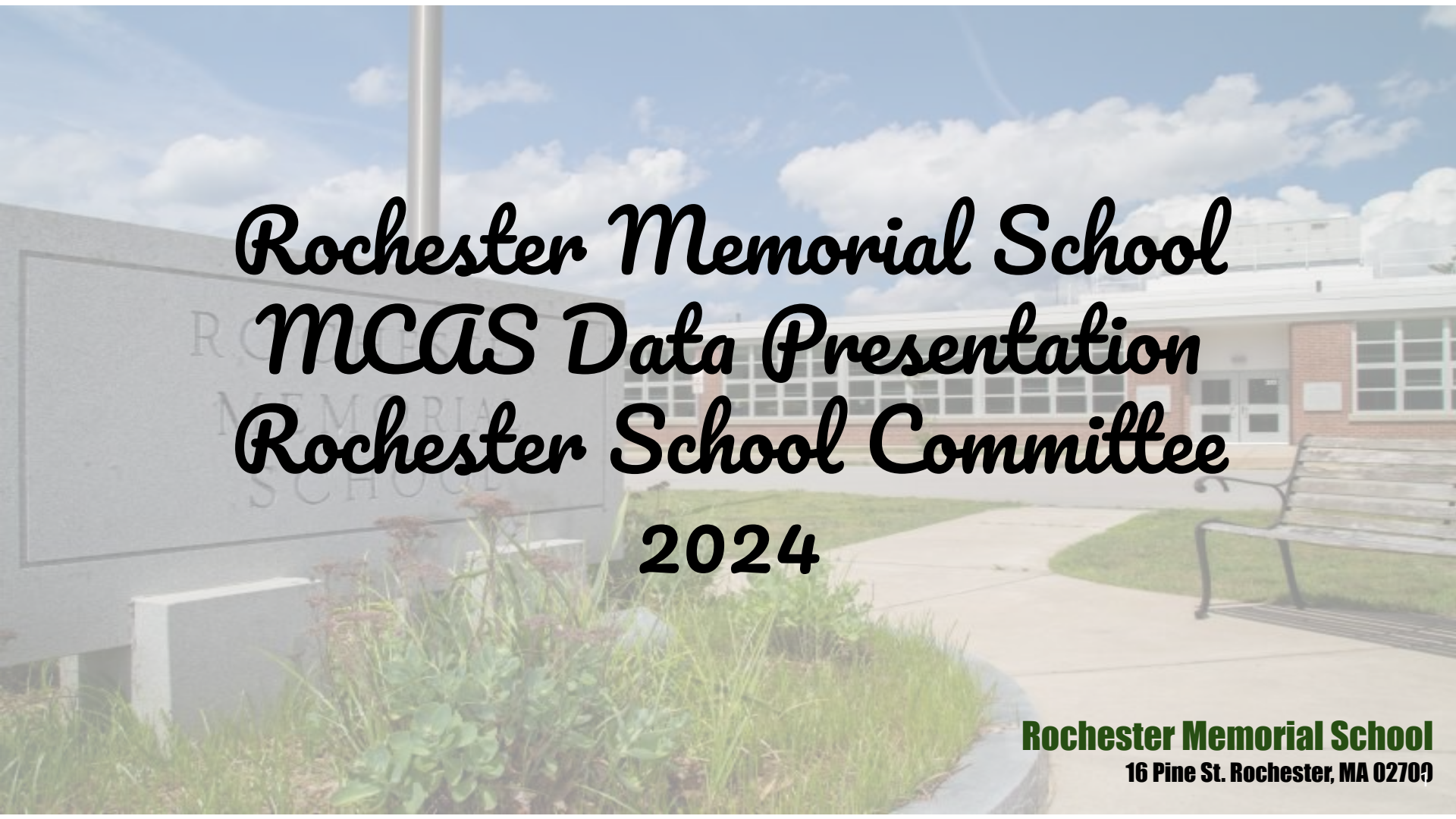


State Leaders, Local Change Makers



- Almost 7 out of 10 students are eating the healthiest meal available to children (according to USDA research) every school day.
- 12 million more lunches and 9 million more breakfasts are being served annually compared to SY 2018-2019.
- DESE is your partner, we will strive to elevated school meals as a profession.



The background of the slide is a photograph of the Rochester Memorial School building, a two-story brick structure with many windows. In the foreground, there is a large, light-colored stone sign with the school's name engraved on it. To the right of the sign is a wooden bench. The sky is blue with scattered white clouds. The text is overlaid on the center of the image.

Rochester Memorial School MCAS Data Presentation Rochester School Committee 2024

Rochester Memorial School
16 Pine St. Rochester, MA 02703

MCAS Achievement Levels for Next-Generation:

Exceeding Expectations 530-560	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations 500-529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations 470-499	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations 440-469	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Student Growth Percentiles (SGP) and How Are They Calculated

Student Growth Percentiles (SGPs) provide a measure of how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately for ELA and mathematics in grades 4-8 and 10 and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to the achievement of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth for that school or student group.

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Overall Statewide Data Trends

- Statewide trend: Overall statewide 2024 MCAS results and trends show a decline in ELA achievement across all grades compared to 2023. Math scores remained relatively stable across most grades, while science results improved in grades 5 and 10 but showed a decline in grade 8.
- The State is comparing Recovery from 2019 to 2024 MCAS
- RMS:
 - ELA 3-6 exceeded the state by 6%
 - Math 3-6 exceeded the state by 5%
 - Science exceeded the state by 14%
- In ELA statewide, the scores declined
 - In ELA at RMS, we saw an increase in grades 3 and 5; a decline in grades 4 and 6
- In Math statewide, grades 3 and 4 increased slightly, while grades 5 and 6 declined
 - At RMS, grade 3 and 5 increased, and grades 4 and 6 declined

District-Wide Grades 3-12 Achievement from 2019-2024 for English Language Arts

% Students Meeting/Exceeding

52% ↓ -3% vs. previous year
↑ +10% vs. state average

Average Scaled Score

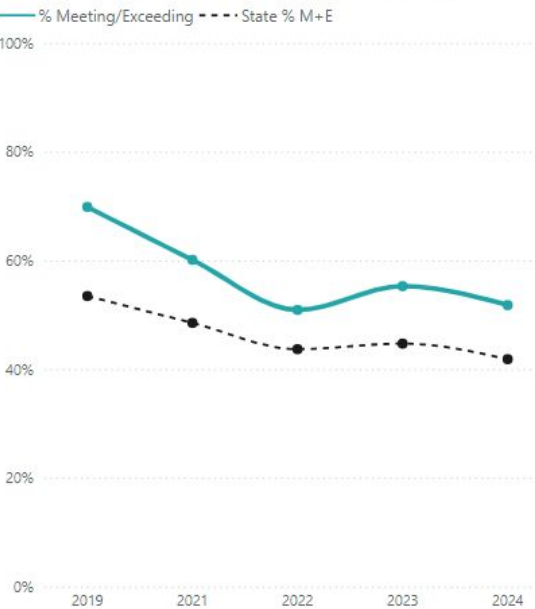
501 ↓ -1 vs. previous year
↑ +6 vs. state average

Average SGP

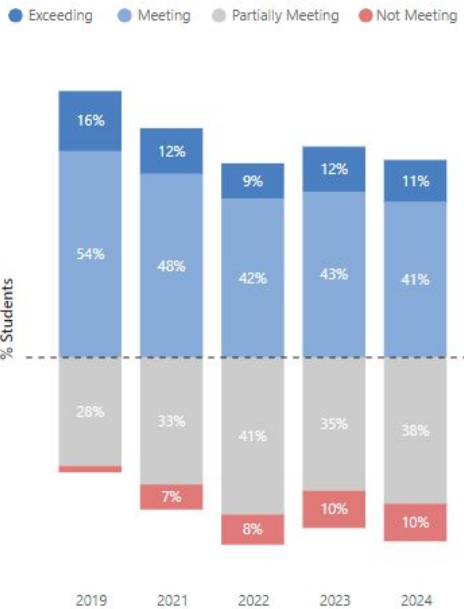
49.8 ↓ -1.6 vs. previous year
-0.2 vs. state average

Results By Year

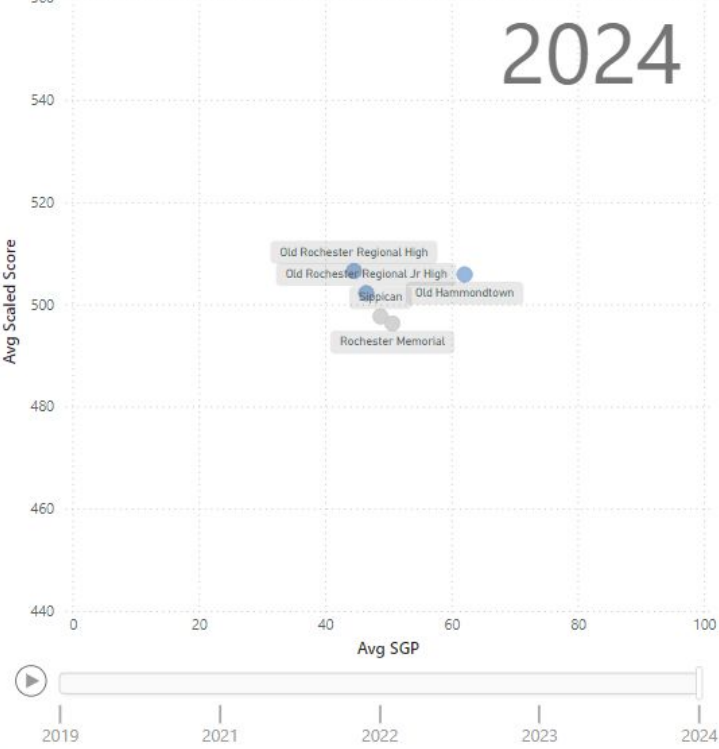
% Meeting/Exceeding



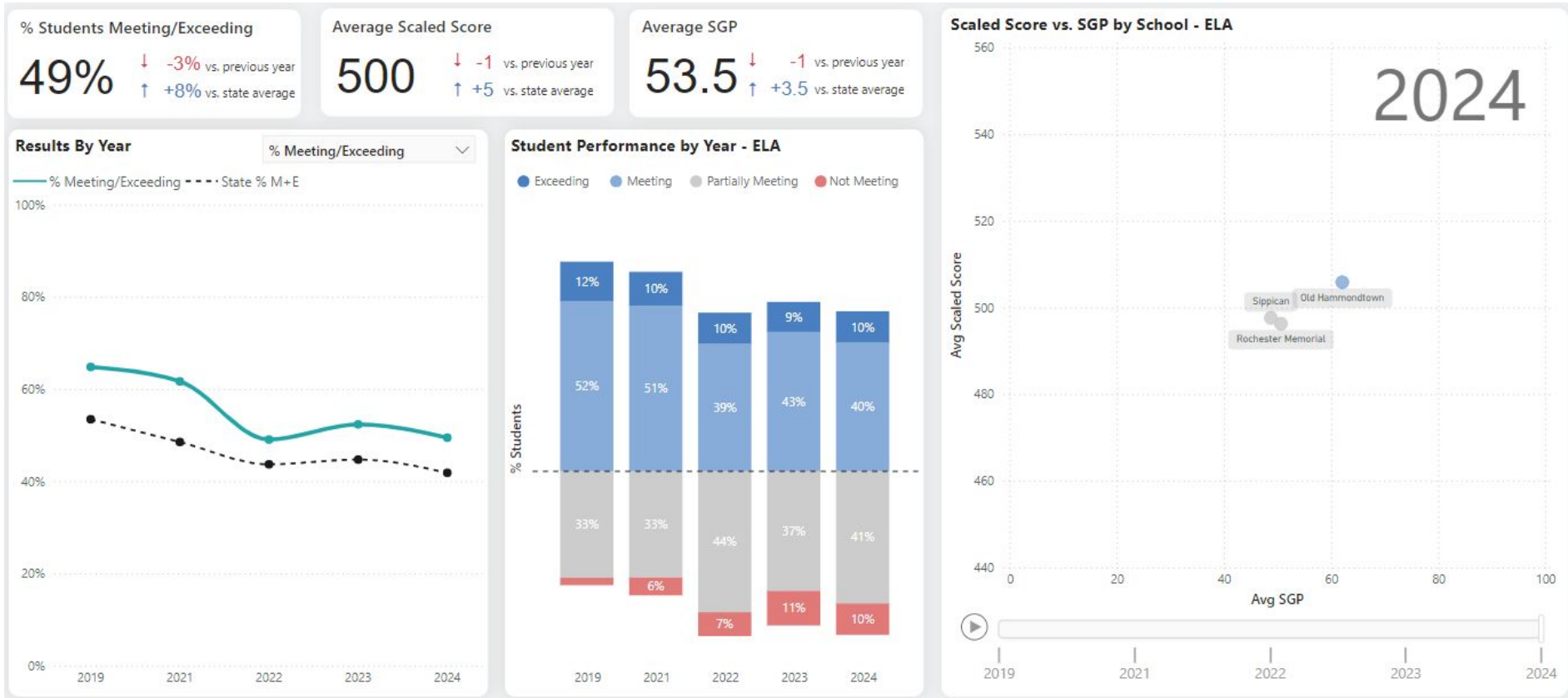
Student Performance by Year - ELA



Scaled Score vs. SGP by School - ELA



District-Wide Grades 3-6 Achievement from 2019-2024 for English Language Arts



RMS Grades 3-6 Achievement from 2019-2024 for English Language Arts

% Students Meeting/Exceeding

45% ↓ -2% vs. previous year
↑ +6% vs. state average

Average Scaled Score

496 ↓ -1 vs. previous year
↑ +3 vs. state average

Average SGP

50.7 ↓ -1 vs. previous year
↑ +0.7 vs. state average

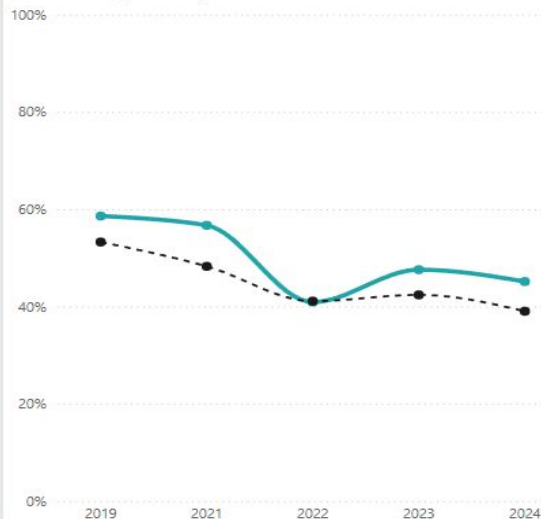
Scaled Score vs. SGP by School - ELA

2024

Results By Year

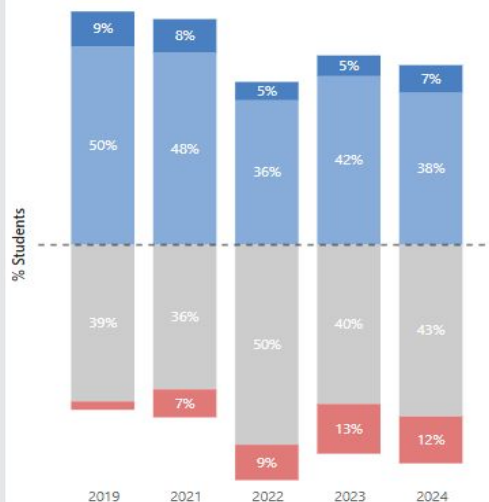
% Meeting/Exceeding

— % Meeting/Exceeding --- State % M+E



Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



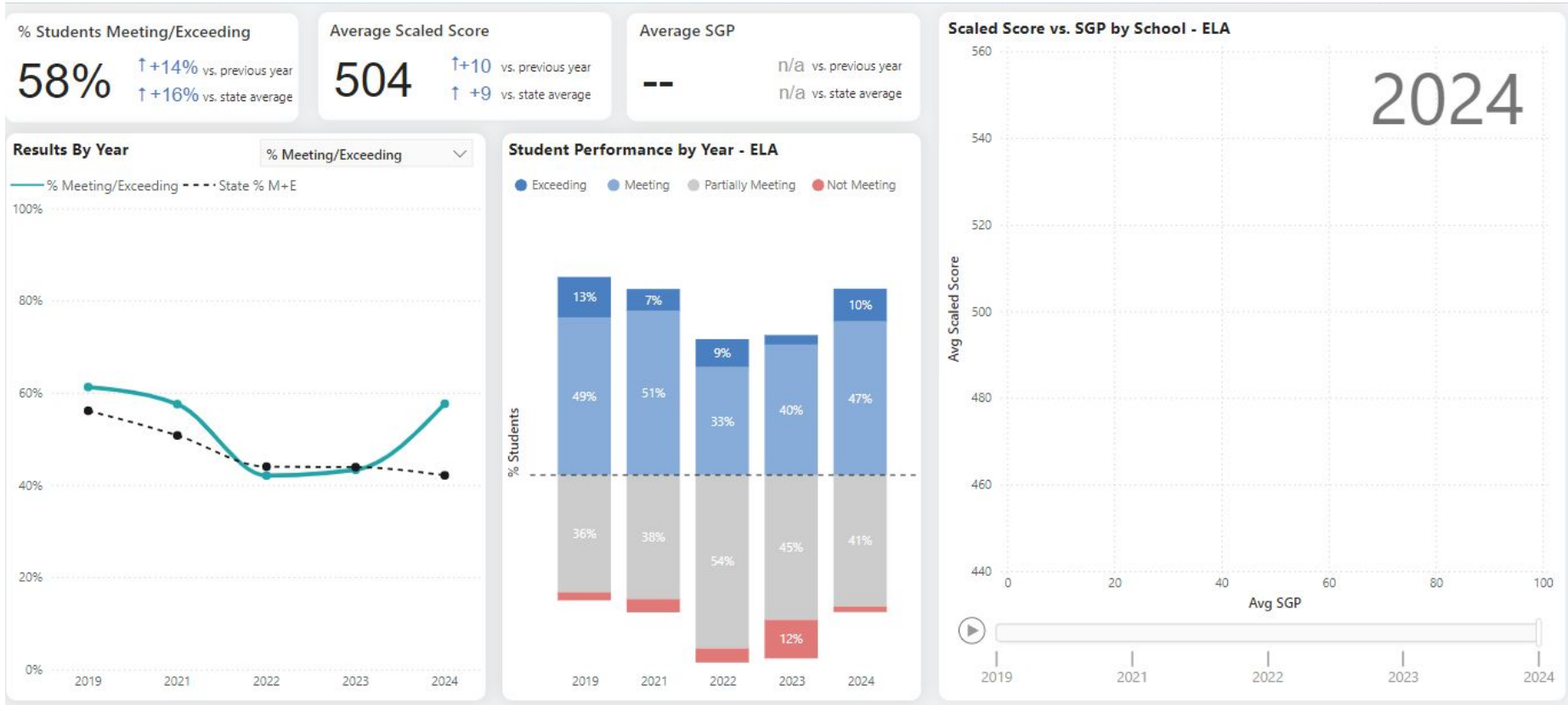
Avg Scaled Score

Avg SGP



2019 2021 2022 2023 2024

Rochester Memorial Grade 3 Achievement from 2019-2024 for English Language Arts



Rochester Memorial Grade 4 Achievement from 2019-2024 for English Language Arts

% Students Meeting/Exceeding

35% ↓ -10% vs. previous year
↓ -2% vs. state average

Average Scaled Score

493 ↓ -4 vs. previous year
↑ +1 vs. state average

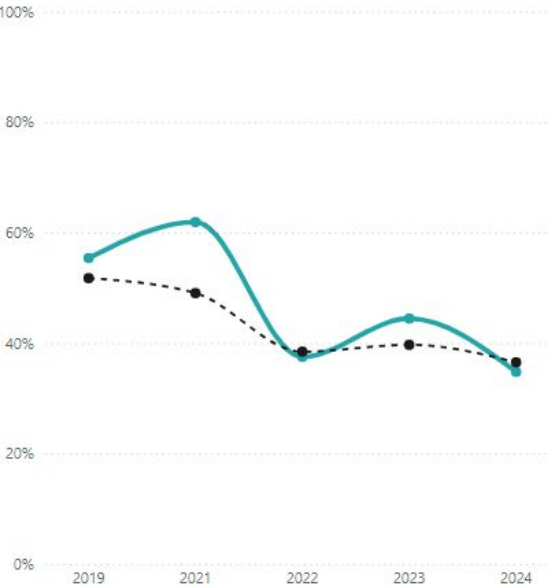
Average SGP

48.6 ↓ -2.1 vs. previous year
↓ -1.4 vs. state average

Results By Year

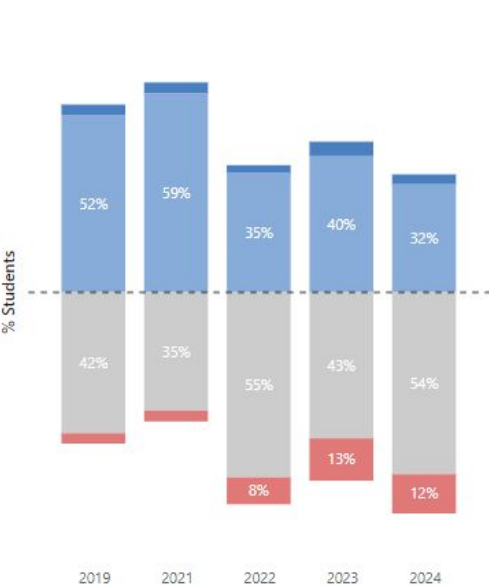
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

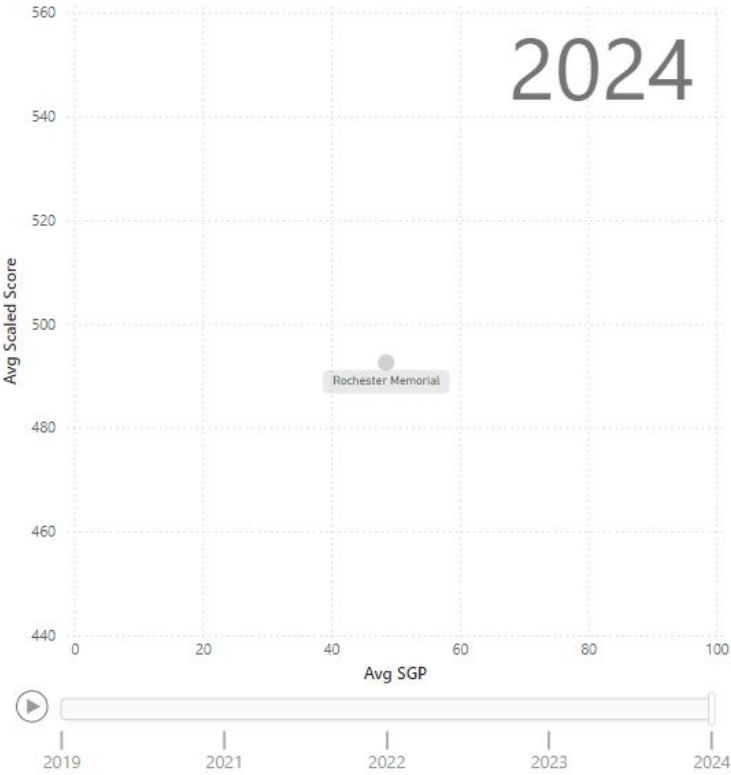


Student Performance by Year - ELA

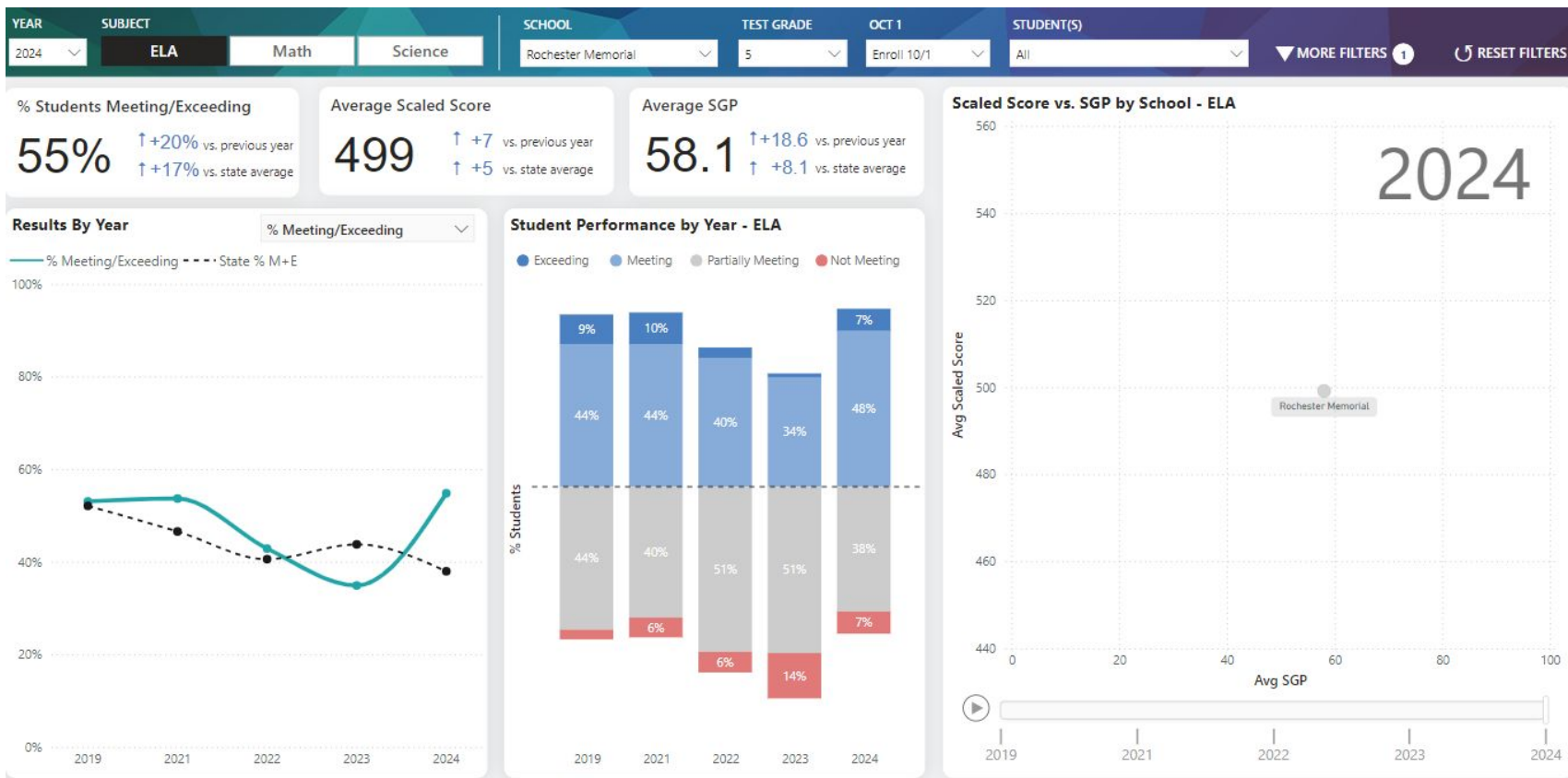
● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - ELA



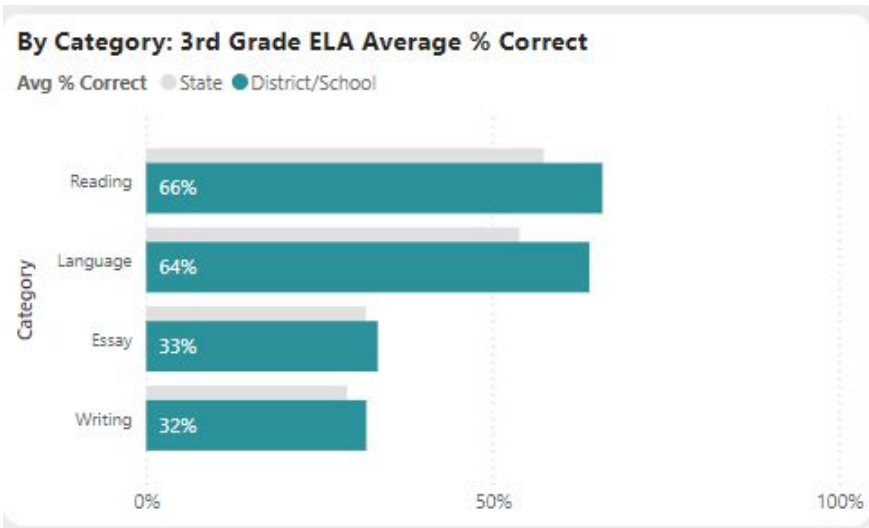
Rochester Memorial Grade 5 Achievement from 2019-2024 for English Language Arts



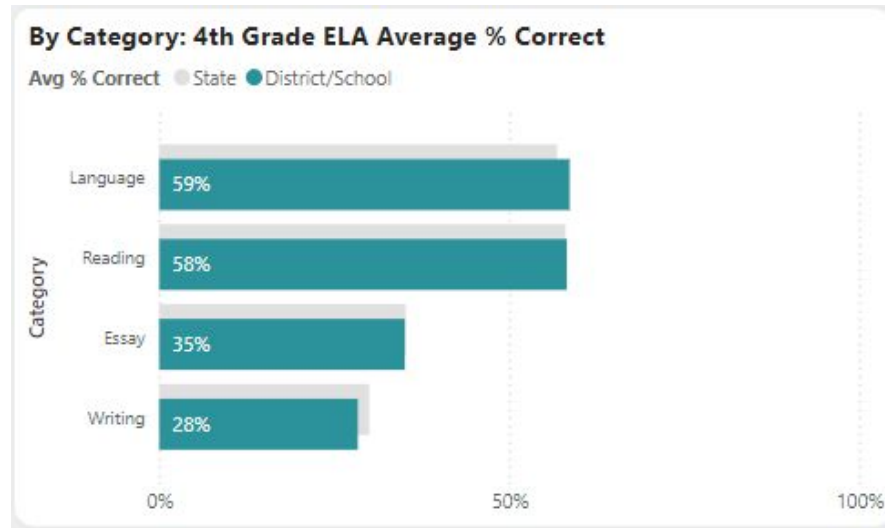
Rochester Memorial Grade 6 Achievement from 2019-2024 for English Language Arts



ELA Grade 3: Percent (%) Correct by Category



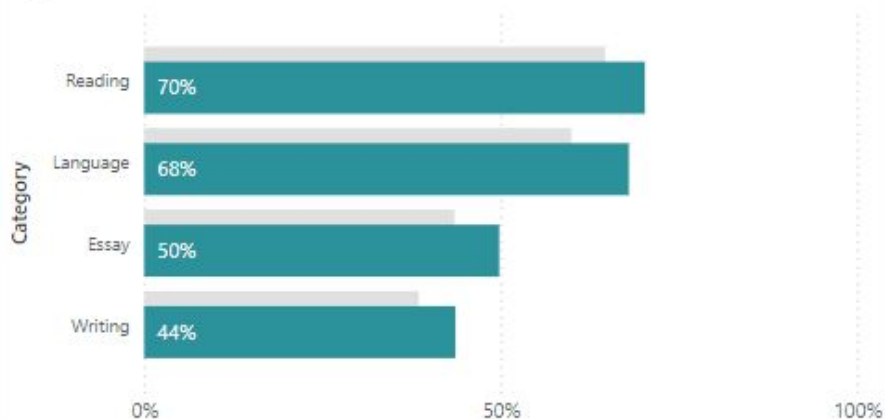
ELA Grade 4: Percent (%) Correct by Category



ELA Grade 5: Percent (%) Correct by Category

By Category: 5th Grade ELA Average % Correct

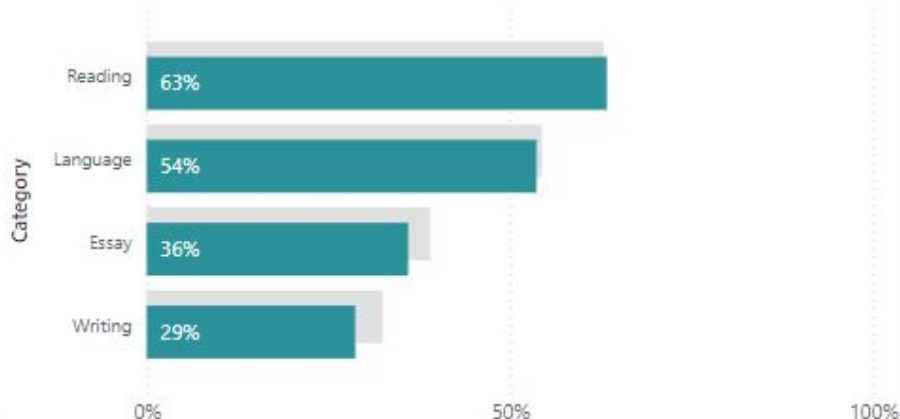
Avg % Correct ● State ● District/School



ELA Grade 6: Percent (%) Correct by Category

By Category: 6th Grade ELA Average % Correct

Avg % Correct ● State ● District/School



District-Wide Grades 3-12 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

51% ↓ -1% vs. previous year
↑ +9% vs. state average

Average Scaled Score

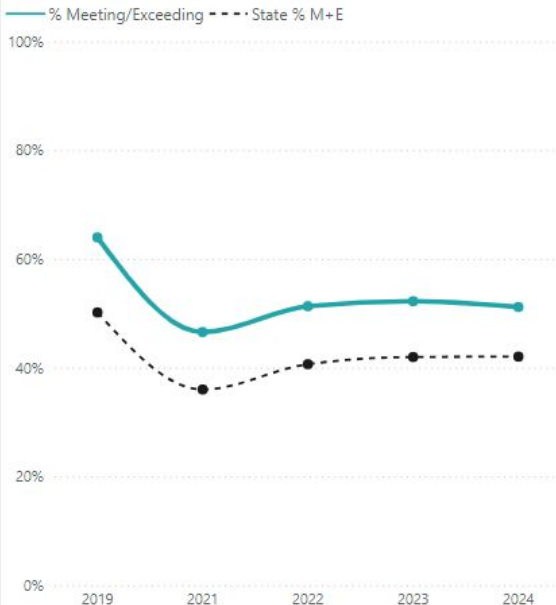
501 0 vs. previous year
↑ +6 vs. state average

Average SGP

45.9 ↓ -1.4 vs. previous year
↓ -4.1 vs. state average

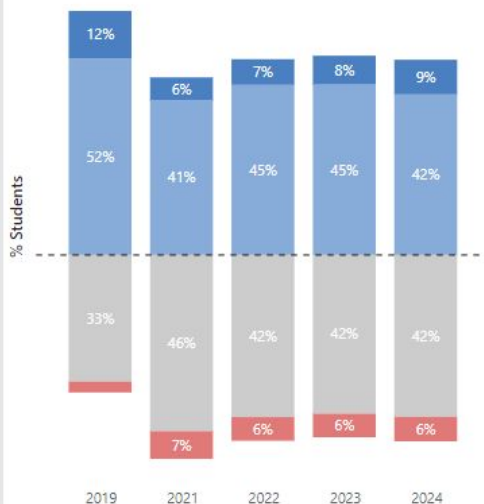
Results By Year

% Meeting/Exceeding

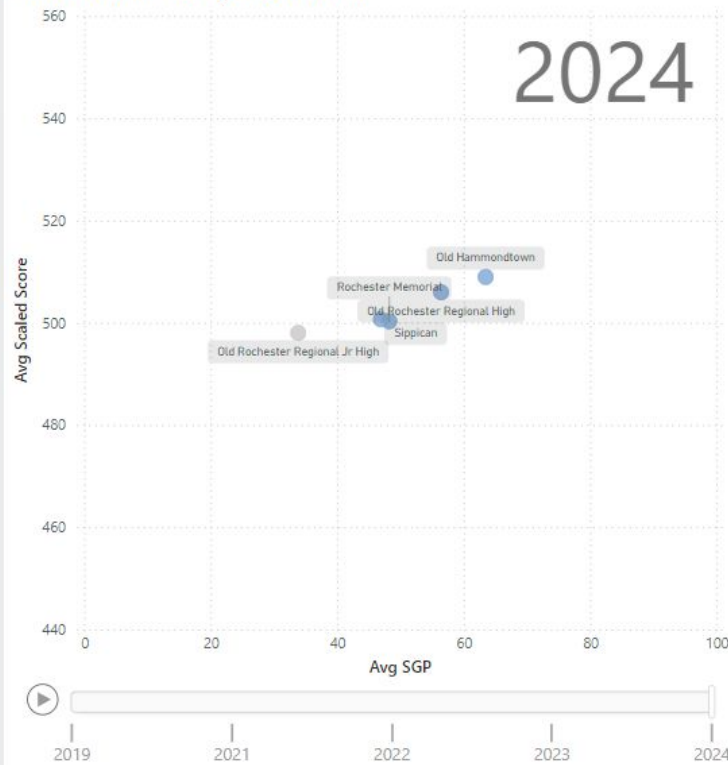


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



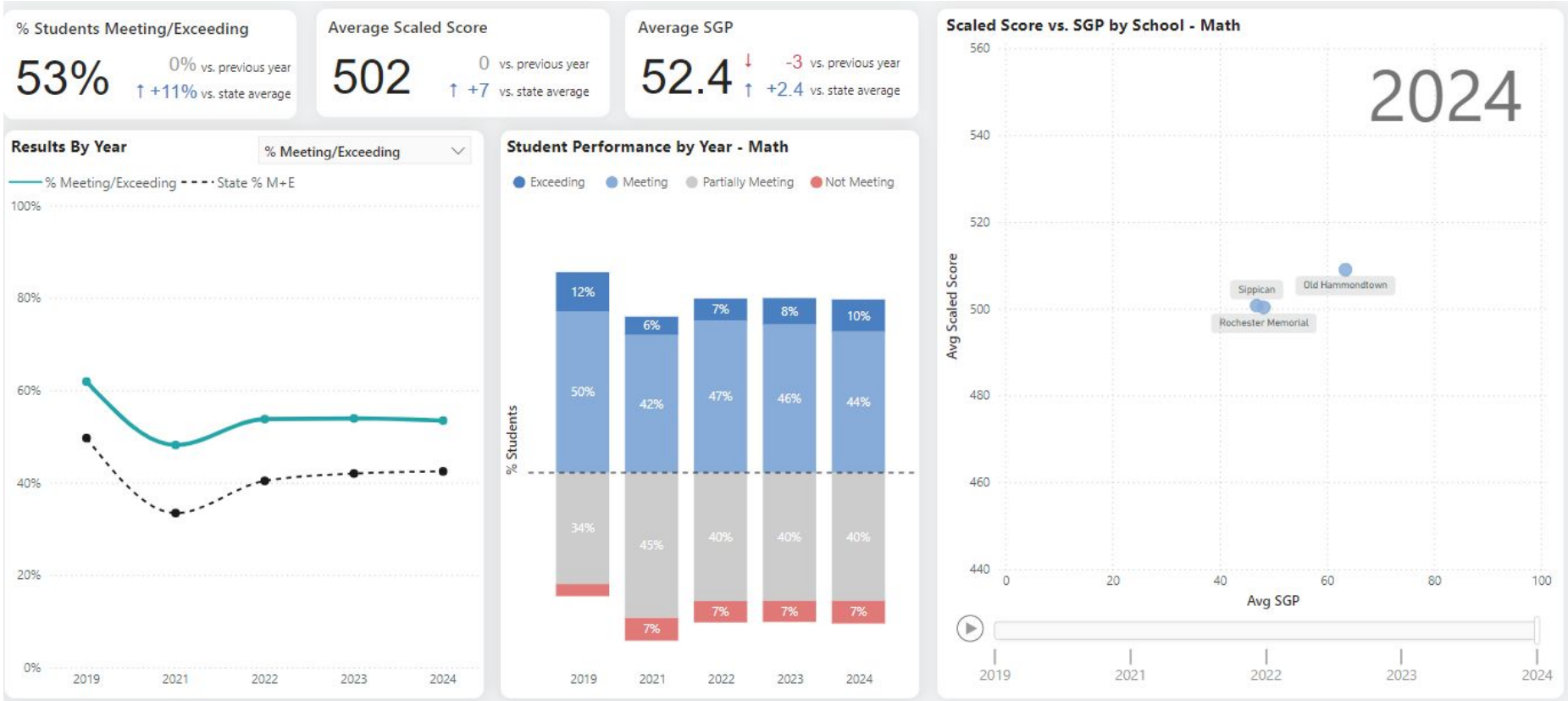
Scaled Score vs. SGP by School - Math



Rochester Memorial School

16 Pine St. Rochester, MA 02700

District-Wide Grades 3-6 Achievement from 2019-2024 for Math



RMS Grades 3-6 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

47% ↓ -1% vs. previous year
↑ +5% vs. state average

Average Scaled Score

500 ↑ +1 vs. previous year
↑ +5 vs. state average

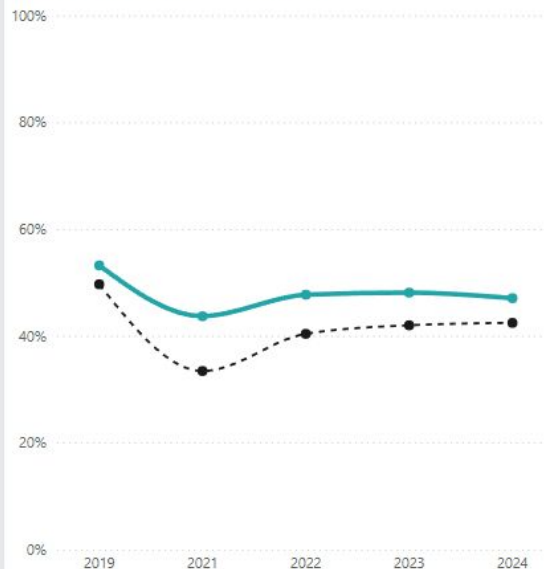
Average SGP

48.3 ↓ -6 vs. previous year
↓ -1.7 vs. state average

Results By Year

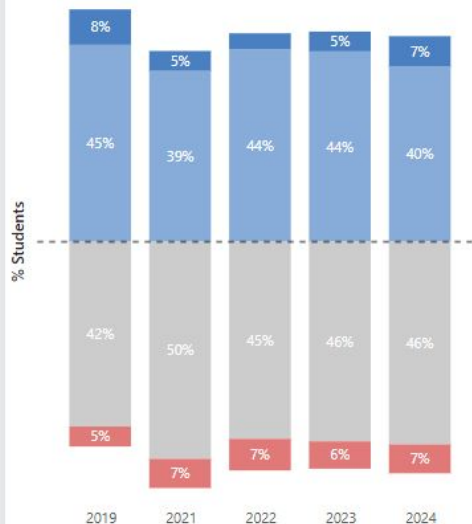
% Meeting/Exceeding ▾

— % Meeting/Exceeding - - - State % M+E

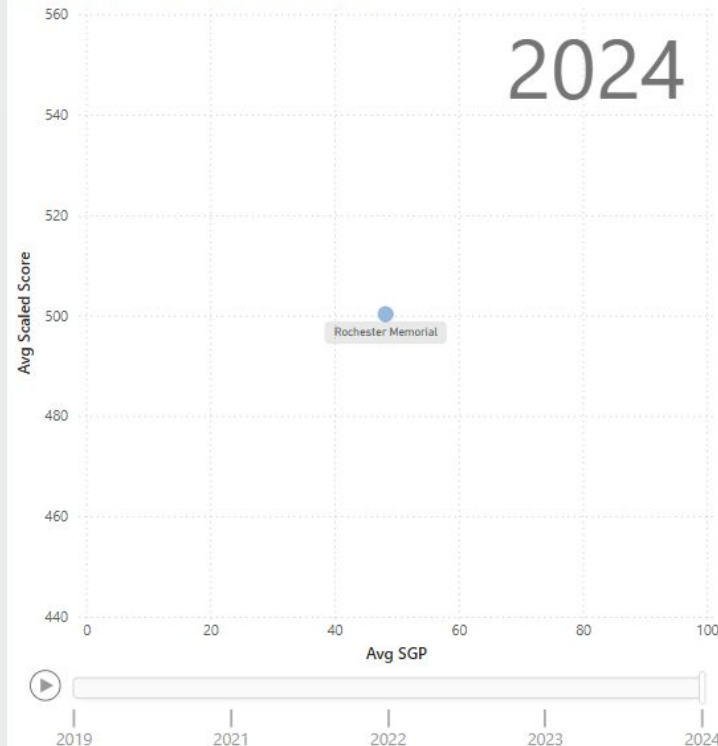


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



Rochester Memorial Grade 3 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

75% ↑+28% vs. previous year
↑+30% vs. state average

Average Scaled Score

512 ↑+15 vs. previous year
↑+17 vs. state average

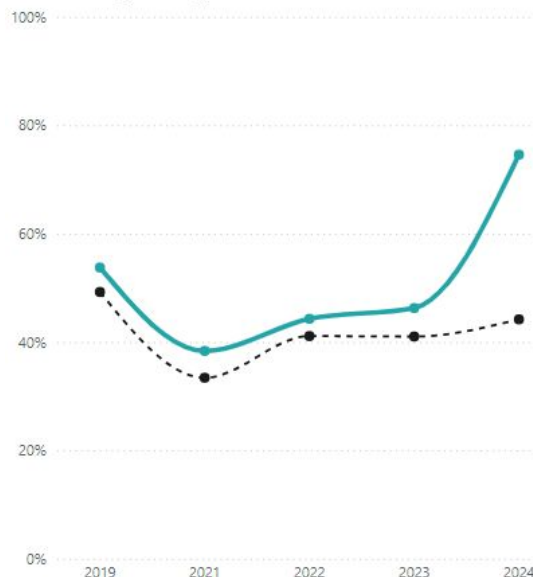
Average SGP

-- n/a vs. previous year
n/a vs. state average

Results By Year

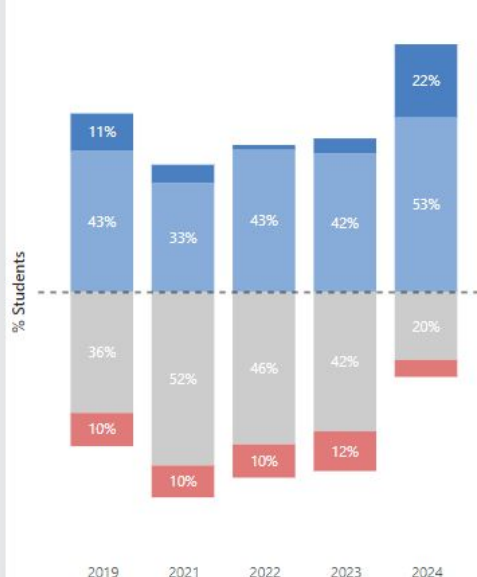
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

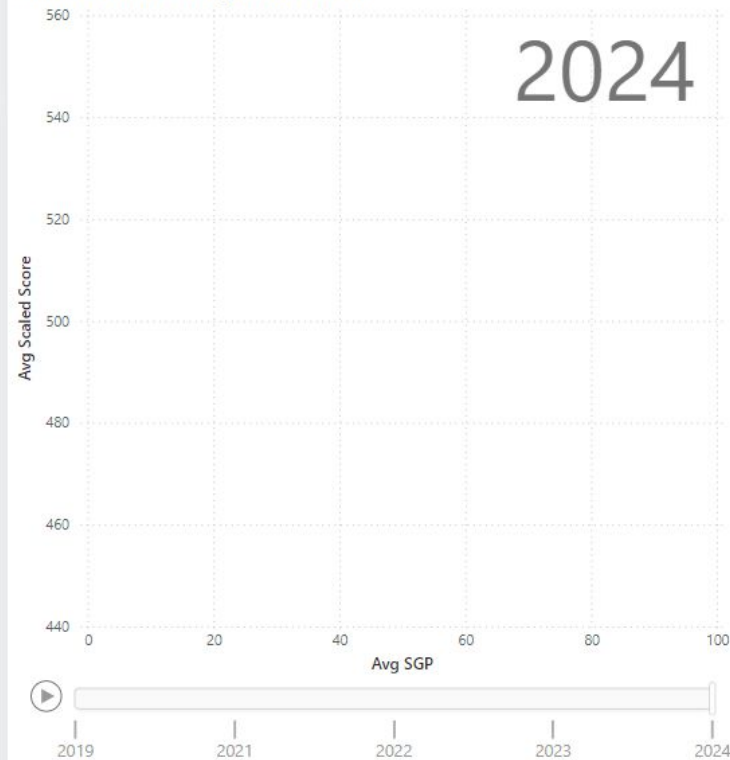


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



Rochester Memorial School

16 Pine St. Rochester, MA 02700

Rochester Memorial Grade 4 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

30% ↓ -13% vs. previous year
↓ -15% vs. state average

Average Scaled Score

492 ↓ -8 vs. previous year
↓ -5 vs. state average

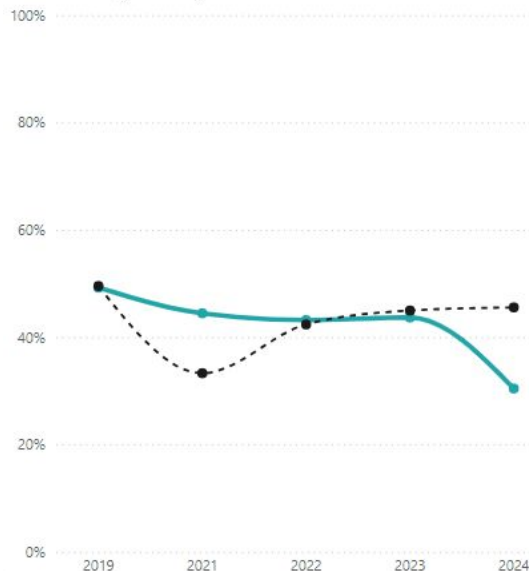
Average SGP

28.2 ↓ -22.5 vs. previous year
↓ -21.8 vs. state average

Results By Year

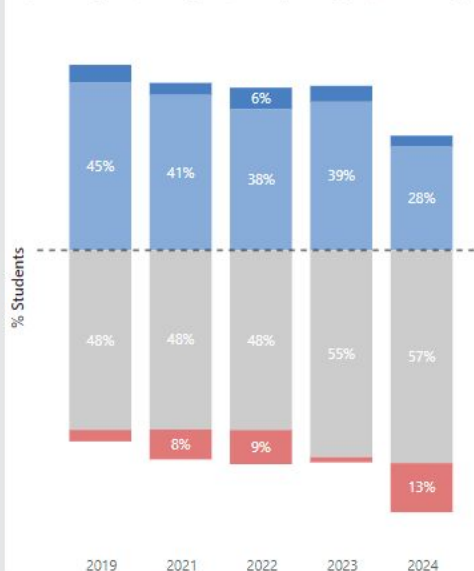
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

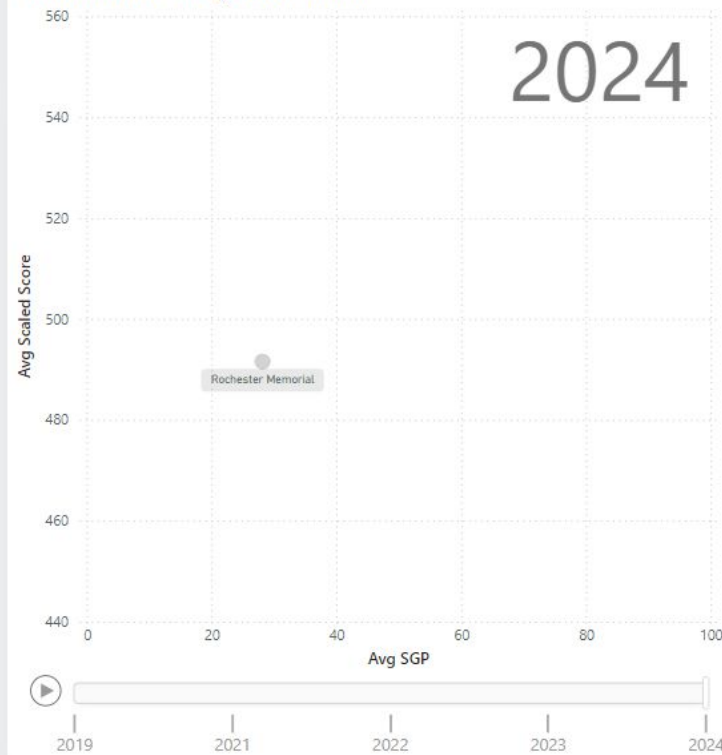


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



Rochester Memorial School

16 Pine St. Rochester, MA 02700

Rochester Memorial Grade 5 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

37% ↑ +1% vs. previous year
↓ -3% vs. state average

Average Scaled Score

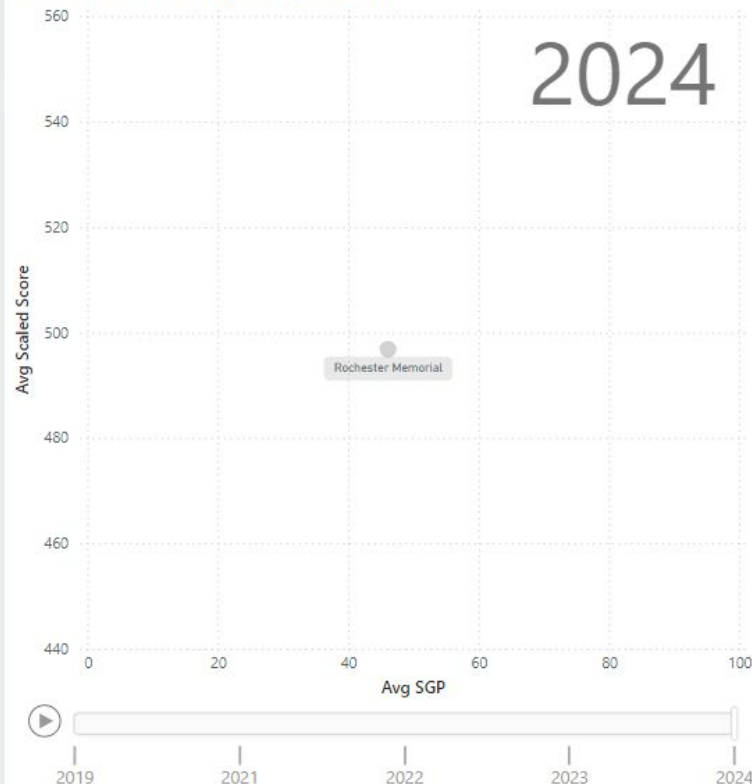
497 ↑ +3 vs. previous year
↑ +2 vs. state average

Average SGP

46.1 ↑ +7.2 vs. previous year
↓ -3.9 vs. state average

Scaled Score vs. SGP by School - Math

2024



Results By Year

% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

100%

80%

60%

40%

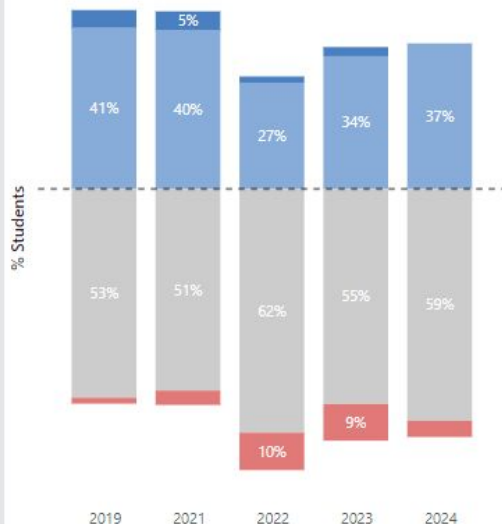
20%

0%

2019 2021 2022 2023 2024

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Rochester Memorial School

16 Pine St. Rochester, MA 02700

Rochester Memorial Grade 6 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

50% ↓ -21% vs. previous year
↑ +10% vs. state average

Average Scaled Score

502 ↓ -5 vs. previous year
↑ +7 vs. state average

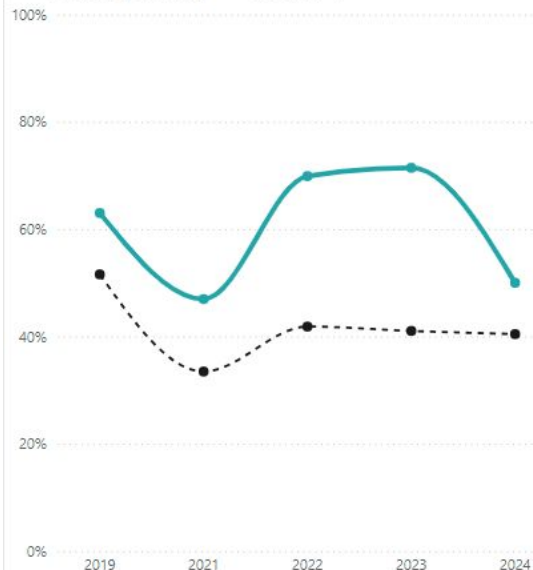
Average SGP

66.3 ↓ -13.3 vs. previous year
↑ +16.3 vs. state average

Results By Year

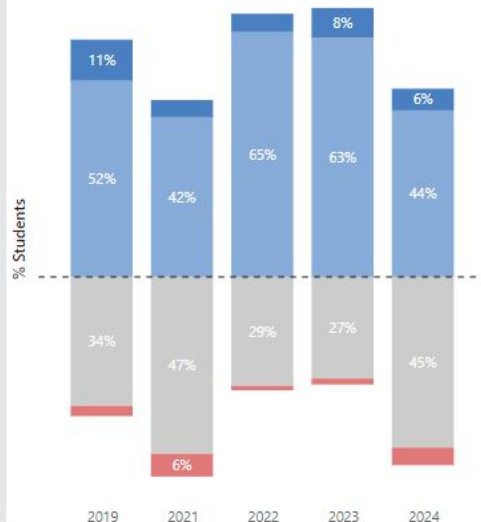
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

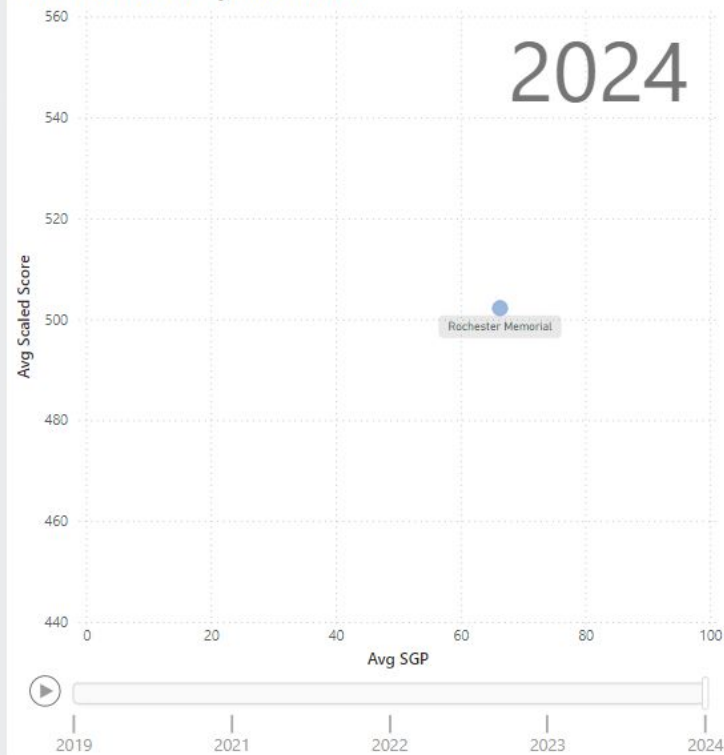


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



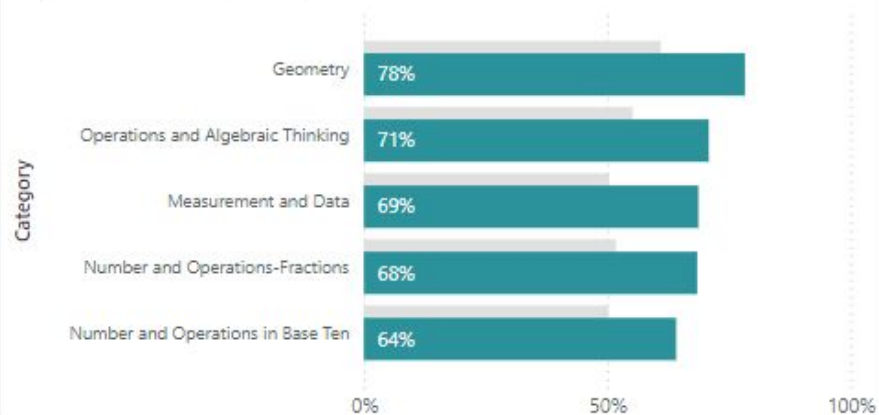
Rochester Memorial School

16 Pine St. Rochester, MA 02700

Math Grade 3: Percent (%) Correct by Category

By Category: 3rd Grade Math Average % Correct

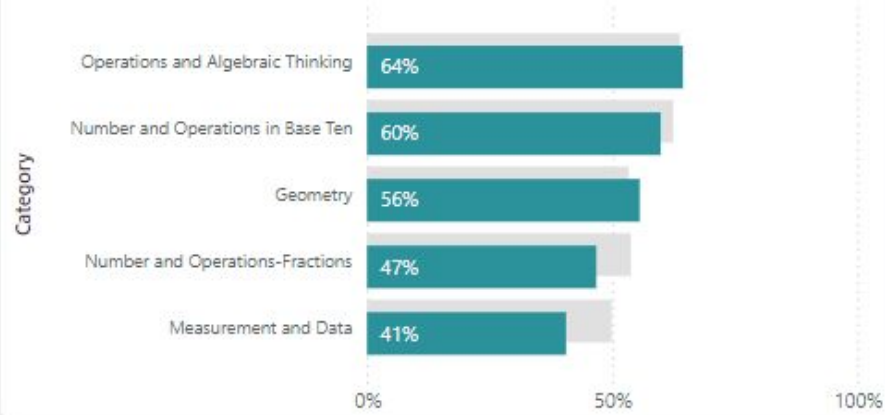
Avg % Correct ● State ● District/School



Math Grade 4: Percent (%) Correct by Category

By Category: 4th Grade Math Average % Correct

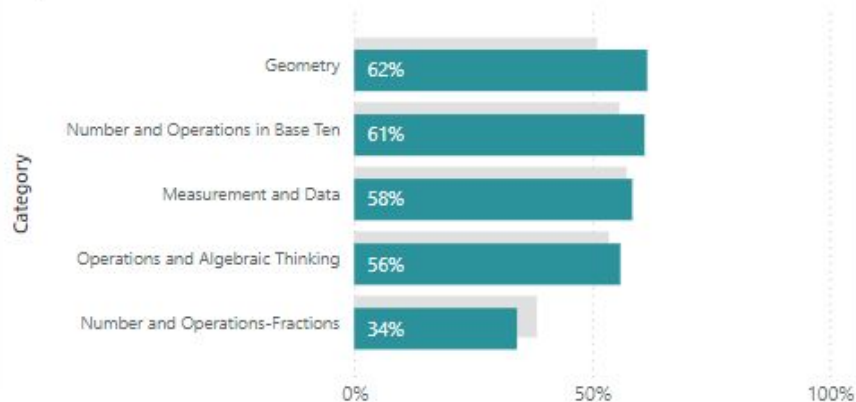
Avg % Correct ● State ● District/School



Math Grade 5: Percent (%) Correct by Category

By Category: 5th Grade Math Average % Correct

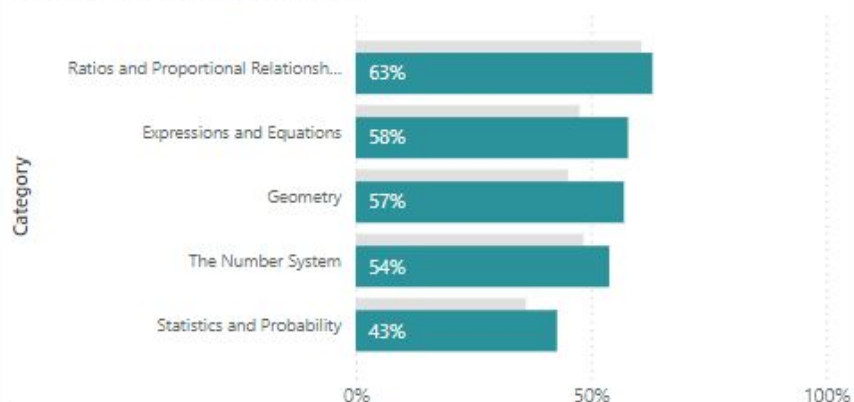
Avg % Correct ● State ● District/School



Math Grade 6: Percent (%) Correct by Category

By Category: 6th Grade Math Average % Correct

Avg % Correct ● State ● District/School



District-Wide Grades 5 & 8 HS Achievement from 2019-2024 for Science

% Students Meeting/Exceeding

59%

↑ +8% vs. previous year
↑ +17% vs. state average

Average Scaled Score

503

↑ +2 vs. previous year
↑ +9 vs. state average

Average SGP

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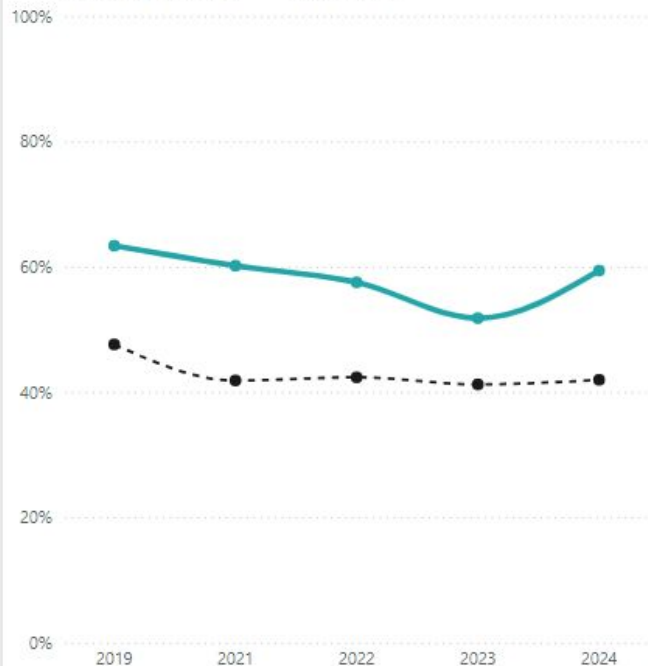
n/a vs. previous year
n/a vs. state average

Results By Year

% Meeting/Exceeding

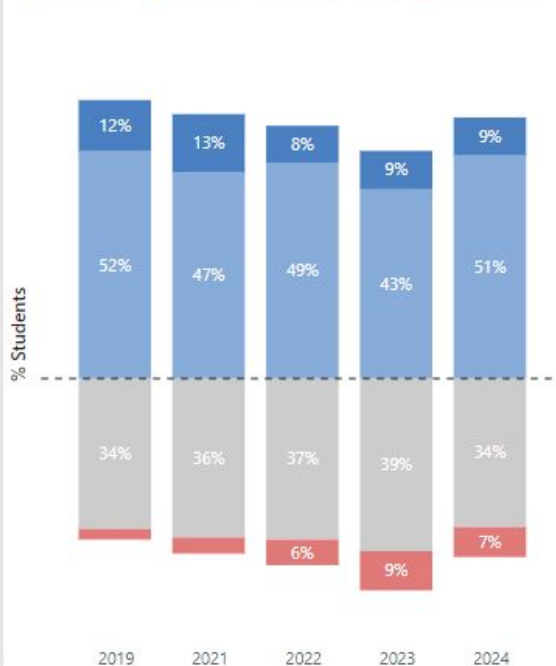


— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



District-Wide Grade 5 Achievement from 2019-2024 for Science

% Students Meeting/Exceeding

61% ↑ +9% vs. previous year
↑ +17% vs. state average

Average Scaled Score

505 ↑ +3 vs. previous year
↑ +10 vs. state average

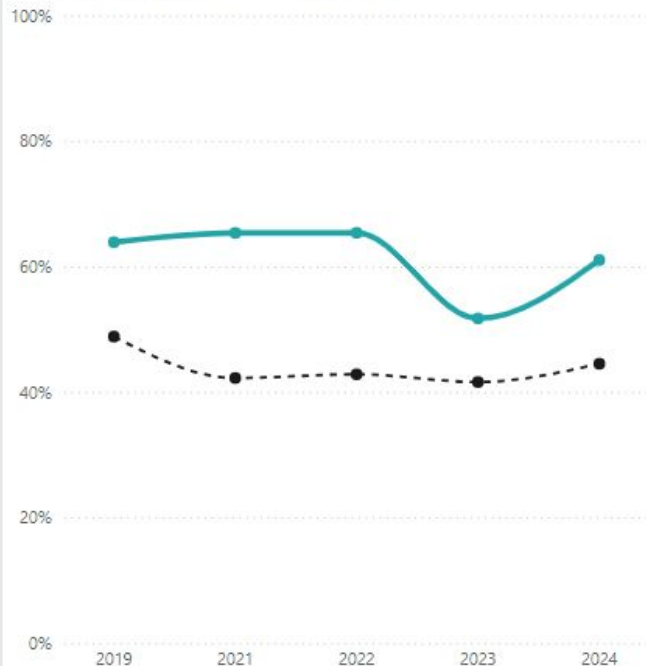
Average SGP

-- n/a vs. previous year
n/a vs. state average

Results By Year

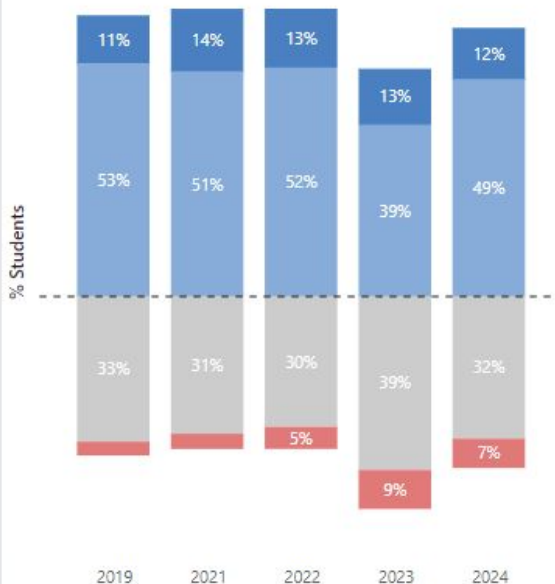
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Rochester Memorial Grade 5 Achievement from 2019-2024 for Science

% Students Meeting/Exceeding

59%

↑ +9% vs. previous year
↑ +14% vs. state average

Average Scaled Score

505

↑ +4 vs. previous year
↑ +10 vs. state average

Average SGP

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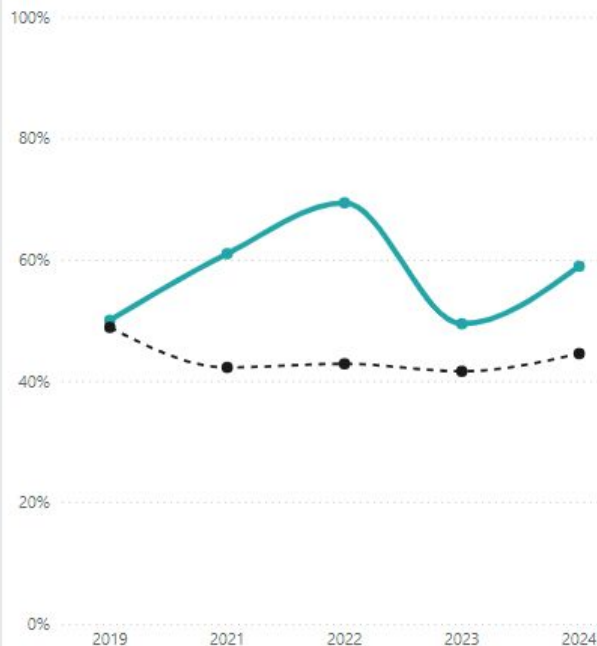
n/a vs. previous year

n/a vs. state average

Results By Year

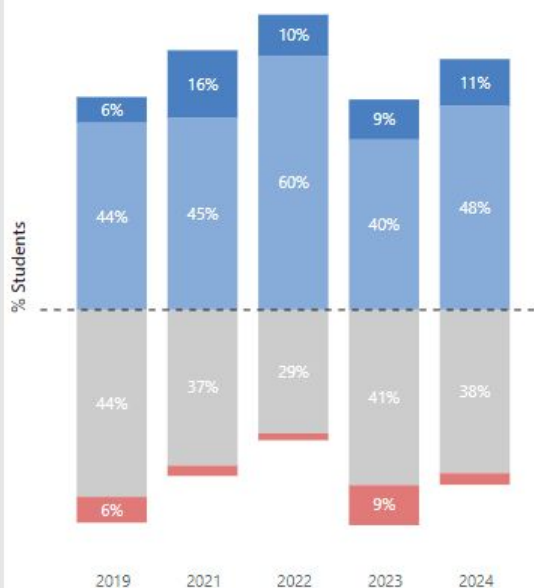
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting

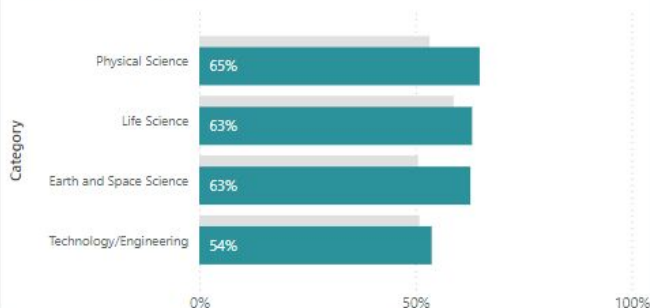


Science Grade 5: Percent Correct by Category

View Items by: **Category** Cluster Standard Question

By Category: 5th Grade Science Average % Correct

Avg % Correct ● State ● District/School



Assessment Item Details - 5th Grade Science (2024)

Overall Responses

Student Responses



Overall Response Performance

Category	# Responses	Avg % Correct	State Avg % Correct	Variance from State
Earth and Space Science	730	63%	51%	12%
Life Science	730	63%	59%	4%
Physical Science	803	65%	53%	12%
Technology/Engineering	730	54%	51%	3%

Areas of Strength - ELA

Grade 3:

- The number of students meeting or exceeding standards increased by 14% from last year's 3rd graders
- The average scaled score of 504 increased by 10 points from the previous year
- Students scored 78% correct on Conventions of Standard English standards, with Vocabulary Acquisition and Use standards at 72%

Grade 4:

- The ELA average percent correct in reading was 58% with the language domain at 59%, which are at or above the state average
- Conventions of English was 6% higher than the state average and Integration of Knowledge and Ideas were also above state average by 4%

Grade 5:

- The ELA average percent correct in reading was 70% with the language domain at 68%
- Students scored above the state average on 11 of the 13 standards being assessed
- The standards around figurative language ranged from 3% to 11% above the state average

Grade 6:

- The reading domain was at 63% and the language domain was at 54%, which are in line with the state average
- The standard "determining the difference in point of view of the authors of two passages" was 10% above the state average, determining the tone in a section of a passage was 6% above the state average and Integration of Knowledge and Ideas was 13% above the state average

Action Steps - ELA

1. Across the four main categories of Reading, Language, Essay, and Writing, two categories in all grade levels were the lowest which were Writing and Essays
2. Writing and Essay standards are an area to continue to build upon throughout the school year as we continue to implement our new *IntoReading* Curriculum.
3. All literacy teachers will continue to receive professional development throughout the year on implementing the Writer's Workshop Model.
4. Students need to engage in writing everyday to build their writing stamina and skill with developing their ideas.
5. Continue to build our Tier II and Tier III practices so they are more consistent throughout the school and across grade levels.
6. Outline the Tier II reading practices and routines in the general education classroom

Areas of Strength - Math

Grade 3:

- 75% of third graders met or exceeded grade level expectations in math with an average scaled score of 512, which is 15% higher than last year's cohort of 3rd graders
- The number of students meeting or exceeding MCAS grade level expectations is at 75% with a 28% increase from the previous year
- Third grade students performed above the state average in every standard and domain such as Number and Operations in Base Ten, Operations and Algebraic Thinking

Grade 4:

- 30% of students met or exceeded math expectations, with an average scaled score of 492
- The geometry standards and operations and algebraic thinking were above the state average
- Identifying line symmetry was 12% above the state and using four operations with whole numbers to solve a problem standards were all above the state average

Grade 5:

- 50% of fifth grade students met or exceeded the expectations with an average scaled score of 501, which is 6% higher than the state average
- Overall geometry standards were 11% above the state and number and operations in base ten standards were 5% above the state average
- Performing operations with multi-digit whole numbers and with decimals to the hundredths was 13% above the state

Grade 6:

- 50% of students met or exceeded math expectations, with an average scaled score of 502, which is 10% above the state
- Geometry and Expressions and Equation standards were overall significantly higher than the state at 10% and 12% respectively
- The five domains/categories in grade 6 math were all above the state average

Action Steps - Math

When analyzing trends in math MCAS data, Number and Operations-Fractions or Base 10 were the lowest scoring categories in grades 3-5.

In grade 6, Rational and Proportional Relationships were 2% above the state but their lowest scoring category.

Goals:

- To compare scope and sequence of math units within our curriculum and identify focus areas that are not taught until the later months of the school year
- To plan how to spiral content throughout the year to expose students to more of the topics as it relates to fractions and measurement standards
- To work with the STEM teacher and classroom teachers to provide continue enrichment and intervention for individual students based on various data points
- To continue to breakdown the math standards and identify how our instructional practices and curriculum impact our student progress

Areas of Strength - Science

Important to note: 5th grade science MCAS assesses students on science standards from 3rd, 4th and 5th grade collectively.

- The 5th grade science scores compared to last year's 5th grade cohort increased from -20% to +9%, which is a gain of 29%.
- The average scaled score of 505 is also up 4% from the previous year
- This year's 5th graders were above the state in 32 questions out of 40 science questions
- The students scored 12% above the state average on Earth and Space Science and Physical Science questions
- The students scored 76% correct on the 4th grade physical science standards

Action Steps - Science

1. The 5th and 6th grade science teachers continue to receive training in OpenSciEd, which the teachers are really enjoying what this program has to offer
2. The STEM teacher collaborates with grade level and content area teachers to identify where to best support science and math through STEM classes and also provides enrichment opportunities as well as intervention opportunities
3. The science MCAS data was broken down by grade level standards that identified how well students performed on each standard and what standards we need to address in more detail
4. The 5th grade team has identified standards where students performed below the state average and determine how to adjust their curriculum and instructional practices
5. Students will also engage in more guided practice in answering constructed response type questions (multi-part questions)

Questions

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

November 14, 2024 at 6:30 PM

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2l1QT09>

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.

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION

OPEN COMMENTS

- I. Approval of Minutes**
 - A. Regular Session: October 3, 2024**
 - B. Executive Session
 - C. Budget Subcommittee: October 3, 2024**
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General**
 - A. School Resource Officer Discussion**
 - B. Approval of Fundraiser**
 - C. Marion Institute Grow Education Presentation**
 - D. MCAS Presentation**
 - E. Approval of Donation(s)**
- V. New Business
 - A. Policy Review
 - B. Curriculum
 - C. Business**
 - 1. Financial Report**
 - 2. Record of Warrant(s)**
 - 3. Food Service Director Report**
 - 4. Facilities Director Report**
 - 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**

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: November 12, 2024
RE: Agenda Items

The following items are on the agenda for November 14, 2024.

RECOGNITION

Rochester's new Town Administrator Cameron Durant and new Police Chief Michael Assad to meet the school committee.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of October 3, 2024. Please refer to "RSC 11142024 October Minutes".

I.C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of October 3, 2024. Please refer to "RSC 11142024 October Budget Minutes".

IV. General

A. School Resource Officer Discussion

Recommendation:

That the School Committee discuss the possibility of a School Resource Officer at Rochester Memorial School.

B. Approval of Fundraiser

Recommendation:

That the School Committee review a fundraiser proposal for a 'Stuffed Animal Sleep Over' from RMS PTO. Please refer to "RSC 11142024 Fundraiser Proposal".

C. Marion Institute Grow Education Presentation

Recommendation:

That the School Committee hear a presentation from the Marion Institute regarding a potential project-based supplemental program for Rochester Memorial School students. Please refer to "RSC 11142024 Marion Institute Grow Education".

D. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

E. Approval of Donation(s)

Recommendation:

That the School Committee review the donations:

- Sixty-two (62) toothbrush kits for the first grade classes from Aspire Dental Care
- One (1) clarinet to the music department from parent Christine Robichaud.
- One (1) drum set to the music department from grandparent Betsy Pimento.
- The following books from Plumb Memorial Library: *Truck or Treat!* by Chris Ayala-Kronos, *Spirit Animals: Fall of The Beasts Series The Return* (Book 3) and *The Dragon's Eye* (Book 8) by Varian Johnson, *Underworld Series The Battle Begins* (Book 1), *Revenge of the Scorpion King* (Book 2) and *When Monsters Escape* (Book 3) by Tony Abbott, *Theodosia and The Serpents of Chaos* by R.L. La Fevers, *The Portal (Tangled in Time Book 1)* by Kathryn Lasky, *Love, Z* by Jessica Sima, *Wings of Fire; A Guide to the Dragon World* by Tui Sutherland, *Heroes* by Alan Gratz, *The Destruction of Pompeii, AD 79* by Lauren Tarshis, *The Children's Blizzard, 1888* (I Survived Book 16) by Lauren Tarshis and *Pete the Cat Screams for Ice Cream!* By Kim Dean.
- The following books from RMS PTO: *Don't Let the Pigeon Drive the Sleigh!* By Mo Willems, *The Horse Encyclopedia* by Ethan Pembroke, *The Wishbone Wish* by Megan McDonald, *The Soccer*

Encyclopedia by Clive Gifford, *Kingfisher Nature Encyclopedia* by David Burnie, *How do Dinosaurs Say Trick or Treat?* by Jane Yolen, *Cat on the Run in Cat of Death* (Book 1) by Aaron Blabey, *Cat on the Run in Cucumber Madness* (Book 2) by Aaron Blabey, *The Pigeon Will Ride the Roller Coaster* by Mo Willems, *I Broke My Trunk* by Mo Willems, *Should I Share My Ice Cream?* by Mo Willems, *Mega Mole Girl Digs Deep* (book 15) by Thomas Flintham, *Paws 1, Gabby Gets It Together* by Michele Assarasakorn, *Pug the Sports Star* by Kyla May, *The Owllympic Games* by Rebecca Elliott, *The One and Only Family* (Book 4) by Katherine Applegate, *Six Kids and A Stuffed Cat* by Gary Paulsen, *What is Inside This Box?* (Monkey and Cake Book 1) by Drew Daywalt, *This is My Fort!* (Monkey and Cake Book 2), *A Long Line of Cakes* by Deborah Wiles, *The Itchy Book!* By Leugen Pham, *Volcanoes: Fire and Life* by Jon Chad, *InvestiGators* (Book 1) by John Patrick Green, *Totally Random Questions*, Volume 1 by Melina Gerosa Bellows, *Super Bug Encyclopedia* by John Woodward, *The Big Cheese* (Food Group) by Jory John, *Old MacDonald had a Farm* by Cris Grimly, *I Found a Kitty!* By Troy Cummings, *No Place Like Home* (Book 4) by Yamile Saied Mendez and *The Story of Diva and Flea* by Mo Willems.

V. New Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 11142024 Financial Report”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of October 15, 2024. Please refer to “RSC 11142024 Warrant(s)”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 11142024 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 11142024 Facilities Director Report”.

IX. Future Business

A. Timeline

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

Rochester School Committee

January 16, 2025

Rochester Memorial School

16 Pine Street

Rochester, MA 02770

Joint School Committee

September 26, 2024 – to be rescheduled

ORR Jr. High School

133 Marion Road

Mattapoisett, MA 02739

B. FUTURE AGENDA ITEMS

- 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.

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

October 3, 2024

Regular meeting of the Rochester School Committee was held on Thursday, October 3, 2024 at 6:30pm. This meeting was held 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); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Jaime Curley, Assistant Superintendent of Student Services (remote), Charles West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:34pm 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.

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.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of August 29, 2024.

MOTION: Ms. Duggan to approve the Regular Meeting minutes of August 29, 2024 as presented

SECONDED: Ms. Rounseville

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

1. B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of August 29, 2024.

MOTION: Ms. Duggan to approve the Executive Session minutes of August 29, 2024 as presented

SECONDED: Ms. Fernandes

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

IV. General

A. Approval of Donation(s)

Recommendation:

That the School Committee review the donations:

- Seventy (70) toothbrush kits for the Kindergarten classes from All Hands Dentistry and Sullivan Family Dental

MOTION: Ms. Fernandes to approve the donation of seventy (70) toothbrush kits as presented

SECONDED: Ms. Rounseville

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

- Two (2) ukuleles to the music department from parent Madeline Duarte.

MOTION: Ms. Rounseville to approve the donation of two ukuleles as presented

SECONDED: Ms. Duggan

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

B. Sandy Hook Promise Initiative

Recommendation:

That the School Committee hear information from administration on a partnership between the Massachusetts Attorney General's Office and Sandy Hook Promise.

Dr. Fedorowicz presented information regarding the Sandy Hook Promise program initiative that the schools will be participating in through the Attorney General's Office, designed to create safer schools, homes and communities by educating, empowering and engaging students. She said training will be provided to the staff and students as part of the program. Please see appendix A.

School Committee Feedback:

Ms. Fernandes ask for further explanation on enhancing Project 351 with this initiative. Dr. Fedorowicz explained the Sandy Hook Promise will take the student's work in Project 351 even further by increasing student leadership and empowering students with tools to build a positive culture. Superintendent Nelson shared that if the program was separate from Project 351, the administration would have been less interested and the Attorney General's office wanted schools that had established avenues for student leadership already.

Ms. Rounseville shared that this would be beneficial to the entire student body. Chairperson Hartley suggested incorporating it into all school meetings. Mr. Trombly asked if the 'say something anonymous reporting level' would be something the schools would do.

Dr. Fedorowicz said it could be part of the third section of the program.

Ms. Fernandes asked who funded the grant. Dr. Fedorowicz said the Attorney General's office funded this but there is no actual money coming into the schools, it is just participation on our side with training and more provided by the Attorney General's office.

C. MASC Update

Recommendation:

That the School Committee hear an update from member Ms. Duggan regarding the upcoming Massachusetts Association of School Committees conference in November.

Ms. Duggan shared the following:

I wanted to give an update regarding the Massachusetts Association of School Committees, or MASC, conference coming up in early November. This will be my third year in attendance and I've always found it to be an enriching experience with informational sessions led by school leaders from across the state, energizing keynote speakers, and networking opportunities with other school committee members from a wide variety of districts. Furthermore, a key element of the annual MASC conference is the Delegate Assembly. At this convening, new MASC officers are elected and the Delegate Assembly considers whether to adopt proposed resolutions, which are formal statements of opinion or calls to action on topics pertaining to K-12 education. These resolutions are submitted by MASC members, usually acting as districts or MASC divisions, earlier in the year for consideration to be included at the Delegate Assembly in a process laid out in the MASC by-laws. During the Delegate Assembly, which this year is on Friday, November 8, there is often discussion on certain points of many resolutions, some are adopted as is, and some are tabled. The resolutions that are adopted though majority vote by the MASC delegates present at the Assembly are typically then taken up by MASC leadership to be worked into proposed pieces of legislation or to form the basis of official positions on legislative and other issues. Each school district member of MASC is allowed one delegate to be present and voting at the Delegate Assembly. As the MASC Delegate from the Rochester Memorial School Committee, I will be voting on whether to support the ten resolutions on the docket for 2024, but it's a vote on behalf of this committee, not myself. To that effect I have a copy for each of my fellow School Committee members with the full language of the proposed resolutions, and I encourage each of you to review the resolutions and let me know where you stand on them. They are also available online at <https://www.masc.org/wp-content/uploads/2024/09/2024-MASC-Resolutions.pdf>. When doing so, please also keep in mind that votes to support certain resolutions do not mean those actions they detail will automatically become law; rather, it is the start of a longer process for garnering legislative support around how to tackle challenges faced by K-12 schools in our state. Please reach out to me with any questions, and send any feedback before November 8. Thank you!

D. Portrait of a Graduate Update

Recommendation:

That the School Committee hear an update from administration on the Portrait of a Graduate work.

Superintendent Nelson shared that Ms. Fernandes asked for an update on the portrait of a graduate work, which is part of the strategic plan Vision 2028 and the School Improvement Plan. He said the administration will be looking for community involvement in this process.

Dr. Fedorowicz shared that the process started at the high school already and next steps are to work through the Junior High School and elementary schools. Please refer to appendix B.

School Committee Feedback:

Ms. Rounseville asked how the administration will solicit feedback. Dr. Fedorowicz explained that it will be similar to the strategic plan process used in recent years which included community meetings, representation from all areas of the school community on the team, and more. Superintendent Nelson added that part of the work will be deciding on a logo, and if all the schools will identify as a Bulldog.

IV. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report.

Superintendent Nelson shared Mr. Barber's report for FY2024. The Rochester School District completed the closure of the Fiscal Year June 30, 2024 operating budget. The final process of verifying the operating funds with the town accounts are reviewed with Mrs. Szyndlar, Finance Director/ Interim Town Administrator.

Superintendent Nelson shared Mr. Barber's report for FY25.

The Rochester School District currently has \$1,269,365 available of the general funds appropriated for the 2025 Fiscal Year. Per the attached Year to Date Budget Report, we are able to identify how our funds are encumbered and expended. This report recognizes a total general funding by the town of \$7,173,464.

- \$ 7,173,464 – **General Funds Approved**
- \$ 5,904,099 – Obligations Paid Year to Date
- **\$ 1,269,365** - **Remaining Available Funds**

2. Record of Warrant(s)

The record of the warrant(s) since July 1, 2024 were shared. Superintendent Nelson reminded that the complete warrant packets are emailed to school committee members prior to signature by the sole signatory, Chairperson Hartley.

3. Food Services Report

Recommendation:

That the School Committee hear a report.

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.
- Meal participation continues to grow strong.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part-time job – this may be the opportunity for you. Contact Jill Henesey for more details

4. Facilities Report

Recommendation:

That the School Committee hear a report.

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

- Boilers and Roof Top Units inspected and permitted.
- Above ground fuel tank inspected and permitted.
- Replaced kitchen steamer outlet.
- Conducted minor preventative maintenance on facility, ground support equipment and machinery.

PERSONNEL

Alison Guard has resigned as school secretary.

CHAIRPERSON'S REPORT:

Chairperson Hartley highlighted the ways the schools and districts send positive messages regularly, including all the schools every Sunday along with the Superintendent's monthly communication and updates. It is important that this information is shared because as school committee members are out and about in the community they have this information to provide and ability to answer questions for community members. She also reminded everyone of the kindness mural outside which drew her in, even though it has been there for a few years. Keep smiling, you matter and more messages are shared and she hopes everyone will take a look at it again.

CENTRAL OFFICE ADMINISTRATOR'S REPORT:

Superintendent Nelson thanked the school community for their attendance and support of the schools at the recent well attended open house events in each school. He highlighted items from his recently released Superintendent's Newsletter including Vision 2028 progress shared via video as promised along with Grow Education highlights at Sippican School sharing there could be an opportunity to expand Grow Education with the other elementary schools in the tri-town. He thanked Mr. Cameron Durant, the new Town Administrator in Rochester for the introductory meeting they recently had together adding that Mr. Durant would like to come to the next school committee meeting to meet the members as well. He thanked Chief Assad and the Rochester Police Department for being at RMS regularly and being a staple in the positive culture in the school.

Dr. Fedorowicz reported it has been great to be visiting the classrooms, teachers and students. New teachers recently had promethean training. Learning Walks are starting throughout the district and will be at RMS soon. On September 25th, a lot of time was spent during professional development on data on DIBELS, tiered instruction and more. The next professional development day is November 5th. On September 10th and 11th with The Hill, Tier II and III very intensive training took place for reading specialists, interventionists and special education teachers. All of the teachers from across our schools were able to collaborate and work with The Hill. Also, The Hill will be conducting in-person training in our classrooms this school year as well.

Dr. Curley reported the following:

- Special education teachers and interventionists at the elementary level engaged in 2 day training with the HILL for Literacy on September 10th and 11th to learn more about evidence-based structured literacy routines for tier 2 & 3 instruction to ensure students are getting the differentiated instruction they need.
- Mr. West and I attended a train the trainer on anti-bullying at Bridgewater State University Massachusetts Aggression Reduction Center (MARC) on 9/25. The purpose of this workshop was to come back to the district and share our knowledge with the staff within the school to pay attention to gateway behaviors (eye rolling, etc.) to maintain a positive culture in the school. One big takeaway was ensuring teachers addressed the gateway behaviors. When students know you address these behaviors, the behaviors decrease.
- Special education teachers and related staff attended professional development on goal writing and the new IEP on September 25th. This PD will continue throughout this year.
- I hosted a Meet and Greet at Rochester Memorial last Friday (9/26) from 2-3pm and District-wide Meet & Greet on 10/2.
- I attended Restorative Practices PD on Monday (9/30) and Tuesday (10/1). Restorative Practices are used to change behavior. They focus on intervention (building relationships; repairing relationships if they have been damaged; identifying the root causes of adverse behaviors and identifying strategies and needs to change the behavior). Some examples of restorative practices are accountability projects, structured day, reflection rooms and character connections.

PRINCIPAL'S REPORTS

Mr. West reported the following on behalf of Ms. Letendre:

School Events

- Ms. Sallauer organized DOT day for RMS families that took place on Saturday, September 14th. Students engaged in several activities relating to STEAM and PTO sponsored an ice cream truck for the families who attended.
- RMS held its Fall Movie Night to close out September on Friday, September 27th. This was sponsored by our PTO and many families and faculty were in attendance.
- High Five Friday: The Rochester Police Department has been present at RMS quite often and on Friday, September 27th we had representation from the police department to help greet our students.
- We will have a special High Five Friday on October 11, 2024.
- Project 351 students are being identified at RMS and will work with administration and school counselors throughout the year.
- Grade Level meetings with students are taking place, led by Mr. West to review school expectations and our CARES Model.

Curriculum and Instruction Updates:

- Special education teachers and interventionists attended a 2 day training on providing Tier II and Tier III intervention followed by individual coaching sessions.
- Professional Development took place on September 25, 2024
 - Staff engaged in training around analyzing BOY reading student data where teachers identified their small groups and progress monitoring plan

- Investigating History Training
- OpenSci Ed curriculum development for grades 5 & 6
- Development of 504 Plans and more (Social workers)
- The School Literacy Leadership Team (SLLT) met for the first time on Monday, September 23, 2024.
- Two teachers attended professional development on Investigating History in mid-September.

Staffing Updates:

- Ms. Guard recently resigned from RMS and her last day was Friday, September 20th.

We are thankful to have Ms. Sevigny as our substitute secretary for the time being.

- Interviews have taken place and a final candidate will be determined soon.

Upcoming Dates:

- October 8th, PTO Meeting at 3:15 PM
- October 14th, No School-Columbus Day Observed
- October 15th, 18th, Book Fair
- October 26th, Annual Spooktacular

Parent/Teacher Conferences

- Thursday, October 17th and Friday, October 18th, 2024 (these 2 days are early release days with dismissal starting at 12:25 PM)

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – Chairperson Hartley reported they met earlier this evening and had a thorough review of the budget planning process from Superintendent Nelson.
2. ORR District School Committee – Ms. Rounseville reported they met on September 5th and recognized retiree Melanie Kellum along with new staff and conducted similar business for the start of the school year. She added that they also approved the Class of 2025's prom location because it was out of state. She was impressed by the students that presented and had already accounted for assistance in transportation and ticket purchases for those students that may need it.
3. SMEC – Ms. Fernandes reported they met on September 30th and approved minutes, staff appointments, the FY25 spending plan, the Board calendar, revised some policies and a family engagement survey will be coming out to get feedback from the community. Their audit will be discussed at the next meeting on November 18th.
4. READS – Superintendent Nelson reported they met on September 12th and Dr. Curley joined him for this Joint meeting between the Board and the Special Education Board. They approved minutes, recognized years of service for staff, heard a special education report and approved staff appointments and resignations.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they meet next week and the annual meeting will be November 13th.
6. Early Childhood Council – Ms. Duggan reported they have not met and the 2024-2025 dates have not been publicized yet.
7. Policy Subcommittee – Mr. Trombly reported they meet next week.
8. Equity Subcommittee – Ms. Duggan reported last met on September 4. It was a brief meeting at which the only item of business was the approval of revised meeting minutes from 13 Equity Subcommittee meetings held in 2020, 2021, and 2022. There had been an Open Meeting Law complaint filed against the subcommittee, and while the initial finding was that there was no breach of Open Meeting Law, a subsequent ruling came in June 2024 that determined that the Equity subcommittee's meeting minutes lacked sufficient detail. The subcommittee reviewed the revised minutes, which included a more detailed accounting of the discussions at each meeting, and voted unanimously to accept them. The Equity Subcommittee met again on September 26. At this meeting, we reviewed the District's Equity Action Plan. This plan is a working document that features both future plans as well as ongoing work that all contribute to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. The programs and initiatives detailed were grouped under the strategic objective categories of Teaching & Learning, Support Systems, Climate & Culture, and Safe Schools. Next, we heard a summary of a presentation given by Superintendent Nelson, Dr. Fedorowicz, high school Director of Guidance Lauren Millette, and two students, Molly Wronski and Jaymeson Gunschel, at the 30th Annual Paul J. Andrews Executive Institute hosted by the Massachusetts Association of School Superintendents (MASS) in July. Their presentation, titled "Building a Culture of Influencers - Embracing Student Leadership and Voice as Catalysts of Change," highlighted the district's commitment to fostering student leadership and its positive impact on school culture through Project 351 and the Boston Celtics Playbook Initiative. Relatedly, we also received an update of the Project 351 Playbook 2024-2025 Plan. Finally, we learned about a new School Violence Prevention Grant initiative made available to our district through the Massachusetts Attorney General's Office and Sandy Hook Promise. This is the same program we heard about this evening from Dr. Fedorowicz. The next meeting will be January 23, 2025.

IX. Future Business

A. Timeline

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

Rochester School Committee

November 14, 2024

Hybrid Format

Joint School Committee

September 26, 2024-to be rescheduled

Hybrid Format

B. FUTURE AGENDA ITEMS

- 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)

XII. Information Items

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report – September 2024.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 7:45pm.

MOTION: by Ms. Rounseville to adjourn at 7:45pm

SECONDED: Ms. Duggan

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



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○

SANDY HOOK PROMISE: CREATING SAFER SCHOOLS, HOMES, AND COMMUNITIES

**SHARI FEDOROWICZ, PH.D.
ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING**



SANDY HOOK PROMISE: CREATING SAFER SCHOOLS, HOMES, AND COMMUNITIES

Mission: Promoting safe schools by empowering students and educators

Know the Signs Programs: Teach students and educators to identify potential risks, build positive school climates, and foster a culture where everyone looks out for one another

Our Approach: Strengthening relationships between youth and adults; providing flexible training, resources, and support to educators; empowering youth to lead and advocate for safer schools



Educating, Empowering, and Engaging Students

Educating

Educating Students: Activities, events, and projects foster a sense of belonging, kindness and support among students

Empowering

Empowering Youth: Club members gain knowledge and skills to provide meaningful service to their community and school

Engaging

Engaging the Community: SAVE Promise Clubs promote safe schools by connecting students with their school and community



Encouraging Hope & Youth-Led Safety Initiatives

Encouraging Hope: Youth leadership promotes positive peer influences, enhancing school and community safety

Student Leadership for Safer Schools: SAVE Promise Clubs empower youth to lead violence prevention efforts and create a safe, inclusive school culture



Key Programs & Next Steps for SAVE Promise Clubs



START WITH HELLO:
TEACHES STUDENTS TO
REDUCE SOCIAL
ISOLATION AND BUILD
CONNECTIONS



SAY SOMETHING:
ENCOURAGES STUDENTS
TO RECOGNIZE WARNING
SIGNS AND SEEK HELP
FROM TRUSTED ADULTS



NEXT STEPS: PROJECT 351 INFLUENCERS
WILL JOIN SAVE PROMISE CLUB AND RECEIVE
TRAINING TO STRENGTHEN THEIR IMPACT
ON SCHOOL SAFETY INITIATIVES



Rochester Memorial School

Massachusetts Superintendency Union #55

WHO IS YOUR
GRADUATE?



Portrait of the Graduate PreK–12...

How do we ensure that ALL of our graduates are leaving with the skills they need to thrive?

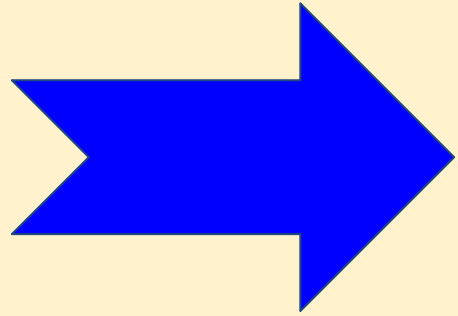
- **Co-designing a Portrait of the Graduate (PoG) that sits powerfully at the center of our system**



Your VISION OF A GRADUATE is your system's FINGERPRINT...

**...it is recognizable,
uniquely yours, & serves as
a defining characteristic of
what is core to your
identity.**





PORTRAIT OF THE GRADUATE

THE **SKILLS** THAT YOUR GRADUATES
KNOW AND **CAN DO** THAT WILL HELP
THEM TO **THRIVE** IN THEIR LIVES



SOME EXAMPLES...

**WHAT CAN THESE
LOOK LIKE?**

Katherine Smith School

DESIGNED FOR THE 21ST CENTURY LEARNER



THINK

critically. Ask questions and use evidence to describe and support claims. Be flexible and innovative to design solutions to complex problems. Reflect and critique ideas.



LEARN

continuously. Develop strong foundational skills to master significant content. Make mistakes. Build on knowledge and apply to new situations.



WORK

intentionally. Be persistent and self-directed. Manage impulsivity and set goals. Strive for accuracy and apply effort to continuously improve. Take risks and create beautiful work.



COMMUNICATE

effectively. Speak and write with clarity. Listen actively. Know your audience, understand the purpose, and choose precise language. If appropriate, incorporate media to enhance ideas.



COLLABORATE

constructively. Take responsibility for yourself and your team. Listen with empathy and understanding with a commitment to shared success. Give and receive feedback.



CONTRIBUTE

globally. Apply your work to real world situations to serve an authentic purpose. Be kind to others and empowered to make a difference. Recognize your place in the community.



HOUSTON INDEPENDENT SCHOOL DISTRICT GLOBALGRADUATE



AT HISD, OUR GOAL IS FOR EVERY STUDENT TO GRADUATE **READY FOR THE WORLD.**



LEADER
Works collaboratively and leads by example. Embraces new ideas and technologies and motivates others to be open to change.



ADAPTABLE & PRODUCTIVE
Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional and community experiences.



RESPONSIBLE DECISION MAKER
Sets goals, develops action plans, and works hard. Wins faced with challenges and obstacles, is able to persist to achieve goal.



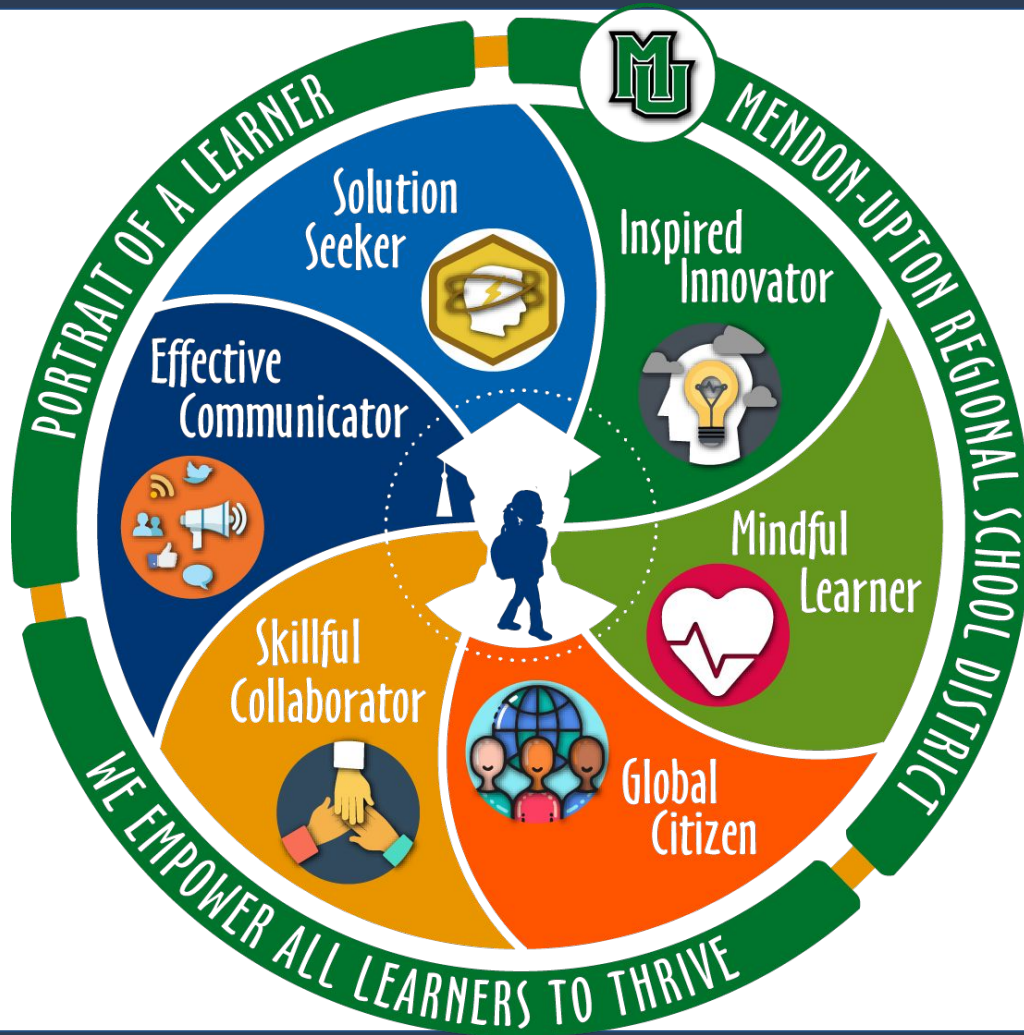
SKILLED COMMUNICATOR
Reads, writes, speaks, and listens effectively — adapting to diverse audiences and settings.



CRITICAL THINKER
Identifies and dissects issues, seeks multiple opinions, and critically evaluates various solutions. Understands when additional information is needed and effectively uses technology (21st century literacies) to research.



COLLEGE-READY LEARNER
Proficient in the core disciplines, as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.



CONTENT

What it is made of matters....

PROCESS

How you get there matters....

Vision of a Graduate

How you implement it matters...

POSITION

How you communicate it matters...

PRODUCT





Identify the various stakeholder groups who will be impacted by this design, and who have vital input to inform the design

BEGIN WITH THE END IN MIND

**DESIGN & DEFINE
YOUR VISION OF
A GRADUATE**

A close-up photograph of a typewriter. A red ribbon is visible at the bottom. The word "END" is printed on the paper, which is slightly aged and textured. The typewriter's metal frame is visible in the foreground.

END

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
October 3, 2024 at 5:30 p.m.**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Rochester Memorial School, 16 Pine Street, Rochester, MA 02770 or via zoom.

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

ABSENT: None.

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools, Charles West, Assistant Principal.

Chairperson Hartley called the meeting to order at 5:32 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson introduced the budget process for FY2026. He shared the FY25 Budget Presentation and the approved FY25 budget for reference. He reminded the school committee of an upcoming Massachusetts Association of Regional Schools (M.A.R.S) meeting entitled *Uniting to Raise Awareness of the Financial Challenges Faced by Districts in Hold Harmless Status* which he had shared with all school committee members across our schools because each district is currently in ‘hold harmless’ status. This means the current Chapter 70 funding formula from the state is not meeting the needs of our schools and students. There are over 200 districts across the state that are in this status. He continued that grant opportunities over the last few years have been significant for the district, including ESSER funds, literacy, OpenSciEd, social emotional and technology grants. However, these are all one-time funds and grant funding opportunities are decreasing. He reminded the school committee members that most of the operating budget in recent years has been to maintain level service.

Next, Superintendent Nelson reviewed that the main budget drivers in this process will likely again be salaries, special education tuition, transportation and contracted services. He also recalled that last budget season, special education out of district tuition in the amount of \$300,000 was a special article and one-time funding. However, the related special education cases did come to fruition so there will need to be discussion about a long-term plan whether it be in the operating budget or another article for the Town.

Lastly, he shared that next steps, if the committee supports it, will be to begin to develop the FY26 budget, tying the work back to the School Improvement Plan and the Strategic Plan, Vision2028. He reviewed the examples of blank documents used for the administrators to make requests, propose changes and share accomplishments for the budget process. School Committee requests on Form 1 are due by November 14th.

School Committee Feedback:

Chairperson Hartley reminded the school committee that Ms. Suzanne Szyndlar from the Town of Rochester is retiring in January and she would like to meet with her in late fall for information, guidance and advice for the budget season prior to her retirement. She also reminded the school committee that Mr. Kristian Stoltenberg also left the Finance Committee and both these individuals were great partners to the schools during budget season.

Ms. Fernandes recommended inviting Mr. James Austin of the Finance Committee to the meetings earlier this year. The members agreed after they have their priorities aligned when an initial draft is available.

Ms. Fernandes asked if it was still the philosophy to keep classes at 22 students or so because 6th grade is at 26 each this year. Superintendent Nelson said administration historically tries hard to do this but it will be part of the conversation with fiscal challenges.

Meeting was adjourned at 6:24 p.m.

Motion by Ms. Rounseville

Motion Seconded by Ms. Fernandes

Motion Passed 5-0

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "M~N~".

Michael S. Nelson

Superintendent of Schools



Fundraiser Proposal

Name of Proposed Fundraiser

Stuffed Animal Sleep Over

Explanation of fundraiser?:

- Students (and siblings) pay \$5 per stuffed animal to sleep over at school.
- Volunteers take pictures of the stuffed animals in different places around school and are uploaded to a drive that only participants parent/guardian has access to.

Profits:

- 100%



MARION INSTITUTE

Advancing a Culture of Health Through Food Equity

CONNECTOR
SERIES

FROGFOOT FARM
NEIGHBORS FEEDING
NEIGHBORS

GROW
EDUCATION

SOUTHCOAST
FOOD POLICY COUNCIL

BIOMED
PROGRAMS

GREENHOUSE
INITIATIVES

Meet Liz Wiley & Nate Sander

Liz Wiley

Executive
Director at the
Marion
Institute



Nate Sander

Grow
Education
Program
Manager at
the Marion
Institute





Building Outdoor Classrooms/Gardens
at Each Elementary School



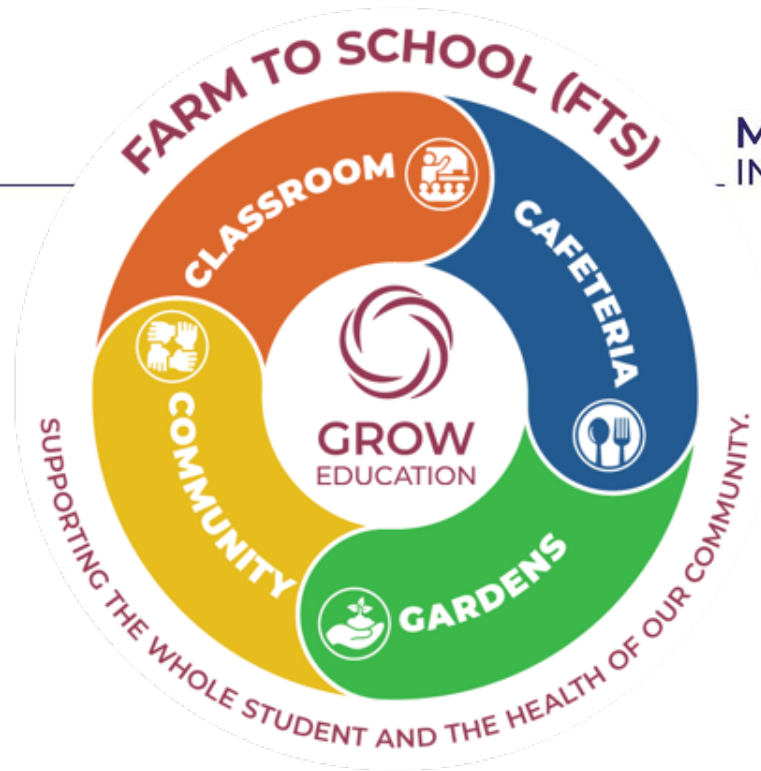
Partnering with Food Service
to Rebuild Cafeterias



Implementing Educational
Programming



Bridging Program Development
with the Community



MARION
INSTITUTE

Grow Education supports teachers, engages families, and educates students in creating healthier eating and living habits. In partnership with school districts, we are building a more equitable food system that promotes ecological literacy, health and sustainability.

Farm to School - Regional Model



FoodCorps:

- HR and Recruiting
- Training
- AmeriCorps
- Member Support
- Policy & Advocacy



Marion Institute:

- Grow Education Programing
- Oversight
- Curriculum Building
- Personnel Management
- Professional Development

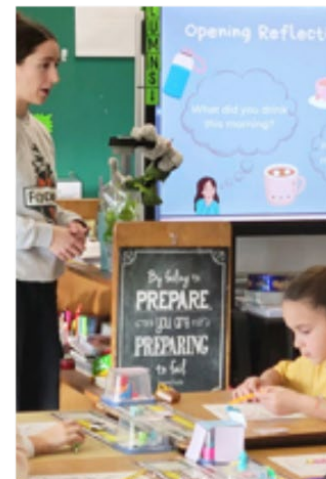


School Districts:

- Students
- Teachers & Staff
- Food Service Dept.
- Gardens & Facilities
- 4 School Districts

Grow Education Snapshot:

- Farm to School Program at 23 Regional Elementary Schools
- Partnering with 4 Southcoast Districts
- Focused on 3rd and 4th grade, STEAM, and Afterschool Clubs
- Marion Institute, 5 FoodCorps Members, School staff



MARION INSTITUTE'S GROW EDUCATION PROGRAM

Planting Knowledge, Cultivating Community



MARION
INSTITUTE

DECEMBER:

- Beekeeping and Pollination Virtual Field trip film
- Demo Hive Lesson
- "Mindful Bites" Lesson
- Root Vegetables and/ or Apple (harvest of the month) taste test

NOVEMBER:

- Sow cover crops
- "Connecting Food and Culture of the Wampanoag Tribe" Lesson
- "Cranberries" Lesson
- Three sisters soup (optional taste test)

OCTOBER:

- Manage fertility; amend soil add compost as needed
- "Garlic" Lesson
- Garlic planting workshop

SEPTEMBER:

- Prep and clear out garden, first garden taste test
- "Soil under the lens" Lesson
- "Square gardens" Lesson
- Farm Field trip

AUGUST-SEPTEMBER:

- Plan for saving crops for introduction to garden/ Welcome Back harvest celebration.
- Garden safety Lesson
- Teacher & Food service professional dev. (orientation for new staff)

AUGUST: (FIRST TWO WEEKS)

- Summer garden maintenance cont.
- Cull any spent plants and sow seeds for fall crops, (broccoli, pumpkins, swiss chard beets, cauliflower)

First day of school - 8/31

Vacation - 12/25-1/1

Vacation - 2/19-2/23

Vacation - 4/15-4/19

Last day of school - 6/14

Summer programs - 7/5-7/30



JANUARY:

- Garlic check in Garden
- "Diversity and resilience of Seeds" Lesson
- Seed Saving Virtual Field Trip film
- Dairy (harvest of the month) Butter making

FEBRUARY:

- Black History Lesson
- Herbiology Virtual Field Trip film
- Boston Tea Party Lesson and taste test

MARCH:

- Food Waste and Composting Virtual Field trip film
- "Microbes and Me!" Lesson
- Animal Husbandry Virtual Field Trip film
- "The people in our food system" Lesson

APRIL:

- "Sowing seeds for thriving plants" Lesson
- Plant peas, radish, cilantro, dill, from seed
- Plant kale and lettuce seedlings
- Regular watering and weeding as needed

MAY-END OF SCHOOL YEAR:

- Thin radish, trellis peas
- Harvest and taste radish and snow peas
- Class harvest and salad making day with lettuce, kale, dill and cilantro
- Plant tomatoes, peppers and potatoes, 2nd succession of radish and cilantro (optional)
- Clear lettuce bed and plant three sisters
- Harvest celebration, FTS/Grow component for end of year events
- Farm field trip

JUNE-JULY:

- Summer garden maintenance
- Project based integration for summer programs
- Harvest and distribute crops throughout the district's communities



Theory of Change

FoodCorps' theory of change lays out the pathway we will take to accomplish our 2030 goal: that all kids have access to food education and nourishing school meals.

OUR VISION
Every child, in every school,
experiences the joy and power of food.

OUR 2030 GOAL
All kids have access to food
education and free, nourishing
school meals.

What we mean when we say...



Food Education: Experiential lessons that invite children into lifelong conversations about food—including its nutritional value, ecology, cultural, and social significance, and develop skills to grow and prepare it.



Free, Nourishing School Meals: Meals that are student-driven and contain nutritious, scratch-cooked, locally-sourced, culturally-responsive items.



**MARION
INSTITUTE**

Anti-Racism in Action

OUTCOMES

FoodCorps operates as an anti-racist and social justice organization



Partner-Driven Work

OUTCOMES

FoodCorps programs reflect partner and community goals, demographics, and visions



Centering Justice



Power Building



AmeriCorps Members in Schools and Districts

OUTCOMES

Students make informed decisions about their health and take action to influence school meals

Partners adopt and sustain food education and nourishing school meals

Families value and support food education and nourishing school meals



Leadership Development

OUTCOMES

AmeriCorps members, alumni, BIPOC school nutrition professionals, and clients grow as justice leaders and create change in their fields



Movement Building



Policy and Advocacy

OUTCOMES

Lawmakers pass and implement state and federal policies prioritizing food education and free, nourishing school meals



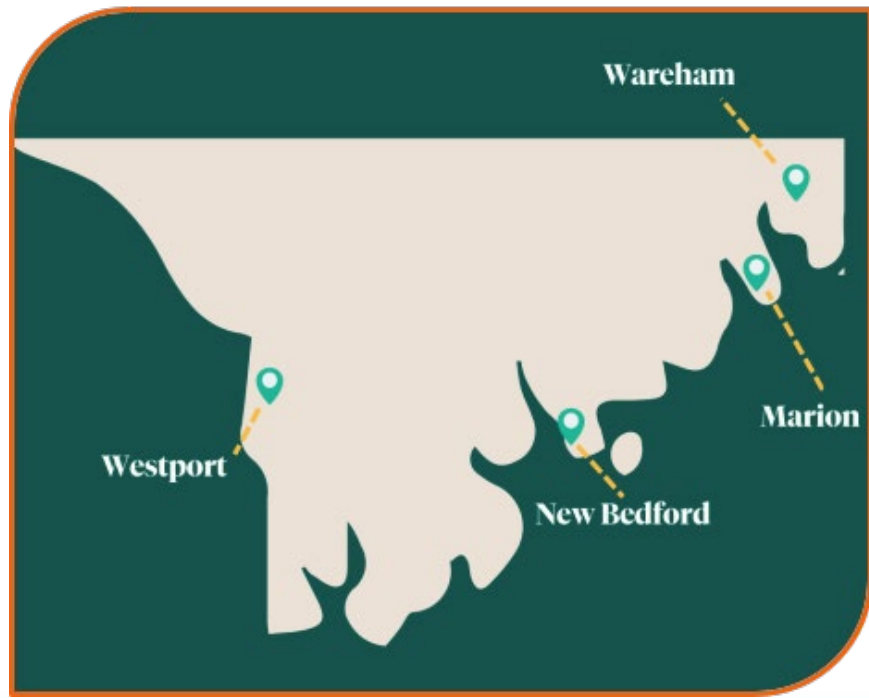
Public Participation

OUTCOMES

Families and educators care about our causes and advocate for policy change



Creating impact in more school communities in the Southcoast Region



"The incredible partnership between FoodCorps and the Marion Institute has spent the past four years transform ing New Bedford's kids and school com munities with nourishing meals and hands-on food education through farm -to- school program ming. We're excited to take the next leap and expand these life-changing opportunities to four more com munities in the South Coast. Here's to a future of even more connected, em powered, and nourished com munities!"

- Rebecca Kelley, Im pact Partnerships Lead, MA, RI & CT

What was accomplished Year 1

Grow at Sippican

- CPA Funded
- Demo and Rebuild of Garden
- Native/Pollinator Plant Garden
- Teacher Professional Development
- Full Year of Grow Education Programming
- 9 Classroom Lessons
- 9 Garden Workshops
- 562 Student Experiences
- 30 Volunteer Sessions



Garden Before:



Garden Now!



Teacher Professional Development



In the Classroom



MARION
INSTITUTE



Garden Workshop



Looking Towards the Future...

- Building a Community of Practice with Regional Food Service Directors
- Program Integration and Sustainability
- Expansion to More Schools
- Increased Local Food Procurement
- Ongoing Professional Development and Curriculum Development
- Strengthening our Food System and Improving Food Equity



State Leaders, Local Change Makers



- Almost 7 out of 10 students are eating the healthiest meal available to children (according to USDA research) every school day.
- 12 million more lunches and 9 million more breakfasts are being served annually compared to SY 2018-2019.
- DESE is your partner, we will strive to elevated school meals as a profession.



ASPIRE DENTAL CARE

Seshvik Seshadri, DMD, MDS
GENERAL, COSMETIC AND IMPLANT DENTISTRY

County Road, Mattapoisett, MA 02739

108158.4925 • ASPIREDENTALCAREMA.COM

#ST2017

© Disney

Colgate

NET WT 0.85 OZ (24g)

Active ingredient
Sodium Fluoride 0.24% (0.15% w/v fluoride ion)

Use helps protect against cavities
Warnings: Keep out of reach of children under 6 years of age. If more than used for brushing is accidentally swallowed, get medical help or contact a Poison Control Center right away.

Purpose
Anticavity

Colgate

360°

FRESH 'N PROTECT
FRAÎCHEUR ET PROTECTION



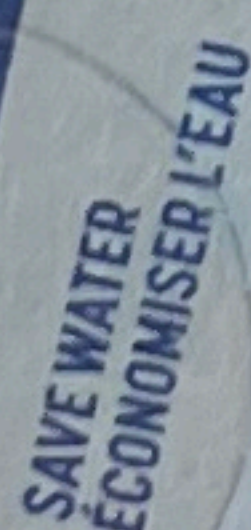
Cool cheek & tongue cleanser helps remove plaque and stains than an ordinary flat trim toothbrush



Cleaning bristles & polishing cups help remove more plaque and stains than an ordinary flat trim toothbrush

Soles nettoyantes et capuchons polissants qui aident à éliminer plus de plaque et de taches qu'une brosse à dents ordinaire

Working Toward a Zero Waste Future
Nous travaillons vers une planète plus verte



SAVE WATER
ÉCONOMISER L'EAU

100% RECYCLED
PAPERBOARD BACKCARD
CARTE VERSO FAITE À 100 % DE CARTON RECYCLÉ

1 BILLION+ CHILDREN
EDUCATED ON ORAL
HEALTH GLOBALLY
+ 1 MILLIARD D'ENFANTS
INFORMÉS SUR LA SANTÉ
BUCCODENTAIRE DANS LE MONDE

Learn more at www.colgate.com
Dentists & Hygienists recommend replacing your toothbrush every 3 months. Les dentistes et les hygiénistes dentaires recommandent de remplacer votre brosse à dents tous les 3 mois

WARNING: Not suitable for children under 3. Adult supervision required for children under 8. DO NOT BITE OR CHEW. For tooth brushing only, do not use as a toy.

MISE EN GARDE: Non destiné aux enfants de moins de 3 ans. Les enfants de moins de 8 ans doivent être supervisés par un adulte. NE PAS MORDE NI MÂCHER. Pour le brossage des dents seulement, ne pas utiliser comme jouet.

Teeth alone vs. brushing
Flat-trim toothbrush
Toothbrush with an ordinary flat-trim toothbrush

Check Locally
Recycling symbol

PLASTIC
PLASTIQUE
COVER
COUVERCLE

PAPER
PAPIER
CARD
CARTE

how2recycle.info

*Not recycled in all communities. Vérifiez localement. Pourrait ne pas être recyclable dans votre région.

NOT FOR RETAIL SALE
NON POUR LA VENTE AU DÉTAIL

CONTENTS: 1 TOOTHBRUSH
This toothbrush was purchased by this dental office for your oral care needs.

CONTENU: 1 BROSSSE À DENTS
Cette brosse à dents a été achetée par ce cabinet dentaire pour satisfaire vos besoins en matière de soins buccodentaires.

LOT2024/03/02

US/E-U:
1-800-962-2345
www.colgate.com

CANADA:
1-800-268-6757
www.colgate.ca

US/E-U Dist. by/par:
Colgate Oral Pharmaceuticals, Inc.
a subsidiary of/une filiale de
COLGATE-PALMOLIVE COMPANY
New York, NY 10022 U.S.A.

Canada: Manufactured for/Fabrique pour:
Colgate Oral Pharmaceuticals (Division)
COLGATE-PALMOLIVE CANADA INC.
TORONTO, CANADA M3C 1W3

Made in China

Christine Robichaud, a parent of a former RMS student, recently donated this clarinet for our students to use.







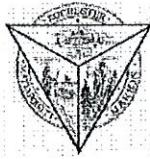
Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 25, 2024
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	October 28, 2024
Title and Author of Book:	Trunk or Treat! By Ayala-Kronos, Chris
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 (June 1, 2024)</i> PreS-Gr 4-A Halloween adventure with appeal for all ages. Through catchy rhymes and vibrant illustrations, this book ingeniously reimagines the classic "Trick-or-Treat, Smell My Feet" song to immerse readers in the enchanting world of trunk-or-treat festivities. Each page delights with imaginative depictions of elaborately decorated car trunks, spooky sounds, and the thrill of discovering treats with friends. Beyond the candy and costumes, the story subtly emphasizes the significance of companionship and community, culminating in a heartwarming reminder of the joy found in friendship. Zhai's enchanting artwork brings the magic of Halloween to life, captivating readers with its rich detail and playful charm. VERDICT Not only a delightful read-aloud but also a celebration of the spirit of Halloween.-Jessica Clark © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Publishers Weekly (June 17, 2024)</i> Not every trick-or-treater ventures door-to-door. In this seasonal celebration, Ayala-Kronos and Zhai follow a family joining a high-spirited crowd at a local parking lot for an afternoon of "Trunk-or-Treat" festivities. There, "Every trunk tricked out with unique treats,/ so much to see-and nice people to meet!" As kids roam from car to car, the arrayed themes inspire variations on the refrain, "TRUNK-OR-TREAT,/ TRUNK-OR-TREAT,/ give us something...." There's a Day of the Dead trunk ("something BRIGHT to... SEE!") and a ghoulish library variation ("something STRANGE to... READ!"). The time of day and the setting largely preclude the holiday's traditional macabre; instead, the artwork, reminiscent of contemporary animation, supplies a sweet-natured celebration of community spirit and family creativity. Characters are depicted with various skin tones. Ages 4-8. (July) © Copyright PWxyz, LLC. All rights reserved.</p>

Criteria for Selection of Library Materials

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



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Massachusetts Superintendency Union #55

	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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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:	September 23, 2024
Title and Author of Book:	Spirit Animals: Fall Of The Beasts Series by Johnson, Varian The return (book 3) The dragon's eye (book 8)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book is part of a series. The review below belongs to other titles review... N/A Reviews available and posted here <i>Horn Book Guide (Spring 2018)</i> <i>The four heroes of Erdas are treated as pariahs and traitors when their group is blamed for destruction in the world and specifically for an attack on a council of leaders. While keeping up the formulaic action and adventure, these volumes breathe new life into the Spirit Animals spinoff series with renewed focus on the core characters. The series includes an online component for fans. [Review covers these Spirit Animals: Fall of the Beasts titles: The Wildcat's Claw and Heart of the Land.</i> <i>Horn Book Guide (Spring 2017)</i> The four Great Beast summoners continue their quest to heal the Evertree and find a cure for the parasites causing people to lose the connection with their spirit animals. This third volume in the Spirit Animals spinoff series (with an online component) is more of the same formula, but action keeps things moving and twists at the end should keep fans hooked.

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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:

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

Signed: _____

S. Sullivan



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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:	September 23, 2024
Title and Author of Book:	<p>Underworlds Series by Abbott, Tony</p> <p>The battle begins (book 1)</p> <p>Revenge of the scorpion king (book 2)</p> <p>When monsters escape (book 3)</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 (June 1, 2012 (Online))</i></p> <p>Grades 2-4. Thinking back, Owen Brown recalls signs that the day was not normal, long before the floor opened up, swallowing his best friend, Dana. Owen and two new friends soon find themselves on a quest to save Dana from Hades and thwart Loki's efforts to start a war in the Underworlds. With advice from the Valkyries (disguised as lunch ladies), Owen finds the lyre of Orpheus, which quickly dispels all danger. But although Owen's innate ability to play the lyre stretches credulity, nonstop action with a dash of humor is the focus of the book, not careful logic and nuance. The series mixes Greek, Norse, Babylonian, and Egyptian mythologies and contains plenty of illustrations and a glossary to help struggling readers (though it lacks pronunciation guides). Written as a beginning chapter book, but with fourth-grade protagonists, it will appeal to both younger and older readers. The slim volume ends with a two-page introduction to the Underworlds series' next book, which promises equal thrills and fast pacing.</p> <p><i>Kirkus Reviews (January 15, 2012)</i></p> <p>Looking to feed the insatiable appetite of mythology-mad readers comes a new series that brings the legendary characters up close and personal, especially for four elementary students who face off against Greek and Norse monsters. Owen realizes the day is unusual when his friend, Dana, gets sucked through the school floor while a voice hisses, "The...battle...begins..." Owen teams up with Jon and Sydney to rescue her, and, with the help of Bulfinch's Mythology, they begin a surreal adventure with mythological beasts come to life. They discover that one of the entrances to the Underworld is in their school basement and that all the Underworlds, one for every branch of mythology, are linked. Moreover, the creatures are escaping. Armed with the Lyre of Orpheus, which, when strummed, gives Owen the power of persuasion, they make a deal with Hades, who gives them a chance to find Dana. They do battle with the likes of Cerberus, Myrmidons and Loki. Hades, however, is a double dealer who ups the ante: They are forced to do his bidding or lose Dana forever--which becomes the catalyst for</p>



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	<p>the next installment. Intricate black-and-white sketches of mythical monsters and maps enhance this lean and lively tale. A quest just right for readers on the cusp of Percy Jackson. (glossary)(Adventure. 7-10).</p> <p><i>Library Media Connection (August/September 2012)</i></p> <p>This first book in the Underworlds series pits elementary student Owen Brown against monsters from several mythological traditions. Owen is warned that the monsters are coming. After telling him to find a book in her home, his friend Dana is suddenly swallowed up beneath the school floor. Enlisting schoolmates to help him, Owen finds the book (Bulfinch's Mythology) and begins his search for Dana. Armed with only the book and the Lyre of Orpheus, cunningly liberated from a museum, the three attempt to rescue Dana from the clutches of Hades. Meanwhile, Loki, the Norse trickster god, is releasing the monsters of mythology from the Underworlds. B&w illustrations add interest to this fast-paced book, which is sure to appeal to young readers not quite ready for Percy Jackson. Gregory Martin, Curriculum Materials Center Librarian, Assistant Professor of Library Science, Cedarville University, Cedarville, Ohio. RECOMMENDED</p>
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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 ▾



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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:

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

Signed: S. Salter



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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:	September 23, 2024
Title and Author of Book:	Theodosia and the serpents of chaos by La Fevers, R. L
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 (September 1, 2010)</i> Gr 4-8-Eleven-year-old Theodosia Elizabeth Throckmorton possesses the unique ability to see curses on Ancient Egyptian artifacts and remove them. She and her father spend most of their days working inside the Museum of Antiquities and Legends in London, awaiting her archaeologist mother's finds. She hides her talent from everyone, until a fabulous and extremely cursed artifact, called the Heart of Egypt, is stolen from the museum. Theo must join forces with Lord Wigmere and the Brotherhood of the Chosen Keepers, who believe in her ability to save her brother and England from the Serpents of Chaos. Charlotte Perry brings to life the charming character in R. L. LaFevers's novel (Houghton Mifflin, 2007), capturing the various British accents and giving perfect voice to brave but precocious Theo, her preoccupied parents, and the villainous Von Braggenschnott. The book is filled with wonderful secondary characters, including the talented pickpocket Will and the agreeable, intelligent Lord Wigmere. The settings are perfectly presented, the characters are well developed, and the plot is captivating and filled with ancient Egyptian lore and mystery. Listeners will be eager to read/listen to the other books in the series.-Sarah Flood, Breckinridge County Public Library, Hardinsburg, KY (c) Copyright 2010. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (May 1, 2007 (Vol. 103, No. 17))</i> "You'd be surprised by how many things come into the museum loaded with curses--bad ones,"says 11-year-old Theodosia, whose parents run London's Museum of Legends and Antiquities. The twentieth century has just begun, and Theodosia's mum, an archaeologist, has recently returned from Egypt with crates of artifacts. Only Theodosia can feel the objects'dark magic, which, after consulting ancient texts, she has learned to remove. Then a sacred amulet disappears, and during her search, Theodosia stumbles into a terrifying battle between international secret societies. Readers won't look to this thrilling adventure for subtle characterizations (most fit squarely into good and evil camps) or neat end-knots in the sprawling plot's many threads. It's the delicious, precise, and atmospheric details (nicely extended in Tanaka's few, stylized illustrations) that will capture and hold readers, from the contents of Theodosia's curse-removing kit to descriptions of the museum after hours, when Theodosia sleeps in a sarcophagus to ward off the curses of "disgruntled dead things."Kids</p>



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who feel overlooked by their own distracted parents may feel a tug of recognition as Theodosia yearns for attention, and those interested in archaeology will be drawn to the story's questions about the ownership and responsible treatment of ancient artifacts. A sure bet for Harry Potter fans as well as Joan Aiken's and Eva Ibbotson's readers. This imaginative, supernatural mystery will find word-of-mouth popularity.

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



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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: _____

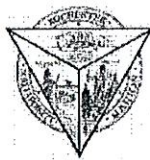
S. Salter



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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:	September 23, 2024
Title and Author of Book:	The portal (Tangled in Time, Book 1) by Lasky, Kathryn
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>Booklist (January 1, 2019 (Vol. 115, No. 9))</i> Grades 4-6. After her mother's death, Rose is sent to Indianapolis to live in her frail grandmother Rosalinda's stately house. Feeling adrift, she becomes a target of vicious mean girls at her new school. Though her grief and the added stress are hard to bear, Rose makes a few friends, begins to feel closer to her forgetful grandmother, and discovers a secret: Rosalinda's conservatory offers a gateway for time travel to Princess Elizabeth's household, then at Hatfield Palace, while Henry VIII is king. Rose's story climaxes when she finds her father in sixteenth-century England. Between Rose's ventures into the past, time passes swiftly there, and at the story's end, Elizabeth's stepsister, Mary, is queen. Lasky, who wrote Elizabeth: Red Rose of the House of Tudor (1999) for the Royal Diaries series, now sets the scene convincingly in both periods. Rose's disorientation in the present makes her escapes into the past seem more plausible, while her longing for family gives her search for a father more urgency. This enjoyable time-travel chapter book will leave readers hoping for a sequel.</p> <p><i>Kirkus Reviews (November 15, 2018)</i> A "time gypsy," 11-year-old Rose travels between 21st-century Indianapolis and 16th-century England searching for her father. Budding fashionista Rose designs clothing and writes a popular fashion blog. She's never known her father, so following her mother's untimely death, Rose goes to live with her slightly dotty grandmother, who treats her with "general indifference." At school she's immediately targeted by the Mean Queens, a trio of cruel girls known for destructive bullying. Drawn to her grandmother's otherworldly Tudor-style greenhouse, Rose tumbles backward in time to Hatfield, home of Princess Elizabeth, banished daughter of Henry VIII. Hired as Elizabeth's chambermaid, Rose finds herself embroiled in palace politics. When she receives a locket containing a modern photo of her with her mother and an unidentified man, Rose suspects he could be her father. Toggling between contemporary life with her grandmother and 16th-century life searching for her father, Rose fits amazingly (even incredibly) well into past and present, growing especially close with dairymaid Franny. Diary entries, letters, blog posts, and photos add pizzazz. A strong subtext comparing contemporary teen bullying to Tudor mockery of court dwarfs and fools proves relevant, though the term "gypsy" goes unquestioned. The ending offers a revelation about Franny and leaves Rose in the 16th century,</p>



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	ripe for further adventure. A convincing, compelling new time-travel series rife with Tudor drama. (Fantasy. 8-12)
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8. Library materials shall be selected to help students gain an awareness of our diverse society.	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:



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

Signed: *S. Sull*



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	Love, Z by Sima, Jessica
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>Review Status:</p> <p><i>School Library Journal (December 1, 2018)</i> PreS-Gr 3-A young robot named Z finds a message in a bottle signed "Love, Beatrice" and is determined to find Beatrice, hoping she will help reveal the meaning of this mysterious word: love. Along the way, Z encounters many people and animals, none of whom are Beatrice, but they all are happy to help Z figure out the meaning of love. "Love is sharing your food even when it's delicious" says the crow. "Love is wishing on a star" says a child at recess. "Love is lawn gnomes!" says another. Absolutely none of these answers compute for Z. Just when Z is about to give up, they finally meet Beatrice and she explains that "love is difficult to explain" but that "you'll know it when you feel it." With a little help from the other robots, Z finally understands. They find their way back home, where love was waiting all along. Sima's cheerful, digital illustrations radiate warmth as they depict adorable Z's journey. This sweet and humorous story reminds readers that love can be found in familiar things like a bedtime story, a night light, and a goodnight kiss. VERDICT This tender and entertaining story is recommended for all libraries.-Elizabeth Blake, Brooklyn Public Library © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 1, 2018 (Vol. 115, No. 5))</i> Grades K-2. One afternoon, Z (a young robot) stumbles upon a green glass bottle containing a smudged message with the curious closing, "Love, Beatrice." Love is a word that doesn't make sense to the little bot, and when Z asks their family what it means, the older robots' eyes flash green and "Does Not Compute" glows largely above their heads. The next day, Z strikes out into the peachy sunrise, determined to find this Beatrice, who must know the answer to the question. The robot teams up with feline boat captain, and the pair make their way down a winding river, asking everyone they meet whether they are Beatrice (negative for the beaver, turtle, and scarecrow), though a number offer their take on love. Finally, they come to a cozy house in the middle of a lake, home to none other than Beatrice. Z explains their quest, and the trio spends a lovely evening together, but it's not until Z's robot family arrives in a panic looking for them that love finally computes. A gentle, uplifting adventure about love's many incarnations.</p>



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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: A. Smith



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	Wings of Fire; A guide to the dragon world by Sutherland, Tui
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A N/A</p> <p>Review Status: <i>Kirkus Reviews (August 15, 2023)</i></p> <p>A companion to Sutherland's beloved dragon series. Spanning a vast spectrum from prose and graphic novels to coloring books and how-to-draw manuals, the Wings of Fire franchise expands with this guide to the dragons and their corresponding realms. Ten chapters encompass the 10 different dragon types and their kingdoms, each one starting with a full-color map and a vibrant diagram of the creatures' distinguishing characteristics. Aiming to make a "more true, more complete, more representative guide" to the dragon world, the coverage of each dragon tribe includes tidbits like music, cuisine, and legends. For example, the SilkWings chapter has a map showing their hives, an excerpt from their school curriculum, a list of their professions, and a recipe for honey drops. The SeaWings section has a guide to interpreting Aquatic (the bioluminescent language of their scales) and a passel of ancient letters between different generations. Sutherland's extensive epic fantasy is intricately wrought; this text reflects that and assumes readers already have familiarity with the inhabitants of Pyrrhia and Pantala. Series aficionados may enjoy the additional worldbuilding, but those looking to use this as an entry point may be discouraged by the lack of introductory information. The art is attractive, but this is primarily a text-based work; fans of the graphic novel series may wish for more maps and depictions of dragons. Wings of Fire devotees will enjoy revisiting the dragon world. (Fantasy. 8-12)</p>

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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 ▾

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: *L. Sullivan*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Heroes by Gratz, Alan
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>Review Status:</p> <p><i>Horn Book Magazine (March/April, 2024)</i></p> <p>Thirteen-year-old boys Frank McCoy and Stanley Summers live on Ford Island, a naval base in the middle of Pearl Harbor. They have become fast friends, bonding over a shared interest in comic books. Frank's family recently moved to Hawaii from the mainland, where he is hoping to leave behind not just memories of a traumatic incident but the constant worry and fear that plague him as a result. When Frank doesn't stand up for Stanley during a fight with bullies, it causes a rift in their friendship. Nevertheless, they are both invited to the USS Utah the next day, December 7, 1941, which places them in the thick of things during the attack on Pearl Harbor. While both boys survive the horrific events of that day, they confront a great deal of death as well as mayhem and internal demons. Frank comes to terms with his fear, while Stanley -- whose mother is Japanese -- is already being targeted for harassment. Frank's family is relocated to California shortly afterward and the boys bid a sad farewell, but not before Frank passes a draft of a story for their comic book to Stanley. The novel concludes with the opening scenes of their finished comic book collaboration, published many years in the future. Short chapters and fast pacing with lots of dialogue and action make this an easy recommendation for Gratz fans (Grenade, rev. 11/18; Ground Zero, rev. 3/21; and others). An author's note with additional historical and background information is appended. Jonathan Hunt March/April 2024 p.90</p>

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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.	Item Meets Criteria ▾
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 ▾

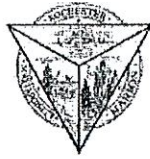
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: *S. Kelly*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The Destruction of Pompeii, AD 79 (I Survived, Book 10) by Tarshis, Lauren
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: <i>Booklist (October 15, 2014 (Online))</i> Grades 2-4. Marcus is an 11-year-old slave in AD 79 who finds himself in Pompeii the day before Mount Vesuvius erupts. Although he has noticed the mini earthquakes that frequently disrupt the city's activities, he is more concerned with his miserable life with his cruel owner. A chance encounter on the street reunites Marcus with his father, who has been sold to gladiators. Marcus braves a daring rescue of his father, and the two race up Vesuvius to escape their captors only to return to warn the unbelieving citizens of the impending disaster. Tarshis serves up another gripping adventure in the I Survived series, with the light-speed pacing and death-defying maneuvering fans have come to expect. The relationship between Marcus and his father softens the terror of the horrific eruption and the ensuing chaos and panic. The insights into Roman civilization and society will please readers with an interest in the time period. Back matter includes suggestions for further research and answers to frequently asked questions about Pompeii.</p>

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



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.	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. ▾

Reason:

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

Signed: S. Sall



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The Children's Blizzard, 1888 (I Survived, Book 16) by Tarshis, Lauren
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><u>Review Status:</u> <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. VERDICT 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 minimizing 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>



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Criteria for Selection of Library Materials

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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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4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
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: S. Ball



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17,, 2024
Title and Author of Book:	Pete the cat screams for ice cream! (Pete the Cat-Picture Books) by Dean, Kim; illustrated by Dean, James
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>Review Status:</p> <p><i>Booklist (July 2012 (Online))</i> Preschool-Grade 1. This third Pete the Cat title finds the unflappable feline digging his favorite shirt: "My buttons, my buttons, / my four groovy buttons." Then one of these buttons pops off, leaving three. "Did Pete cry? Goodness, no! / Buttons come and buttons go." He alters his song to reflect the new number. Another button pops on his skateboard, and while getting ice cream, and finally atop his surfboard, until there's just one button left—his belly button. Litwin's repetition will make this easy to sing along with (a free song is available for download), and Dean's art gives everything a sunny-day-at-the-boardwalk feel.</p> <p><i>Horn Book Guide (Fall 2012)</i> Guitar-playing cat Pete's love of buttons is reflected in the song he sings about those on his shirt, which keep popping off, leading to new verses--and new subtraction lessons. This Pete book is like the others: the lyrics don't work without their song (found on the publisher's website), but Pete is an appealing, sleepy-eyed slacker-troubadour in vivaciously colored scenes.</p>

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	Not applicable



Old Rochester Regional School District
Massachusetts Superintendency Union #55

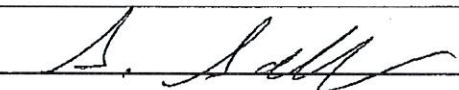
(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials 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:

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:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Don't let the pigeon drive the sleigh! (Pigeon) by Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status <i>School Library Journal (September 1, 2023)</i> K-Gr 2-Willems's beloved Pigeon is back, and this time he has his sights on Santa's sleigh. Using the same call-and-response formula of Pigeon's previous titles, readers are asked to protect Santa's sleigh from the mischievous pigeon. After Pigeon begs and pleads his case, detailing how Santalike he truly is, he realizes the sleigh is missing a few features. Like a way to make the sleigh "go." Pigeon's excitement for Santa's sleigh is quickly replaced by reindeer fear. Perhaps Pigeon will find another holiday figure to help-perhaps the Easter Bunny! In this holiday-themed book, illustrations and text solely include Santa-specific imagery. Pigeon himself wears a red and green elf hat, Santa's body is visible in the opening pages, and there are images of Christmas packages and decorations throughout. VERDICT A good choice for a Santa-centric and Christmas-specific collection.-Jennifer LaBurre © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (September 15, 2023)</i> Pigeon finds something better to drive than some old bus. This time it's Santa delivering the fateful titular words, and with a "Ho. Ho. Whoa!" the badgering begins: "C'mon! Where's your holiday spirit? It would be a Christmas MIRACLE! Don't you want to be part of a Christmas miracle...?" Pigeon is determined: "I can do Santa stuff!" Like wrapping gifts (though the accompanying illustration shows a rather untidy present), delivering them (the image of Pigeon attempting to get an oversize sack down a chimney will have little ones giggling), and eating plenty of cookies. Alas, as Willems' legion of young fans will gleefully predict, not even Pigeon's by-now well-honed persuasive powers ("I CAN BE JOLLY!") will budge the sleigh's large and stinky reindeer guardian. "BAH. Also humbug." In the typically minimalist art, the frustrated feathered one sports a floppily expressive green and red elf hat for this seasonal addition to the series—but then discards it at the end for, uh oh, a pair of bunny ears. What could Pigeon have in mind now? "Egg delivery, anyone?" A stocking stuffer par excellence, just right for dishing up with milk and cookies. (Picture book. 4-6)</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

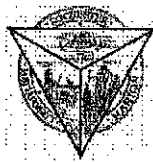
This book meets the criteria for inclusion in the library collection.

Reason:

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

Signed:

L. Sollen



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	September 26, 2024
Title and Author of Book:	The horse encyclopedia (Animal Encyclopedias) by Pembroke, Ethan
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.</p> <p>N/A</p> <p>Review Status</p> <p>Gr 4-8-These single-volume reference books work equally well for browsing or research. Clear text provides basic relevant facts in a straightforward fashion. Varied fonts and bold headings divide subject areas neatly. Every spread includes large, well-chosen photographs, enhanced by borders, uncrowded layouts, and generous white space. Organization varies appropriately by topic. Dog arranges breeds into broad groups such as "herding dogs," while Cat presents all breeds alphabetically. Horse and Shark feature fewer specific types with more in-depth information on each. Shark, for example, devotes 14 pages each to a dozen species, plus brief data and a single photo for another 14. Dog, meanwhile, covers more than 70 breeds with one or two pages each, along with another 60 short profiles. Dog also covers more recent mixed breeds, such as labradoodles and puggles, which are not always included in breed guides. VERDICT Useful resources that should circulate well. © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

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
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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

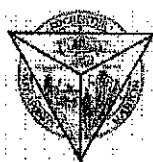
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: J. Sullivan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	September 26,, 2024
Title and Author of Book:	The wishbone wish (Judy Moody & Stink, Book 4) by McDonald, Megan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: **</p> <p><i>Booklist</i> (July 2015 (Vol. 111, No. 21)) Grades 2-4. Not many kids look forward to going to school on a holiday, but the Gobblers-a-Go-Go Festival takes place at Judy and Stink's school on Thanksgiving Day, making this an exception. Judy is so confident that she will win a turkey, the grand prize in the final race, that she makes her grandmother promise not to buy one for their holiday dinner. She and Stink train for their races, but the quest for glory is temporarily sidelined by sibling bickering, culminating in an amusing chapter that details what happens in each child's room when their mother separates them for an hour-long time-out. The latest installment in the Judy Moody and Stink series has the trademark humor and grade-school sensibility that its fans enjoy, as well as a surprise at the end when Grandma Lou saves the day. Reynolds' lively and colorful digital illustrations appear throughout. This beginning chapter book, studded with historical facts, trivia, and wordplay related to Thanksgiving will amuse, and maybe even inform, young readers.</p> <p><i>Publishers Weekly</i> (August 24, 2015) Back to share top billing in the fourth Judy Moody and Stink story, the Moody siblings gear up for the local Gobblers-a-Go-Go festival: Judy plans to dress up as Sarah Josepha Hale, the woman who persuaded President Lincoln to make Thanksgiving a national holiday. And Judy is so certain she'll win a footrace that boasts a turkey as top prize, she tells her grandmother not to bother buying one (which worries Stink mightily). As in the siblings' previous outings, their spot-on dialogue and banter is a major source of this book's fun ("I'm sorry I called you a turkey," Stink apologizes after a long stint in time-out. "And a snood. And a wattle"), and Reynolds's full-color illustrations easily tap into the upbeat, offbeat holiday mood. Ages 6-9. Author's agent: Kendra Marcus, Bookstop Literary Agency. Illustrator's agent: Holly McGhee, Pippin Properties. (Sept.) © Copyright PWxyz, LLC. All rights reserved.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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 ▾
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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 ▾
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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: S. Sam



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17,, 2024
Title and Author of Book:	The soccer encyclopedia (Kingfisher Encyclopedia) by Gifford, Clive - <i>Kingfisher</i> , 2024
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book comes from a publisher known for quality children's books. It is N/A</p> <p>Review Status: ~</p>

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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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.	Item Meets Criteria ~
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
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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

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: S. Sallan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17,, 2024
Title and Author of Book:	Kingfisher nature encyclopedia (Kingfisher Encyclopedia) by Burnie, David - <i>Kingfisher</i> , 2024
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book comes from a publisher known for quality children's books. It is</p> <p>N/A</p> <p>Review Status</p>

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).	Item Meets Criteria
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.	Item Meets Criteria
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

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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:

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

Signed: S. Sullivan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	How do dinosaurs say trick or treat? by Yolen, Jane
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>Review Status</p> <p><i>Booklist (May 15, 2024 (Online))</i></p> <p>Preschool-Kindergarten. Why do kids enjoy the How Do Dinosaurs series? To paraphrase the lead character in Russell and Lillian Hoban's Bread and Jam for Frances (1964), it's because they always know what they are getting and they are always pleased. The latest volume in Yolen and Teague's series, now in its twenty-fifth year, combines the scary fun of trick-or-treating with the scary fun of dinosaurs and a keen sense of what children enjoy. The question-and-answer text combines imaginative humor with opportunities for kids to reply with a satisfying "No!" Yolen's engaging questions include "Does he bang on the door with his very strong tail? / Does he carry his treats in a large garbage pail?" and "How does a dinosaur say 'trick or treat' . . . / . . . when she skips down the path on her extra-large feet?" Teague's vibrant illustrations depict the absurdity of huge, costumed dinosaurs playfully enjoying trick-or-treating in a conventional neighborhood. The book concludes with acceptance for the polite, good-hearted dinosaurs. Given the ongoing popularity of both the series and Halloween, consider multiple copies.</p> <p><i>School Library Journal (June 1, 2024)</i></p> <p>PreS-Gr 2-Yolen and Teague build upon the success of their long-standing "How Do Dinosaurs" series with a title just in time for Halloween. Readers of previous entries will be familiar with the standard format: Yolen questions the dinosaurs about their hypothetical missteps and finishes with a reassurance of correct behavior expectations and a message of love. In the case of Halloween, the creatures' errant ways are slightly more murky, as this is one occasion where children are generally allowed to run wild. Because of this, the "appropriate" behaviors seem slightly out of place and reflect what an adult might do on Halloween: carve pumpkins, hand out awards, and open the door (with an illustration of a dinosaur holding the bowl of candy out to a trick-or-treater). This, however, will not prevent children and families from delighting in this latest title. Teague clearly takes great joy in his illustrations, introducing new and unusual scaled and feathered species to a diverse group of children who express shock and surprise at their presence. VERDICT This title will receive a double-dose of popularity in its combination of two favorite subjects: dinosaurs and Halloween.-Clara Hendricks © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>



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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.

Reason:

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

Signed: _____

S. [Signature]



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Cat on the run in cat of death! (Cat on the Run, Book 1) by Blabey, Aaron
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>Review Status</p> <p><i>Kirkus Reviews (July 15, 2023)</i> A celebrity cat-turned-unwitting outlaw fumbles hilariously through a series of calamities. Princess Beautiful needs her vanilla latte! Right now! No, make that a green tea! She's preparing for a date with suave billionaire Catrick Cash, and she's all out of sorts. This sort of outburst is par for the course in the life of a superfamous cat. Princess Beautiful is wildly popular, racking up over 3 billion likes on goofy videos in which she chases laser pointer beams, smashes her paws haphazardly on a computer keyboard while wearing googly-eye glasses, and activates top-secret nuclear missile codes for the whole world to see. Wait, that last one seems a bit off. Princess Beautiful, set up by shadowy enemies, swiftly finds public opinion turned against her. She's arrested, spectacularly destroys a prison bus and a Supermax prison, and attempts to flee in disguise in a series of snowballing catastrophes that make her appear much more evil than she is. Princess Beautiful, a delightful new addition to the Bad Guys universe, is a true diva, glamorous and self-obsessed yet perpetually uneasy, not unlike the iconic Miss Piggy. Each character she encounters is equally dramatic and broad, and every turn of the page brings fresh disaster. Punctuated with red, Blabey's dynamic grayscale art brings to life Princess Beautiful's pratfalls with the same enjoyably chaotic energy as in his Bad Guys books. The perils of online celebrity take the form of frantic feline antics in this capable, caper-filled series starter. (Graphic fiction. 7-12)</p> <p><i>Publishers Weekly (July 10, 2023)</i> Fluffy, white anthropomorphic cat Princess Beautiful, an online influencer, gets a reality check when she's forced on the run in this harebrained graphic novel by Blabey (the Bad Guys series). Feline social media megastar Beautiful has it all: 2.2 billion adoring fans, even more billions of views on her oh-so-cute cat videos, and several assistants who are ready to fulfill her every whim, even during inconvenient moments. Today, the "World's Favorite Kitty" is preparing for a date with handsome feline and billionaire heir Catrick Cash. Distracted by swoony daydreams while filming a new video of her using the computer, Beautiful doesn't notice that her device has been hacked and that she has accidentally armed nuclear missiles. Suddenly, Beautiful goes from a beloved media figure to a wanted global villain. Now a fugitive, Beautiful seeks the real culprit-the evil</p>



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	Red Scorpion-while being relentlessly hunted by mouse deputy Marshall Cheeseman. Rough-hewn b&w illustrations with red accents portray Beautiful as a prim and proper feline who's used to the finer things in life in an antics-filled series launch that effectively captures the absurdity of social media fame while building to a cat-tastic cliffhanger. Ages 7-10. (Sept.) © Copyright PWxyz, LLC. All rights reserved.
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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
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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:

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Cat on the run in cucumber madness! (Cat on the Run, Book 2) by Blabey, Aaron
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>Review Status: <i>Kirkus Reviews (June 15, 2024)</i> A fugitive feline finds herself at the center of international hijinks. When we last left internet superstar and unintentional enemy of the state Princess Beautiful, she'd mysteriously disappeared after accidentally destroying a high-security prison. As this second installment begins, Princess Beautiful is tied to a chair—the work of a bespectacled goat named Marv who declares himself, somewhat conveniently, to be a literal scapegoat. People assume he's a bad guy, but, he assures her, that's a lie. Still, if he's really a good guy, why is our hero tied up in a dark room, on the edge of a cliff, in the mountains of Eastern Europe? Great question! Blabey's graphic novel plunges readers ever deeper into the tangled web of Princess Beautiful's predicament. As Marv shuttles her to a scorpion-shaped archipelago in the Caribbean, her so-called friends rat her out to an overeager rodent detective, and Catrick Cash, her potential paramour, seeks her out for his own particular purposes. The narrative focuses on unveiling the villain who's framing our furry protagonist and places less emphasis on the sending up of mass media and internet culture so central to the first volume. The two threads weave back together, however, in the story's dramatic denouement, setting up a scenario for world domination to be further explored in the series' next volume. Blabey's spare black-and-white art is punctuated with pops of red; once more, he delivers both satirical jabs and exaggerated, cartoonish antics. Classic comic timing and kooky characters continue to captivate. (Graphic fiction. 7-12)</p>

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
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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: S. Sallou



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The pigeon will ride the roller coaster! (Pigeon) by Willems, Mo
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>Review Status:</p> <p><i>Booklist</i> starred (September 1, 2022 (Vol. 119, No. 1))</p> <p>Preschool-Kindergarten. Almost 20 years after Willems introduced his very determined, resistant-to-reason Pigeon in the Caldecott Honor Book <i>Don't Let the Pigeon Drive the Bus!</i> (2003), a new vehicle holds an irresistible allure for Pigeon: a roller coaster that he imagines will be filled with beak-breaking ascents and feather-ruffling loop-the-loops. Pigeon, red hearts surrounding him and feathers flying off him in his passion, tells readers that he's been excited about roller coasters ever since he heard about them—10 minutes ago. He mentally rehearses every aspect of the ride, recognizing that there will be difficult parts, like standing in line, with two double-page spreads showing Pigeon's vision of riding gloriously until he gets sick at the end of the ride ("ooohhhh," Pigeon imagines groaning while staggering off the ride). When Pigeon finally overcomes all obstacles and gets on that roller coaster, it moves in a very tame straight line with one tiny bump near the ride's start, but Pigeon still loves it. Willems' spare illustrations put the spotlight right where it belongs, on Pigeon's incredibly expressive body language, flapping and flopping through the comic panels. Pigeon is one multifaceted bird, and this latest is one of the best in Willems' flock of Pigeon adventures.</p> <p><i>Kirkus Reviews</i> (July 1, 2022)</p> <p>The Pigeon is on an emotional—and physical—roller coaster. Since learning about the existence of roller coasters, he's become giddy with excitement. The Pigeon prepares mentally: He'll need a ticket and "exemplary patience" to wait in line. He envisions zooming up and down and careening through dizzying turns and loops. Then, he imagines his emotions afterward: exhilaration, post-ride blues, pride at having accomplished such a feat, and enthusiasm at the prospect of riding again. (He'll also feel dizzy and nauseous.) All this before the Pigeon ever sets claw on an actual coaster. So...will he really try it? Are roller coasters fun? When the moment comes, everything seems to go according to plan: waiting in line, settling into the little car, THEN—off he goes! Though the ride itself isn't quite what the Pigeon expected, it will delight readers. Wearing his feelings on his wing and speaking directly to the audience in first person, the Pigeon describes realistic thoughts and emotions about waiting and guessing about the unknown—common childhood experiences. No sentiment is misplaced; kids will relate to Pigeon's eagerness and apprehension. The ending falls somewhat flat, but the whole humorous point is that an underwhelming adventure can still be thrilling enough to warrant repeating. Willems' trademark</p>



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Massachusetts Superintendency Union #55

droll illustrations will have readers giggling. The roller-coaster attendant is light-skinned. (This book was reviewed digitally.) Roller-coaster enthusiasts or not, children will eagerly join our intrepid hero on this entertaining ride. (Picture book. 3-6)

Criteria for Selection of Library Materials

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	Select a Response
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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
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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.



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:

S. Sollen



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	I broke my trunk (Elephant & Piggie) by Willems, Mo
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>Review Status:</p> <p><i>School Library Journal (May 1, 2011)</i></p> <p>PreS-K-Gerald the Elephant recounts to Piggie the crazy story of how he broke his trunk. When he was playing with Hippo, he had the idea to lift him with his trunk. As Gerald tells Piggie, "a hippo on your trunk is heavy." But there is more to it. Rhino shows up and he wants a turn, so Gerald lifts them both onto his trunk, and so on, until he has lifted Hippo, Rhino, and Hippo's big sister and her piano on his trunk. As readers expect, there is more to the story of Gerald's bandaged trunk than first imagined. Willems's now classic and predictable formula, complete with an uncluttered background, large-type word balloons, and expressive characters, is as effective as ever. The style may now be familiar, but the "Elephant & Piggie" stories remain fresh, amusing, and relevant to readers, who will sit on the edge of their seats as they eagerly anticipate the surprising turn of events. A winning addition to the series.-Kristine M. Casper, Huntington Public Library, NY (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Fall 2011)</i></p> <p>When Gerald shows up with a broken trunk, Piggie listens to his "long, crazy story" about how the injury occurred. Piggie, exasperated as Gerald's tale expands (to include Hippo, Rhino, and Hippo's "big" sister), finally gets the truth out of his friend. The story's comical, cyclical telling--along with Elephant and Piggie's ever-humorous facial expressions--make this another enjoyable series entry.</p>

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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: J. Sullivan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Should I share my ice cream? (Elephant & Piggie) by Willems, Mo
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>Review Status:</p> <p><i>School Library Journal (September 1, 2011)</i></p> <p>PreS-Gr 2-Children will delight in this perfect drama for hot weather. Gerald is excited about his "awesome, yummy, sweet, super, great, tasty, nice, cool ice cream" cone. But worry sets in with thoughts of his best friend, Piggie-should he share his treat with her? As Gerald wrestles with the pros and cons, observant readers will notice that the ice cream is melting-fast. By the time he decides in favor of sharing, it has melted into a puddle at his feet, and Gerald realizes that he "blew it." But timing is everything, and Piggie shows up at that moment with a cone of her own-and happily shares it. "Not my plan," thinks Gerald, but he also realizes that this arrangement is fine. Willems's simple text allows beginning readers independent success, although the text and illustrations also work well as a read-aloud. Fans of the series will not want to miss this offering, and adults can use the simple story to discuss sharing, friendship, and making decisions in a timely manner. Another winner.-Stephanie Farnlacher, Trace Crossings Elementary School, Hoover, AL (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Fall 2011)</i></p> <p>Elephant Gerald weighs the pros and cons of splitting his ice cream with best friend Piggie. By the time Gerald works through his angst, though, the ice cream has melted. Luckily, Piggie knows how to cheer Gerald up. A familiar problem, a satisfying resolution, and Willems's friendly illustrations and book design are just what new readers crave.</p>

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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: S. Soliman



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

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Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Mega Mole Girl digs deep (Branches: Press Start, Book 15) by Flintham, Thomas
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>Review Status: <i>School Library Journal (November 1, 2016)</i> Gr 1-3-A young boy playing a handheld video game as the character Super Rabbit Boy works his way through many colorful pages of peril, navigating a sea of Robo-Crabs, biting Robo-Fish, quicksand, Robo-Snakes, and the very scary Mount Boom and trying to save Singing Dog and all of Animal Town from King Viking and his robot army. The point of view quickly shifts from a third-person perspective of the boy in his messy bedroom to a first-person perspective as the boy plays his game, then flashes between these two viewpoints throughout. Brightly colored illustrations of the game screen move the story along rather quickly. With short chapters and full-color pages, this first installment in a new series will draw in young independent readers. VERDICT A strong addition to most chapter book collections, especially where there are gamers.-Lindsay Persohn, University of South Florida, Tampa © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 1, 2016 (Vol. 113, No. 5))</i> Grades 1-3. Can Super Rabbit Boy, "the greatest hero of all time," advance through six levels to reach Boom Boom Factory, defeat evil King Viking, save Singing Dog, and bring fun back to Animal Town? With illustrations galore and a graphic-novel-style presentation, this fast-paced story takes readers inside the handheld device of a young gamer. The first in the Press Start series, this transitional chapter book takes its cue from retro video games, like Sonic the Hedgehog. The digital illustrations use bright neon colors and pixelated shapes. Appropriate for its audience, only a few lines of text appear on each page. While the narrative font is easy to read, the pixelated all-caps "game" font might be a bit challenging for less-experienced readers. Word repetition is built into the story, as Super Rabbit Boy dies repeatedly, forcing him to retry levels. Although the abrupt conclusion isn't as satisfying as the buildup, the gaming gimmick and graphic layout is sure to appeal to many readers, especially reluctant ones.</p>

Criteria for Selection of Library Materials



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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:

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

Signed: *S. Soliman*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Paws. 1, Gabby gets it together (Paws, Book 1) by Assarasakorn, Michele
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A N/A</p> <p>Review Status:</p> <p><i>School Library Journal</i> starred (January 1, 2022)</p> <p>Gr 3-6-This upbeat series opener centers on Gabby, a Canadian fifth grader and her two besties, who bond over their love of animals. Lamenting that none of them can own a pet, the girls start a neighborhood dog-walking business: PAWS (Pretty Awesome WalkerS). Headstrong Gabby, fashion-minded Mindy, and sporty Priya share an entrepreneurial spirit and a can-do attitude, but each girl has very different priorities, and they soon find themselves in over their heads. Although their conflicts threaten to undermine the success of their dog-walking venture, the trio ultimately avert a crisis and learn that their friendship is more important than business. Themes of cooperation, problem-solving, and empathy are complemented by lively illustrations, expressive character designs, and easy-to-follow page layouts. The tween dialogue is delightfully accurate; the girls use terms like doggo and floof to refer to their canine charges. Gabby, who is brown-skinned, is part of an interracial family; Priya is of Indian descent; and Mindy is Korean Canadian. VERDICT Reminiscent of Ann M. Martin's "The Babysitters Club," this series starter will be a surefire hit with Raina Telgemeier fans and any reader seeking a solid friendship story. Laugh-out-loud funny and full of heart.-Allison Tran © Copyright 2022. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Magazine</i> (March/April, 2022)</p> <p>This lively graphic novel set in Vancouver, Canada, tracks friendship ups and downs along with a shared animal obsession. Gabby is the youngest member of her friend triad, which also includes all-star athlete Priya and stylish cool-girl Mindy. The girls all have big personalities and are desperate to interact with any kind of animal – but Gabby's dad is a neat freak, Priya's mom is allergic to pets, and Mindy's landlord doesn't allow canine or feline tenants. When a serendipitous dog-walking opportunity falls into their lap, they turn their good luck into a business: PAWS (Pretty Awesome WalkerS). While it's easy to love animals in cute online videos, the three friends learn the hard way that running a business while dealing with actual animals isn't everything they thought it would be. Fairbairn and Assarasakorn have both worked for DC and Marvel, so traditional serialized superhero comics inform their combined writing and art style: thick black lines border the panels, the fonts are referential and nostalgic, and the exposition fits neatly inside boxes at the top of panels. The bouncy, rounded art offsets the text's slight overemphasis on telling, and inclusion of visual background info about the three friends' families makes the characters</p>



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feel bouncy and rounded, too. Animal lovers, burgeoning entrepreneurs, and fans of friendship sagas should look forward to planned future installments. Niki Marion March/April 2022 p.

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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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: _____

S. Salomon



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Pug the sports star (Branches: Diary Of A Pug, Book 11) by May, Kyla
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>Review Status: <i>School Library Journal (December 1, 2019)</i> K-Gr 2-May's next title in the "Diary of a Pug" series is a hilarious and heartwarming tale of a dog's first snow. When Bella tells Bub that she is wishing for a snow day this winter, Bub has no idea what she means. Bella gets her wish, and the pair venture out into the snow for the first time where new experiences abound. Suddenly, monstrous sounds can be heard across the fence. Bella and Bub have to confront their fear of the unknown to find out the cause—a moving truck and new friends! The pair learn that being brave and confronting your fears can have great rewards. Extremely attractive color illustrations will grab readers from the beginning. Animal lovers will delight in following Bub's thoughts throughout the story. The diary entry format is a creative way of engaging early chapter book readers. The comprehension questions at the end are a wonderful addition to enhance engagement. VERDICT Readers new to chapter books will love the unique diary format and vibrant illustrations. Perfect for early learners who love animals, and a wonderful wintry choice for any elementary school library.—Elizabeth Pelayo, St. Charles East High School, IL © Copyright 2019. 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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	Select a Response
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2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Not applicable



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(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
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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:

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

Signed: S. Sullivan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

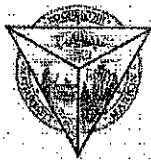
Library Book Donation Review (Form 2)

Date of Receipt:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The Owlympic games (Branches: Owl Diaries, Book 20) by Elliott, Rebecca
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.</p> <p>N/A</p> <p>Review Status:</p> <p><i>School Library Journal (December 1, 2014)</i></p> <p>Gr 1-3-Eva Wingdale enjoys drawing, going to school, and being busy. She dislikes her brother Humphrey's stinky socks, boredom, and her mom's slug sandwiches. On the first day of spring, the owl offers to organize the first ever Treetop Owlementary Bloomtastic Festival, featuring a bake-off and talent, fashion, and art shows. With the event only seven days away, Eva's not sure she can get everything done in time. Instead of canceling, though, she enlists help from her classmates and manages to pull off a successful festival. Written in diary format with speech bubbles, the 10 chapters have lively, brightly colored illustrations, often several per page. This early chapter book is a nice step between first readers and series such as Barbara Parks's "Junie B. Jones" and Mary Pope Osborne's "Magic Tree House" (both Random).-Sarah Polace, Cuyahoga Public Library System, OH (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Fall 2015)</i></p> <p>Eva Wingdale is a crafty, beret-wearing young owl who takes on more than she can handle when planning "the first-ever Treetop Owlementary's Bloomtastic Festival," and then tries to prove to her classmates that she saw a ghost. Each journal-style book is filled with colorful patterns and drawings that match Eva's punchy personality and aid in comprehension. Discussion questions are included. [Review covers the following Owl Diary titles: Eva Sees a Ghost and Eva's Treetop Festival.]</p>

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
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Old Rochester Regional School District
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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:

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:	October 10, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The one and only family (One and Only, Book 4) by Applegate, Katherine
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: <i>School Library Journal Xpress starred (May 24, 2024)</i> Gr 4-6-Ivan, the beloved western lowland gorilla, moves back into the spotlight in this fourth and final entry in the series. Still living in Wildwood Zoological Park & Sanctuary, Ivan and mate Kinyani learn they're going to become parents of twins. Kinyani, the more pragmatic of the two, reacts with quiet joy; pensive Ivan frets. Helping him adjust are the friends he has made since his years at the Exit 8 Big Top Mall and Video Arcade: Julie, Ruby, Bitsy, and, of course, Bob, who nicknames the expectant father "Big Daddy." The twins' birth evokes memories of Ivan's African childhood, all that he has lost and all that remains. Ivan's journey towards maturity and contentment is the heart of the novel and is complete when he fulfills his role as leader and protector of not only his immediate family, but of all the gorillas in the sanctuary. His epiphany comes with the understanding, "You can't cage hope." Castelao's spot art continues to add spark to the characters. Applegate's writing, stellar as ever, provides enough backstory for the novel to stand on its own and encourage new readers to pick up the first three novels. Her author's note is deeply personal and reveals intriguing insights into her work. VERDICT A cherished character enjoys the heartfelt and uplifting closure he, and his fans, richly deserve. An essential purchase.-Marybeth Kozikowski © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (May 1, 2024 (Vol. 120, No. 17))</i> Grades 3-7. This final book in Applegate's quartet finds beloved silverback gorilla Ivan faced with yet another life-changing challenge: parenthood. This unexpected (to Ivan) turn of events stirs up complicated memories of his birth family, causing him to wonder if he can be a good parent and troop leader. How much of this does Ivan want to remember and how much of his past should he share with his friends and present family? Following him and his anxieties is a filmmaker documenting every momentous juncture along the way, which serves only to amplify Ivan's worries. With the support of friends Bob and Ruby and his pragmatic partner, Kinyani, he accepts the mantel of fatherhood, navigating birth, babyhood, and even terrifying toddler tantrums! Additionally, at its core, this story continues to raise the question of how humans can preserve the natural world and be worthy conservators for the future. In this lovingly crafted finale, Applegate deftly delivers with spare, shining prose that juxtaposes playfulness with soul-stirring revelations, allowing the book to be accessible for young readers and a page-turner for all ages. This is a satisfying send off, and readers</p>



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	will want to reread the whole series to share the laughs and the tears surrounding this memorable band of buddies one more time. A must-read celebration of family, natural and found. High-Demand Backstory: Applegate's Newbery Medal-winning <i>The One and Only Ivan</i> (2012) is a kidlit classic, and fans of the titular gorilla will be eager for his story's conclusion.
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Criteria for Selection of Library Materials

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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: _____

J. Salter



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Six kids and a stuffed cat by Paulsen, Gary
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><u>Review Status:</u></p> <p><i>Booklist (March 15, 2016 (Vol. 112, No. 14))</i></p> <p>Grades 4-7. What sets the prolific Paulsen's latest apart is its dual nature. The same exact story is offered first as a short novella divided into scenes, and secondly as a play. Six middle-school boys are at its heart: a silent, air guitar-playing dude; a new kid whose backpack contains the titular stuffed cat; the detention habitué who centers the action; a hostile bully and the kid tutoring him; and the class golden boy. Thrown together after regular hours because a storm is predicted to hit, they take refuge in the boys' bathroom. Forced to spend time together, they smooth out their differences with humor and poke fun at the school authorities. Dialogue heavy, the story works equally well, if not better, as a play, and intrepid teachers will certainly find a use for the opportunity to do some readers' theater. Kids who struggle with traditional text should also find the play concept liberating. As usual with Paulsen, there's lots of middle-grade appeal here, and the book should find plenty of fans.</p> <p><i>Horn Book Guide (Fall 2016)</i></p> <p>Six boys are stuck in a bathroom at their middle school during a dangerous storm warning. The stereotypical characters (brain, class clown, musician, new kid, class president, enigma) find common ground and end up as friends. The second half of this book is the same story treated as a play, a format that suits the story better.</p>

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Old Rochester Regional School District
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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: _____

A. Salter



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	What is inside THIS box? (Monkey & Cake, Book 1) by Daywalt, Drew
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>Review Status: <input type="text"/></div> <div>School Library Journal:</div> <p>K-Gr 2—This new series stars an impish little monkey and a personified slice of cake with a cherry on top of his head. Monkey and Cake are good friends. When Cake discovers Monkey sitting on top of a box, he asks what is inside. Monkey responds that a cat is in the box, but upon further questioning admits that the cat exists only when the box is closed. To up the ante, he also states that if Cake opens the box, the cat will disappear because the cat is MAGIC. Cake, as one would expect, is incredulous. They go back and forth and appear to be heading to a stalemate when Monkey advises Cake that he can think anything he wants about what is inside the box when it is closed. This invitation to imagination is priceless, and Cake soon declares that a dinosaur is inside. The whole Socratic debate begins anew with the two friends finally coming to an agreement that they will never know what is actually inside the box. Once they exit the scene, readers see a cat peeking out, and wouldn't you know it, when we turn the page, she is accompanied by a dinosaur. Daywalt (The Day the Crayons Quit) and Tallec (This Book Will Not Be Fun) have crafted a delightful, philosophical romp that will please and intrigue beginning readers. The end of the book contains several questions for children to ponder, which will prompt discussion and imaginative play. A nod to Schrödinger's cat is included for all quantum mechanics fans. VERDICT Funny and thought-provoking. A definite purchase for beginning reader collections.—Amy Nolan, St. Joseph Public Library, MI —Amy Nolan (Reviewed 03/01/2019) (School Library Journal, vol 65, issue 2, p94)</p>

Criteria for Selection of Library Materials

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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:

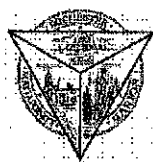
This book meets the criteria for inclusion in the library collection.

Reason:

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

Signed:

S. Salem



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	This is my fort! (Monkey & Cake, Book 2) by Daywalt, Drew
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: <i>School Library Journal (April 1, 2019)</i> K-Gr 2-Daywalt returns with a new entry in the easy reader series featuring best friends Monkey and Cake. In this title, Cake builds a fort from chairs and a blanket meant only for cakes. While Monkey begs and pleads, Cake will not let him in, hurting Monkey's feelings. Eventually, Cake realizes the wide world he is missing out on outside of his fort, and he and Monkey reunite to have some fun. The "Monkey & Cake" books will no doubt draw comparisons to similarly quirky series like "Elephant and Piggie," "Ballet Cat," and "Narwhal and Jelly," with their bright colors and use of speech bubbles. Daywalt endearingly weaves humorous elements with friendship foibles young readers will relate to, as Monkey and Cake figure out how to navigate feeling left out. With one to two short sentences per page, this is an ideal option for beginning readers but would be effective shared one-on-one or with a group. VERDICT This silly, sweet tale of friendship is a first purchase for emerging reader collections. -Kathryn Justus, -Renbrook School, West Hartford, CT © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

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	Not applicable



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(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
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: S. Sollen



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Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Along line of Cakes by Wiles, Deborah
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>Review Status</p> <p><i>School Library Journal (July 1, 2018)</i></p> <p>Gr 4-6-The Cakes are a family of itinerant bakers, always have been; always will be. They travel from place to place to set up their bakery, then pack up to head to the next locale that needs them. All that moving is getting to 11-year-old Emma Alabama Lane Cake. She's the only daughter in the Cake clan. Her five spirited brothers have each other and an easier time making friends in all the new places than Emma, who is more circumspect. When the family rolls into Halleluia, MS, at midnight, Emma feels that there's something special about the town. Though she longs for a friend, she just can't bear the thought of adding another person to her "friend atlas," only to roll it up to leave yet again. That possible new friend happens to be Ruby Lavender. Readers need not be familiar with any of the "Aurora County" novels to fall in love with the Cakes. The residents are just as quirky, with characters like Parting Sholtz and a tutu-wearing dog named Eudora Welty. There's a lot of charm here, from the lovely language and strong sense of place to the often hilarious scenes between the Cakes themselves and the adventures the nosy, gossiping residents get up to. VERDICT This charming novel of belonging is a sweet addition to most collections.-Brenda Kahn, Tenakill Middle School, Closter, NJ © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (August 2018 (Online))</i></p> <p>Grades 4-6. Emma Cake, her five brothers, and her parents—itinerant bakers—arrive in Aurora County, Mississippi, knowing that they won't be living there long before their father announces that it's time to hit the road again. But Emma's tired of moving, tired of leaving friends behind. Their new community welcomes the newcomers: the parents with their delicious cakes, the boys with their baseball skills, and Emma with her two talents—soup making and friendship. After she befriends Ruby Lavender, they hatch a plan for keeping the Cakes in the community forever. This sequel to Love, Ruby Lavender (2001), The Aurora County All-Stars (2005), and Each Little Bird That Sings (2007) is written in third-person from an outsider's point of view. While those familiar with the previous books will remember many of the characters, readers new to the series will meet them, along with 11-year-old Emma. The writing is precise, colorful, and attentive to the nuances of people's longings and interactions. An enjoyable, sustaining chapter book.</p>



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Reason:

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

Signed: S. Sullivan



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Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	The itchy book! (Elephant & Piggie Like Reading) by Pham, Leugen
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>Review Status</p> <p><i>School Library Journal (June 1, 2018)</i> PreS-Gr 2-This book combines two of children's favorite fixations-"Elephant & Piggie" and dinosaurs-into a funny story that plays around with a relatable problem. Similar to other books in the series, the beloved duo introduce the story. They begin with their usual humor by describing this book as one that will "make you feel things all over." Pham begins the main story with Dino Mo reading a sign stating, "Dinosaurs do not scratch." The other dinosaurs, Triceratops, Pterodactyl, Brontosaurus, and T-Rex have an itch, but no matter how they try to convince Dino Mo that it is okay to scratch he is not budging from his stance that "Dinosaurs do not scratch." He is absolutely resolute. Not even an itchy wool sweater can persuade Mo it is okay to scratch. Children will enjoy the brightly colored dinosaurs and appreciate the word-bubble writing style. VERDICT Fans of "Elephant & Piggie" will love the humor and satire in this engaging easy reader. Those itching for winning selections for newly independent readers will be especially grateful.-Jewelee Painter, Springfield Elementary School, Rileyville, VA © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Publishers Weekly (March 12, 2018)</i> Behind the giggles offered by this easy reader in the Elephant and Piggie Like Reading line, a provocative question lurks: do those with authority really know what's going on? Words carved into a stone catch the attention of a bespectacled dinosaur, who reads them aloud: "Dinosaurs do not scratch." A bright green triceratops reaches down to itch its knee. The first dinosaur points to the stone: "Dinosaurs are tough! We do not scratch!" More itchy dinosaurs appear-friendly, childlike reptiles in t-shirts and shorts and the dinosaur with glasses cites the rule again. "Tough dinosaurs do not scratch!" he exhorts. The action doubles down as the urge to itch deepens, and the first dinosaur works hard to keep his friends on the straight and narrow. Suddenly, a turtle sleeping in front of the rock moves, revealing another word. Surprise! The stone actually says, "Dinosaurs do not scratch alone." It's okay to itch after all! Writing exclusively in dialogue, Pham (the Vampirina Ballerina series) imbues her spreads with fizzy energy. Ages 6-8. Agent: Linda Pratt, Wernick & Pratt. (May) © Copyright PWxyz, LLC. All rights reserved.</p>



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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: S. Salter



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Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 17, 2024
Title and Author of Book:	Volcanoes : fire and life (Science Comics) by Chad, Jon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A N/A</p> <p>Review Status:</p> <p><i>School Library Journal (December 1, 2016)</i></p> <p>Gr 4-7-Aurora, her siblings, and their teacher are fuel mappers, charged with the task of finding burnable material to provide heat for their community in a futuristic world where everything is frozen. On one expedition, they happen upon a library, and they scan all of the books onto their devices in order to preserve the information after the volumes have been burned. Aurora discovers a title about volcanoes, and she spends all night reading and learning everything she can about them. Becoming completely obsessed, she shares a constant stream of facts with her skeptical fellow explorers, interrupting their search for fuel. Aurora is certain that volcanoes are the answer to the world's need for warmth, and despite discouraging comments from the others, she ultimately meets with success. Interwoven into the tale are factual pieces of this graphic novel, presented at a frenetic pace that matches the urgency of the characters' need to find a way to survive. The artwork is bold and engaging, cleverly intertwining the science and the more fantastical elements of the narrative. Some portions of the text have the potential to be confusing, as Chad switches between fact and fiction, but this should not deter readers. VERDICT This latest volume in the series offers an engaging way to introduce volcanoes to middle graders who prefer a comic book format to more traditional nonfiction.-Sarah Reid, Four County Library System, NY © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 15, 2016 (Vol. 113, No. 6))</i></p> <p>Grades 4-7. The creator of Leo Geo returns to the depths of earth's crust in this installment in the Science Comics series. Set in a near-future ice age, Aurora and her siblings scavenge for burnable fuel in abandoned, ice-bound houses all over Southern California. When they stumble upon a library, they're grateful for the windfall, and before bringing the books back to camp to burn for warmth, they settle in to scan them—no sense in losing valuable information, after all. One book about volcanoes catches Aurora's eye, and she becomes obsessed with harnessing the natural heat of the earth's core to warm their compound, constantly spouting facts about volcanoes, tectonic plates, and thermodynamics to her companions. While occasionally the informative passages seem shoehorned into the fictional narrative, they're nevertheless packed with detail. Chad's well-drawn and clearly labeled diagrams in rich, saturated colors concisely explain key concepts, and vocabulary words are defined both in the text and a glossary. While the stylized cartoon figures and adventure narrative</p>



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are an entertaining framework, the science fittingly occupies the center stage.

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

Signed: _____

S. Salter



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Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	InvestiGators (InvestiGators, Book 1) by Green, John Patrick
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>Review Status</p> <p><i>School Library Journal Xpress (February 14, 2020)</i></p> <p>Gr 2-5-In the first installment of what promises to be a wildly successful graphic novel series, Green ("Kitten Construction Company") once again shows off his knack for pun-filled animal tales. Alligators Mango and Brash are friends and secret agents for S.U.I.T. (Special Undercover Investigator Teams), tasked with solving their first case: finding Chef Mustachio, who went missing just before he was about to unveil his latest concoction. These masters of disguise are off and running. But when there's an explosion at the Science Factory, the duo are asked to look into that mystery, too. No matter where they go, Mango and Brash blend in seamlessly with humans who somehow never notice that they are interacting with alligators who sport vests outfitted with gadgets. Jokes, especially visual puns ("Badges?" "We're not badgers, we're alligators!") and toilet humor, come fast and furious, and the clean, simple cartoon art and paneled layout are easy to follow. Kids who are tickled by Green's irreverent humor will appreciate the drawing tips that conclude the book. VERDICT Like the heroes of Dav Pilkey's "Dog Man" or "Captain Underpants," the Investigators are bound to resonate with kids.-Nancy McKay, Byron Public Library, IL © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (December 15, 2019)</i></p> <p>A zippy graphic-novel series opener featuring two comically bumbling reptile detectives.As agents of SUIT (Special Undercover Investigation Team) with customized VESTs (Very Exciting Spy Technology) boasting the latest gadgetry, the bright green InvestiGators Mango and Brash receive their newest assignment. The reptilian duo must go undercover at the Batter Down bakery to find missing mustachioed Chef Gustavo and his secret recipes. Before long, the pair find themselves embroiled in a strange and busy plot with a scientist chicken, a rabid were-helicopter, an escape-artist dinosaur, and radioactive cracker dough. Despite the great number of disparate threads, Green manages to tie up most neatly, leaving just enough intrigue for subsequent adventures. Nearly every panel has a joke, including puns ("gator done!"), poop jokes, and pop-culture references (eagle-eyed older readers will certainly pick up on the 1980s song references), promising to make even the most stone-faced readers dissolve into giggles. Green's art is as vibrant as an overturned box of crayons and as highly spirited as a Saturday-morning cartoon. Fast pacing and imaginative plotting (smattered with an explosion here, a dance number there)</p>



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propel the action through a whimsical world in which a diverse cast of humans live alongside anthropomorphized reptiles and dinosaurs. With its rampant good-natured goofiness and its unrelenting fizz and pep, this feels like a sugar rush manifested as a graphic novel. Silly and inventive fast-paced fun. (Graphic fantasy. 7-10)

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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: _____

S. Sallman



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Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	Totally random questions. Volume 1 (Totally Random Questions, Book 1) by Bellows, Melina Gerosa
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>Review Status:</p> <p><i>Booklist (April 1, 2022 (Vol. 118, No. 15))</i></p> <p>Grades 3-7. As human beings, curiosity is a huge part of everyday life, and it definitely makes us eager to find out more about our surroundings. This first volume of the Totally Random Questions series (4 titles) poses a variety of interesting questions designed to engage readers. Using a mix of true-or-false and multiple-choice questions, this fact-packed offering relays a range of trivia, from how many earthquakes occur globally in a day to how much Halloween candy is sold in the U.S. in a year to which mountain is the highest in the world. Ideal for teachers and parents of inquisitive kids, this browsable book's bright photo-collages, graphics, and unique topics make it a perfect addition to any library as well as a great choice for reading aloud and challenging others' knowledge.</p> <p><i>Kirkus Reviews (November 15, 2021)</i></p> <p>What is arachibutyrophobia? Does it have something to do with needles, spiders, or peanut butter? We have an answer for that! Have you ever woken up in the middle of the night wondering where the rainiest place on Earth is? (It's in India, by the way.) Did you ever think about cleaning your shoes or your hands with a banana peel? Well, now you might. Maybe you wonder whether you're drinking the same water as a Tyrannosaurus rex? Filled with off-the-wall musings followed by clear answers presented in a way that even very young readers can grasp, everyone in the family will get a kick out of exploring these fun facts. Each question is introduced on a full page with eye-catching, full-color graphics. When readers turn the page, they encounter a short, basic answer along with more in-depth information and explanation and, often, additional related facts. The book is laid out in a fun and attractive format that allows kids to feel like they are breezing through it, making it ideal for reluctant or struggling readers. The subject matter covered includes outer space, sports, geology, history, human anatomy, and more. Perennially popular topics such as ancient Egypt, domestic animals, and extreme weather give this broad appeal. An appealing, accessible book for kids who enjoy trivia and learning new things. (game, index, photo credits) (Nonfiction. 8-12)</p>



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Reason:

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Signed: S. Solter



Old Rochester Regional School District
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Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	Super bug encyclopedia : the biggest, fastest, deadliest creepy-crawlies on the planet (DK Smithsonian) by Woodward, John
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>Review Status:</p> <p><i>School Library Journal (July 1, 2016)</i></p> <p>Gr 5 Up-Striking visual content and a wealth of facts and statistics highlight more than 70 profiles of nature's most interesting arthropods. Animals are grouped by broad categories such as anatomy, physical features, hunting, threats to humans, and life cycles. Each spread is devoted to a different species, with particular emphasis on a notable feature, such as the trap-jaw ant's lethal bite or the see-through wings of the glasswing butterfly. Most include a stunning image of the insect along with smaller, captioned photos or diagrams. Varied page layouts and a mixture of backgrounds provide fresh visual looks with each page turn. Articles include an introductory paragraph; an "At a Glance" list covering size, habitat, location, and diet; and a "Stats and Facts" feature, which provides more specific details, such as a graph of the mole cricket's burrowing depth. The large photographs, many of which fill most of a spread, are frequently spectacular: a vivid close-up of the green tiger beetle's head and an amazing view of a cicada nymph shedding its skin are among many first-rate examples, though a few photos lose impact because of the gutter. Cutaway views showing internal physiology and well-chosen spot images add further specific visual content. The index guides readers to individual species within the topical structure, though its usefulness is slightly marred by inconsistency. Though not a comprehensive arthropod encyclopedia, this is a visual feast with engaging content. VERDICT This selection has high appeal for browsers and will be useful for report writers.-Steven Engelfried, Wilsonville Public Library, OR © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Publishers Weekly (May 2, 2016)</i></p> <p>Produced in partnership with the Smithsonian Institution, this addition to the Super Encyclopedia series spotlights 100 insects, which appear in vibrant photographs, 3-D models, and detailed illustrations. Individual species are grouped into five sections ("Animal Athletes," "Fearsome Hunters," "Tiny Terrors," etc.) based on behavioral or anatomical traits. Cross sections of animals' habitats, diagrams, and video game-esque sidebars almost create the sense of exploring a website. The magnified images of the bugs offer startling, up-close looks at their antennae, exoskeletons, pincers, and more, and the vivid descriptions ("A pair of hugely powerful toothed jaws slice through the prey's tough armor, before the [green tiger] beetle smothers its meal in digestive juices</p>



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to soften the flesh") offer an equally intimate view of their behavior. Ages 8-12.
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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:



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: *S. Salter*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	The big cheese (Food Group) by John, Jory
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>Review Status</p> <p><i>School Library Journal Xpress starred (November 24, 2023)</i></p> <p>Gr 1-3-In their latest installment of "The Food Group" series, the dynamic duo introduces children to the complex emotions of pride and humility in one cheese-tastic package! Big Cheese is known throughout town for being the "biggest, cheesiest piece of cheddar around," and they make sure everyone knows it. They boast and brag about their accomplishments far and wide, because they've never lost; the secret to success is only competing in what you can win! That is, until the fateful day when Wedge competes in the Cheese-cathalon (in which Big Cheese has placed first for years) and beats Big Cheese by a cheese-nose! As if that wasn't surprising enough, Wedge seems humble about their win. Through talking with Wedge, Big Cheese goes on a transformative journey of examining how losses can lend perspective on what is most important. The clean and colorful illustrations match the signature style of the series. While sometimes a bit heavy handed in its discussion of SEL topics ("losing taught me about empathy and humility"), this entry is artfully arranged. It could be performed as a very discussible story time selection. VERDICT This is a must-purchase for all libraries, especially those with a SEL focus.-Katherine Forsman © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (September 15, 2023)</i></p> <p>A winning wheel of cheddar with braggadocio to match narrates a tale of comeuppance and redemption. From humble beginnings among kitchen curds living "quiet lives of pasteurization," the Big Cheese longs to be the best and builds success and renown based on proven skills and dependable results: "I stuck to the things I was good at." When newcomer Wedge moves to the village of Curds-on-Whey, the Cheese's star status wobbles and falls. Turns out that quiet, modest Wedge is also multitalented. At the annual Cheese-cathalon, Wedge bests six-time winner Cheese in every event, from the footrace and chess to hat making and bread buttering. A disappointed Cheese throws a full-blown tantrum before arriving at a moment of truth: Self-calming, conscious breathing permits deep relief that losing—even badly—does not result in disaster. A debrief with Wedge "that wasn't all about me" leads to further realizations: Losing builds empathy for others; obsession with winning obscures "the joy of participating." The chastened cheddar learns to reserve bragging for lifting up friends, because anyone can be the Big Cheese. More didactic and less pun-rich than previous entries in the Food Group series, this outing</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

nevertheless couples a cheerful refrain with pithy life lessons that hit home. Oswald's detailed, comical illustrations continue to provide laughs, including a spot with Cheese onstage doing a "CHED" talk. From curds to riches, from meltdown to uplift—this multicourse romp delivers. (Picture book. 4-8)

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.



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: S. Salter



Old Rochester Regional School District
Massachusetts Superintendency Union #55

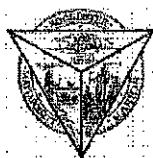
Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	Old MacDonald had a farm by Grimly, Cris
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>Review Status</p> <p><i>Kirkus Reviews (August 1, 2017)</i></p> <p>Grimly goes perky in this updated take on an old classic. Known best for his macabre imagery, Grimly shifts gears entirely in this kooky adaptation for the younger set. A gnomish, white Old MacDonald visits the animals on his farm. Though these illustrations are recognizably from the hand of the dark, unnerving artist he's always been, these have an effervescent cheer, emblematic in the sunflower affixed to Old MacDonald's hat. As readers watch, Old MacDonald visits his chickens, turkey, ducks, donkey, pigs, cow, sheep, and, in a bit of a last-minute twist, bear. This is an Old MacDonald that points his toes as he traipses around his farm. He's just so plumb delighted with everything he sees that his joy and enthusiasm are contagious. The sheer joy in the proceedings threatens to distract readers from Grimly's wondrous watercolor work. His use of shadow and light on the rural landscape may leave even casual readers breathless. An artist's note at the end provides copious context, explaining that the illustrator came from a long line of farmers and tipping a hat to the book's primary audience and muse: his own son. Sheet music is also included. For those who want a little more pizzazz in their storytime fare, Grimly packs a punch in a pretty package. (Picture book. 3-6)</p>

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



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	I found a kitty! By Cummings, Troy
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>Review Status:</p> <p><i>Booklist (February 1, 2020 (Online))</i></p> <p>Preschool-Grade 2. In this epistolary tale, Arfy the dog tells his story through his diary and letters. One day, smelling something unusual, he discovers a kitten hiding in a drainpipe. Arfy can't invite the kitten to live with him as his "person" has a cat allergy, so the pup writes to his neighbors in his quest to find Scamper a home. His first letter convinces the music teacher to take the kitten in, but the tabby's love of "singing" causes too much disharmony during music lessons. Though Arfy's letters convince several others—a mechanic, a talent agent, a collector of cat paraphernalia—to adopt Scamper, the small gray feline isn't welcome anywhere for long. Then Scamper's missive to Arfy, written in sidewalk chalk, gives the dog an idea for the perfect home. Large, brightly colored illustrations tell the bulk of the story, and the written correspondence appears in a variety of typefaces. Children will get a kick out of articulate Arfy's thoughtfulness in securing a place for Scamper and be satisfied with the kitten's forever home.</p> <p><i>Kirkus Reviews (December 1, 2021)</i></p> <p>Arfy—a big-eyed dog with a heart to match—uses his letter-writing skills to find a home for a stray kitten. This sequel to the New York Times bestseller <i>Can I Be Your Dog?</i> (2018) begins with an entry from Arfy's diary in his easily readable handwriting. Arfy explains how his usual Tuesday pursuits—digging up a stick and barking at a bird—were interrupted by a new smell. He followed his nose and found an adorable, piteous kitten whom he named Scamper. Arfy reveals that he cannot keep the homeless feline because "my person is allergic to cats." So, he tests out various owners for Scamper—a music teacher, a set of triplet babies, an auto mechanic, a glamorous movie agent, and a tchotchke-collecting cat fancier. He writes letters to each candidate explaining why Scamper would be a good fit for them. But each time, the arrangement doesn't work and the prospective adopters send Scamper back along with apologetic letters explaining why various aspects of the kitten's behavior don't pass muster. Just when all hope seems lost, Scamper chalks a message on the pavement that helps Arfy find his new friend a perfect home, one where he can be himself. The letters and diary entries appear as facsimiles accompanied by amusing, colorful cartoony art. Much of the humor stems from the fact that the animals' earnest and formal correspondence is full of fun wordplay. (This book was reviewed digitally.) More fun with a lovable, literate canine; sure to inspire budding animal</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

rescue advocates. (author's note) (Picture book. 4-8)

Criteria for Selection of Library Materials

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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

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
Massachusetts Superintendency Union #55

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

Signed: _____

S. Smith



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	No place like home (Horse Country, Book 4) by Mendez, Yamile Saied
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>Review Status: Kirkus Reviews (March 15, 2022)</p> <p>The daughter of a horse ranch's manager and accountant feels her special place with the horses is threatened when the new owner and her daughter move in. Sixth grader Carolina Aguasvivas loves everything about growing up on a horse ranch in Idaho. She doesn't even mind cleaning up horse poop when she mucks horse stalls to earn riding time. She's also excited that the ranch has been sold to a new owner, Ms. Whitby, who aims to start a riding school. Unfortunately, Ms. Whitby's daughter, Chelsie, appears stuck up, initially balking at her mother's insistence that she help muck stalls and befriend the girls who've made fun of Carolina in the past, calling her a "pooper scooper." Worse, Velvet, a beautiful new Thoroughbred mare who might just be the horse of Carolina's heart, belongs to Chelsie. Eventually, though, a moment of danger bonds the two girls: Each of them overcomes their insecurities, and they learn to work together in order to help both the ranch and their community. The book's descriptions of ranch life are immersive and realistic. The thoughtful protagonist, who brings heartfelt passion and dedication to every aspect of caring for horses—even the messiest parts—will especially appeal to young animal lovers. In their mostly White area, Carolina is of Irish, Mexican, and Argentine descent; Chelsie's Argentine father lives in Buenos Aires, and her mom is White. An enjoyable read about horses, friendship, and second chances. (Fiction. 8-12)</p>

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
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2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Not applicable



Old Rochester Regional School District
Massachusetts Superintendency Union #55

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs)...	
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
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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

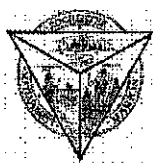
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: J. Baker



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 26, 2024
Name of Donating Individual/Group:	RMS PTO, Scholastic BOGO Book Fair 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	October 18, 2024
Title and Author of Book:	The story of Diva and Flea by Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A N/A</p> <p>Review Status: <i>School Library Journal (September 1, 2015)</i> Gr 2-4-Flea is a flâneur, an alley cat happy to take the world as it comes, seeking out new adventures every day. Diva is a pampered pooch who lives at the 11 avenue La Play apartment building. Laid back Flea is out and about on one of his adventures when he spies Diva. While initially apprehensive about this cat who comes and goes, Diva grows curious about Flea. One day, with his encouragement, she cautiously ventures beyond the wrought iron fence that frames her world and follows the feline to see the tower that can "cut a cloud in half." When she in turn invites him to explore her world inside the apartment, he is the one who must be trustful and brave. The occasional French word or chapter title paired with DiTerlizzi's gorgeous illustrations work together to create an appropriately Parisian feel throughout. The charming endpapers, ornate chapter heading designs, and rich paper feel further extend the visual and tactile appeal of this work. With a message that facing fear and getting to know someone new will open one's world, young readers will find much to love about Diva and Flea. VERDICT An excellent addition to chapter book collections.-Laura Fields Eason, Parker Bennett Curry Elementary School, Bowling Green, KY © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (September 1, 2015 (Vol. 112, No. 1))</i> Grades 1-3. Diva is a tiny white dog who lives in a grand, old apartment building in Paris, France. As the pet of the building's gardienne, she patrols the courtyard, making sure that all is well. Flea, on the other hand, is a large cat who roams Paris' streets. He is a great flâneur—"someone (or somecat) who . . . has seen everything, but still looks for more, because there is always something more to discover." One day Flea's flâneur-ing takes him past Diva's courtyard, and the two strike up a friendship. Diva, who is skittish and has never traveled, loves hearing of Flea's adventures, particularly the one about the "tower so tall and so pointy that it could cut a cloud in half." Eventually, Flea suggests that Diva go wandering with him, and after some gentle encouragement, Diva takes her first brave steps beyond the courtyard. In return, Diva takes Flea inside her apartment, introducing him to a friendly broom that won't swat cats and the miraculous occurrence known as breakfast. Willems has written a story with winning characters and bursting with tender charm, which is further amplified by DiTerlizzi's expressive, vintage-style illustrations. Humor and sincerity walk paw in paw through this simple chapter book, inspiring exploration, bravery, and</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

making friends. Be warned: excessive smiling may occur while reading.
HIGH-DEMAND BACKSTORY: Willgms and DiTerlizzi are a children's book dream team. Stock up!

Criteria for Selection of Library Materials

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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: _____

S. Sallie



Old Rochester Regional School District

Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Rochester

From: Howard G. Barber, Assistant Superintendent of Finance & Operations

Cc: Michael S. Nelson, Superintendent of Schools

Date: November 12, 2024

Re: Financial Report – Fiscal Year 2025

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

- Budget Report by Department for November 12, 2024.

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$1,208,340 available of the general funds appropriated for the 2025 Fiscal Year. Per the attached Year to Date Budget Report, we are able to identify how our funds are encumbered and expended. This report recognizes a total general funding by the town of \$7,173,464

- \$ 7,173,464 – **General Funds Approved**
- \$ 5,965,124 – Obligations Paid Year to Date
- \$ 1,208,340 - **Remaining Available Funds**

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$0.00	\$0.00	\$0.00	\$0.00	\$425.00	(\$425.00)	0.00%
01.305.001.1110.02.02	School Committee Clerical	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$0.00	\$2,600.00	100.00%
01.305.001.1110.04.35	LEGAL COUNSEL	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1110.04.36	MASC	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1110.05.36	MISCELLANEOUS	\$1,700.00	\$33.57	\$33.57	\$1,666.43	\$0.00	\$1,666.43	98.03%
01.305.001.1110.06.36	ADVERTISING	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
01.305.001.1110.06.37	CONFERENCE EXPENSE	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.305.001.1430.04.36	LEGAL COUNSEL	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$10,300.00	\$33.57	\$33.57	\$10,266.43	\$425.00	\$9,841.43	95.55%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,785.49	\$0.00	\$0.00	\$36,785.49	\$6,520.81	\$30,264.68	82.27%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$11,393.57	\$0.00	\$0.00	\$11,393.57	\$1,776.69	\$9,616.88	84.41%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	\$1,400.00	100.00%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$2,660.00	\$0.00	\$0.00	\$2,660.00	\$0.00	\$2,660.00	100.00%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,037.93	\$0.00	\$0.00	\$22,037.93	\$3,829.15	\$18,208.78	82.62%
01.305.004.1220.02.02	CLERICAL	\$8,711.72	\$0.00	\$0.00	\$8,711.72	\$1,370.35	\$7,341.37	84.27%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$28,243.44	\$0.00	\$0.00	\$28,243.44	\$4,788.64	\$23,454.80	83.05%
01.305.004.1410.03.02	FINANCE OFFICE	\$31,631.86	\$0.00	\$0.00	\$31,631.86	\$4,856.34	\$26,775.52	84.65%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,164.31	\$0.00	\$0.00	\$13,164.31	\$2,041.77	\$11,122.54	84.49%
01.305.004.1450.04.02	SOFTWARE CONSULTANT	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.305.004.1450.04.27	COMPUTER SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.004.4130.04.15	TELEPHONE	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$167,453.32	\$0.00	\$0.00	\$167,453.32	\$25,183.75	\$142,269.57	84.96%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.24	\$50,192.30	\$50,192.30	\$82,434.94	\$80,307.70	\$2,127.24	1.60%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$118,073.34	\$45,147.75	\$45,147.75	\$72,925.59	\$72,236.37	\$689.22	0.58%
01.305.007.2210.02.09	CLERICAL	\$46,828.80	\$7,734.15	\$7,734.15	\$39,094.65	\$4,029.00	\$35,065.65	74.88%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$22,202.89	\$4,923.18	\$4,923.18	\$17,279.71	\$16,410.50	\$869.21	3.91%
01.305.007.2210.04.33	ASSOCIATION DUES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.007.2210.05.22	SUPPLIES ADMINISTRATION	\$500.00	\$1,046.73	\$1,046.73	(\$546.73)	\$1,995.14	(\$2,541.87)	-508.37%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$1,907.15	\$1,907.15	\$1,592.85	\$3,095.93	(\$1,503.08)	-42.95%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$10,000.00	\$11,486.70	\$11,486.70	(\$1,486.70)	\$2,978.97	(\$4,465.67)	-44.66%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$0.00	\$0.00	\$1,950.00	\$0.00	\$1,950.00	100.00%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.305.007.2211.04.33	PROFESSIONAL BOOKS	\$0.00	\$2,316.48	\$2,316.48	(\$2,316.48)	\$0.00	(\$2,316.48)	0.00%
01.305.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$0.00	\$0.00	\$0.00	\$0.00	\$1,933.30	(\$1,933.30)	0.00%
01.305.007.2356.06.37	PROFESSIONAL DEVELOPMENT	\$2,000.00	\$695.00	\$695.00	\$1,305.00	\$0.00	\$1,305.00	65.25%
01.305.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.305.007.5204.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.305.007.5300.04.28	COPIER RENTAL	\$10,250.00	\$3,212.00	\$3,212.00	\$7,038.00	\$3,854.40	\$3,183.60	31.06%
	Dept: ADMINISTRATION REG DAY - 007	\$350,282.27	\$128,661.44	\$128,661.44	\$221,620.83	\$186,841.31	\$34,779.52	9.93%
01.305.010.2305.01.03	TEACHERS	\$1,994,221.99	\$447,996.66	\$447,996.66	\$1,546,225.33	\$1,461,879.30	\$84,346.03	4.23%
01.305.010.2325.03.34	SUBSTITUTES	\$55,000.00	\$14,047.00	\$14,047.00	\$40,953.00	\$0.00	\$40,953.00	74.46%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$120.00	\$120.00	\$2,380.00	\$0.00	\$2,380.00	95.20%

Rochester Public Schools

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☐ Include pre encumbrance

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☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2350.06.37	TRAVEL,TRANS,CONFERENCES	\$5,000.00	\$667.75	\$667.75	\$4,332.25	\$0.00	\$4,332.25	86.65%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$30.00	\$30.00	\$11,970.00	\$0.00	\$11,970.00	99.75%
01.305.010.2356.04.03	TUITION REIMBURSEMENT	\$10,500.00	\$0.00	\$0.00	\$10,500.00	\$0.00	\$10,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$2,079,221.99	\$462,861.41	\$462,861.41	\$1,616,360.58	\$1,461,879.30	\$154,481.28	7.43%
01.305.013.2305.01.03	TEACHERS	\$263,317.44	\$62,608.34	\$62,608.34	\$200,709.10	\$201,077.66	(\$368.56)	-0.14%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$62,262.71	\$21,318.49	\$21,318.49	\$40,944.22	\$72,579.90	(\$31,635.68)	-50.81%
01.305.013.2400.05.23	TEXTBOOKS	\$0.00	\$0.00	\$0.00	\$0.00	\$811.54	(\$811.54)	0.00%
01.305.013.2430.05.23	SUPPLIES - KINDERGARTEN	\$2,350.00	\$0.00	\$0.00	\$2,350.00	\$645.35	\$1,704.65	72.54%
	Dept: KINDERGARTEN - 013	\$327,930.15	\$83,926.83	\$83,926.83	\$244,003.32	\$275,114.45	(\$31,111.13)	-9.49%
01.305.016.2305.01.03	TEACHERS	\$101,099.47	\$24,277.62	\$24,277.62	\$76,821.85	\$76,175.38	\$646.47	0.64%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$2,050.00	\$2,971.60	\$2,971.60	(\$921.60)	\$581.01	(\$1,502.61)	-73.30%
	Dept: ART PROGRAM - 016	\$103,149.47	\$27,249.22	\$27,249.22	\$75,900.25	\$76,756.39	(\$856.14)	-0.83%
01.305.022.2303.02.08	AIDES CLASSROOM	\$0.00	\$980.00	\$980.00	(\$980.00)	\$0.00	(\$980.00)	0.00%
01.305.022.2305.01.03	TEACHERS	\$127,242.77	\$28,057.44	\$28,057.44	\$99,185.33	\$86,774.60	\$12,410.73	9.75%
01.305.022.2430.05.23	SUPPLIES	\$2,050.00	\$1,445.98	\$1,445.98	\$604.02	\$0.00	\$604.02	29.46%
	Dept: READING - 022	\$129,292.77	\$30,483.42	\$30,483.42	\$98,809.35	\$86,774.60	\$12,034.75	9.31%
01.305.024.2305.01.03	TEACHERS	\$21,163.00	\$0.00	\$0.00	\$21,163.00	\$0.00	\$21,163.00	100.00%
01.305.024.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: ELL PROGRAM - 024	\$23,213.00	\$0.00	\$0.00	\$23,213.00	\$0.00	\$23,213.00	100.00%
01.305.025.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: ENGLISH - 025	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
01.305.037.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
	Dept: MATHEMATICS - 037	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$0.00	\$2,050.00	100.00%
01.305.040.2340.01.03	LIBRARIAN	\$107,927.49	\$25,593.82	\$25,593.82	\$82,333.67	\$82,479.18	(\$145.51)	-0.13%
01.305.040.2430.05.23	SUPPLIES	\$2,050.00	\$2,666.85	\$2,666.85	(\$616.85)	\$0.00	(\$616.85)	-30.09%
01.305.040.2501.05.23	BOOKS & MAGAZINES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,141.19	(\$1,141.19)	0.00%
	Dept: MEDIA SERVICES - 040	\$109,977.49	\$28,260.67	\$28,260.67	\$81,716.82	\$83,620.37	(\$1,903.55)	-1.73%
01.305.043.2305.01.03	TEACHERS	\$144,721.41	\$34,215.98	\$34,215.98	\$110,505.43	\$109,486.62	\$1,018.81	0.70%
01.305.043.2430.05.23	SUPPLIES	\$2,050.00	\$519.45	\$519.45	\$1,530.55	\$44.74	\$1,485.81	72.48%
01.305.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$25.00	\$25.00	(\$25.00)	\$0.00	(\$25.00)	0.00%
	Dept: MUSIC - 043	\$146,771.41	\$34,760.43	\$34,760.43	\$112,010.98	\$109,531.36	\$2,479.62	1.69%
01.305.049.2305.01.03	TEACHERS	\$131,748.56	\$31,131.42	\$31,131.42	\$100,617.14	\$99,021.18	\$1,595.96	1.21%
01.305.049.2430.05.23	SUPPLIES	\$2,050.00	\$0.00	\$0.00	\$2,050.00	\$3,444.03	(\$1,394.03)	-68.00%
	Dept: PHYSICAL EDUCATION - 049	\$133,798.56	\$31,131.42	\$31,131.42	\$102,667.14	\$102,465.21	\$201.93	0.15%
01.305.052.2305.01.03	TEACHERS	\$108,382.49	\$26,048.82	\$26,048.82	\$82,333.67	\$82,479.18	(\$145.51)	-0.13%
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$4,432.29	\$4,432.29	(\$2,382.29)	\$9.99	(\$2,392.28)	-116.70%
	Dept: SCIENCE - 052	\$110,432.49	\$30,481.11	\$30,481.11	\$79,951.38	\$82,489.17	(\$2,537.79)	-2.30%
01.305.055.2430.05.23	SUPPLIES	\$2,050.00	\$4,196.78	\$4,196.78	(\$2,146.78)	\$0.00	(\$2,146.78)	-104.72%
	Dept: SOCIAL STUDIES - 055	\$2,050.00	\$4,196.78	\$4,196.78	(\$2,146.78)	\$0.00	(\$2,146.78)	-104.72%
01.305.061.2351.04.03	CURRICULUM - PROGRAMING & DEVE	\$27,500.00	\$0.00	\$0.00	\$27,500.00	\$0.00	\$27,500.00	100.00%

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From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$75.00	\$4,925.00	98.50%
01.305.061.2356.01.03	PD Stipends - Curriculum	\$7,500.00	\$500.00	\$500.00	\$7,000.00	\$0.00	\$7,000.00	93.33%
01.305.061.2415.06.37	CURRICULUM - TRAVEL	\$3,000.00	\$49.11	\$49.11	\$2,950.89	\$0.00	\$2,950.89	98.36%
01.305.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$8,406.71	\$8,406.71	(\$8,406.71)	\$0.00	(\$8,406.71)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$43,000.00	\$8,955.82	\$8,955.82	\$34,044.18	\$75.00	\$33,969.18	79.00%
01.305.076.3200.01.11	NURSE	\$85,290.18	\$20,064.00	\$20,064.00	\$65,226.18	\$65,130.00	\$96.18	0.11%
01.305.076.3200.03.34	SUBSTITUTES - NURSES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.076.3200.05.23	SUPPLIES	\$2,050.00	\$2,936.39	\$2,936.39	(\$886.39)	\$39.05	(\$925.44)	-45.14%
	Dept: HEALTH SERVICES - 076	\$88,340.18	\$23,000.39	\$23,000.39	\$65,339.79	\$65,169.05	\$170.74	0.19%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$460,000.00	\$0.00	\$0.00	\$460,000.00	\$0.00	\$460,000.00	100.00%
	Dept: TRANSPORTATION REG DAY - 079	\$460,000.00	\$0.00	\$0.00	\$460,000.00	\$0.00	\$460,000.00	100.00%
01.305.085.3520.05.23	SUPPLIES - STUDENT ACTIVITY BA	\$2,200.00	\$898.66	\$898.66	\$1,301.34	\$0.00	\$1,301.34	59.15%
	Dept: MISCELLANEOUS - 085	\$2,200.00	\$898.66	\$898.66	\$1,301.34	\$0.00	\$1,301.34	59.15%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,531.69	\$0.00	\$0.00	\$17,531.69	\$2,372.44	\$15,159.25	86.47%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$58,773.86	\$22,601.66	\$22,601.66	\$36,172.20	\$36,168.62	\$3.58	0.01%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$161,953.00	\$42,347.28	\$42,347.28	\$119,605.72	\$119,605.72	\$0.00	0.00%
01.305.088.4120.04.17	HEAT	\$72,250.00	\$0.00	\$0.00	\$72,250.00	\$0.00	\$72,250.00	100.00%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$1,217.62	\$1,217.62	\$7,782.38	\$5,182.38	\$2,600.00	28.89%
01.305.088.4130.04.16	ELECTRICITY	\$134,000.00	\$35,114.12	\$35,114.12	\$98,885.88	\$134,885.88	(\$36,000.00)	-26.87%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$8,600.00	\$2,239.86	\$2,239.86	\$6,360.14	\$2,760.14	\$3,600.00	41.86%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$9,200.00	\$7,381.00	\$7,381.00	\$1,819.00	\$844.00	\$975.00	10.60%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$20,000.00	\$29,474.96	\$29,474.96	(\$9,474.96)	\$20,584.50	(\$30,059.46)	-150.30%
01.305.088.4220.05.26	CHEMICALS	\$9,350.00	\$906.29	\$906.29	\$8,443.71	\$2,093.71	\$6,350.00	67.91%
01.305.088.4220.05.27	PAPER	\$9,300.00	\$0.00	\$0.00	\$9,300.00	\$0.00	\$9,300.00	100.00%
01.305.088.4220.05.28	SUPPLIES	\$0.00	\$14,585.43	\$14,585.43	(\$14,585.43)	\$6,914.57	(\$21,500.00)	0.00%
01.305.088.4230.04.32	MAINTENANCE OF EQUIPMENT	\$10,000.00	\$1,336.67	\$1,336.67	\$8,663.33	\$63.33	\$8,600.00	86.00%
	Dept: OPERATION & MAINTENANCE - 088	\$519,958.55	\$157,204.89	\$157,204.89	\$362,753.66	\$331,475.29	\$31,278.37	6.02%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$65,403.30	\$0.00	\$0.00	\$65,403.30	\$7,197.33	\$58,205.97	89.00%
01.305.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$380.00	\$380.00	(\$380.00)	\$389.70	(\$769.70)	0.00%
01.305.093.2430.05.23	SOFTWARE	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
01.305.093.2450.05.23	EDUCATIONAL EQUIPMENT	\$0.00	\$20,160.00	\$20,160.00	(\$20,160.00)	\$0.00	(\$20,160.00)	0.00%
01.305.093.2451.05.23	EDUCATIONAL EQUIPT	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.305.093.4130.04.15	TELEPHONE	\$14,500.00	\$5,070.02	\$5,070.02	\$9,429.98	\$0.00	\$9,429.98	65.03%
	Dept: COMPUTER PROGRAM - 093	\$99,903.30	\$25,610.02	\$25,610.02	\$74,293.28	\$7,587.03	\$66,706.25	66.77%
01.305.100.1435.04.36	LEGAL EXPENSE - SPEC ED	\$15,000.00	\$107.50	\$107.50	\$14,892.50	\$14,892.50	\$0.00	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$22,238.32	\$0.00	\$0.00	\$22,238.32	\$3,224.54	\$19,013.78	85.50%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,597.56	\$0.00	\$0.00	\$11,597.56	\$1,227.91	\$10,369.65	89.41%
01.305.100.2110.06.37	TRAVEL & CONFERENCES	\$6,500.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$6,500.00	100.00%
01.305.100.2415.04.33	ASSOCIATION DUES	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.305.100.4130.04.15	TELEPHONE	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.305.100.4230.04.31	SOFTWARE LICENSE	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$58,635.88	\$107.50	\$107.50	\$58,528.38	\$19,344.95	\$39,183.43	66.83%
01.305.102.2305.01.03	TEACHERS	\$30,654.78	\$7,875.38	\$7,875.38	\$22,779.40	\$22,334.65	\$444.75	1.45%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$67,169.20	\$5,360.76	\$5,360.76	\$61,808.44	\$1,489.24	\$60,319.20	89.80%

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01.305.102.2351.06.37	PROJECT GROW TRAVEL	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.305.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.305.102.2430.05.24	SUPPLIES & MATERIALS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
	Dept: PROJECT GROW - 102	\$99,323.98	\$13,236.14	\$13,236.14	\$86,087.84	\$23,823.89	\$62,263.95	62.69%
01.305.103.2305.01.03	TEACHERS	\$532,575.45	\$122,512.48	\$122,512.48	\$410,062.97	\$402,491.52	\$7,571.45	1.42%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$176,497.76	\$28,791.72	\$28,791.72	\$147,706.04	\$143,019.52	\$4,686.52	2.66%
01.305.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$200.00	\$200.00	\$100.00	\$0.00	\$100.00	33.33%
01.305.103.2420.05.24	LEARNING SUPPORT ED EQUIPMENT	\$3,500.00	\$402.50	\$402.50	\$3,097.50	\$0.00	\$3,097.50	88.50%
01.305.103.2430.05.24	SUPPLIES	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.305.103.3300.02.08	BUS MONITORS	\$32,000.00	\$4,875.96	\$4,875.96	\$27,124.04	\$0.00	\$27,124.04	84.76%
	Dept: LEARNING SUPPORT CENTER - 103	\$747,373.21	\$156,782.66	\$156,782.66	\$590,590.55	\$545,511.04	\$45,079.51	6.03%
01.305.118.2305.01.03	TEACHERS	\$216,689.98	\$52,022.64	\$52,022.64	\$164,667.34	\$164,958.36	(\$291.02)	-0.13%
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$0.00	\$0.00	\$750.00	\$225.00	\$525.00	70.00%
01.305.118.2420.05.24	SPEECH THERAPY ED EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.118.2430.05.24	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.118.2800.04.35	SPEECH THERAPY	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$4,115.40	\$47,884.60	92.09%
	Dept: SPEECH - 118	\$272,439.98	\$52,022.64	\$52,022.64	\$220,417.34	\$169,298.76	\$51,118.58	18.76%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$10,179.12	\$10,179.12	(\$10,179.12)	\$27,628.98	(\$37,808.10)	0.00%
01.305.121.2110.02.09	CLERICAL	\$39,502.34	\$0.00	\$0.00	\$39,502.34	\$560.00	\$38,942.34	98.58%
01.305.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.305.121.2415.05.24	SUPPLIES	\$2,000.00	\$136.87	\$136.87	\$1,863.13	\$0.00	\$1,863.13	93.16%
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$6,009.60	\$6,009.60	\$63,990.40	\$0.00	\$63,990.40	91.41%
01.305.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$21,587.21	\$3,412.79	13.65%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$15,196.15	\$15,196.15	\$102,803.85	\$61,650.85	\$41,153.00	34.88%
	Dept: SUPPORT SERVICES - 121	\$260,502.34	\$31,521.74	\$31,521.74	\$228,980.60	\$111,427.04	\$117,553.56	45.13%
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
01.305.127.2450.05.24	EDUCATIONAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.127.2710.01.03	ADJUSTMENT COUNSELOR	\$204,361.46	\$48,311.06	\$48,311.06	\$156,050.40	\$156,019.94	\$30.46	0.01%
01.305.127.2800.01.03	PSYCHOLOGY	\$73,371.02	\$13,446.84	\$13,446.84	\$59,924.18	\$44,822.76	\$15,101.42	20.58%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$2,109.00	\$2,109.00	\$6,891.00	\$7,260.00	(\$369.00)	-4.10%
01.305.127.2800.06.37	TRAVEL & CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$291,132.48	\$63,866.90	\$63,866.90	\$227,265.58	\$208,102.70	\$19,162.88	6.58%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$146,305.00	\$14,003.41	\$14,003.41	\$132,301.59	\$147,300.59	(\$14,999.00)	-10.25%
01.305.130.3300.06.44	TRANSPORTATION - DAY PROGRAMS	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
01.305.130.3300.06.45	TRANSPORTATION - PRESCHOOL	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
01.305.130.3300.06.46	TRANSPORTATION - MCKINNEY VENT	\$10,000.00	(\$5,123.00)	(\$5,123.00)	\$15,123.00	\$0.00	\$15,123.00	151.23%
	Dept: SPED TRANSPORTATION - 130	\$235,305.00	\$8,880.41	\$8,880.41	\$226,424.59	\$147,300.59	\$79,124.00	33.63%
01.305.133.9300.04.13	TUITION - RESIDENTIAL	\$201,674.00	\$0.00	\$0.00	\$201,674.00	\$0.00	\$201,674.00	100.00%
01.305.133.9300.06.13	TUITION - DAY SCHOOLS	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
01.305.133.9306.06.13	TUITION RESIDENTIAL (502.6)	\$0.00	\$27,487.62	\$27,487.62	(\$27,487.62)	\$293,855.25	(\$321,342.87)	0.00%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$45,702.18	\$520.00	\$520.00	\$45,182.18	\$118,930.80	(\$73,748.62)	-161.37%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$297,376.18	\$28,007.62	\$28,007.62	\$269,368.56	\$412,786.05	(\$143,417.49)	-48.23%

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

Fiscal Year: 2024-2025

- ☐ Subtotal by Collapse Mask
- ☐ Include pre encumbrance
- ☐ Print accounts with zero balance
- ☒ Filter Encumbrance Detail by Date Range
- ☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
Grand Total:		\$7,173,464.00	\$1,432,141.69	\$1,432,141.69	\$5,741,322.31	\$4,532,982.30	\$1,208,340.01	16.84%

End of Report

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5482

Voucher Date: 10/15/2024

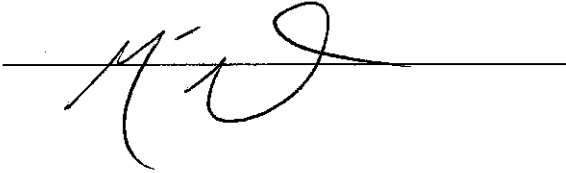
Prepared By:

Michelle Charitt

Printed: 10/15/2024 01:11:35 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$203,073.21 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Sharon L Hartley
Mrs. Sharon Hartley School Committee Chairperson

Mrs. Robin Rounseville School Committee Member Vice Chairperson

Ms. Anne Fernandes School Committee Member

Katherine Duggan School Committee Member

Mr. Joshua Trombly School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$169,738.82
24	FY24 FEDERAL GRANTS	\$9,478.28
25	FY25 GRANTS	\$11,280.00
35	FY25 STATE GRANTS	\$5,734.20
40	ON BEHALF OF TOWN	\$6,824.96
44	FY24 PRIVATE GRANTS	\$16.95
		\$203,073.21

ENCUMBRANCE

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5483

Voucher Date: 10/15/2024

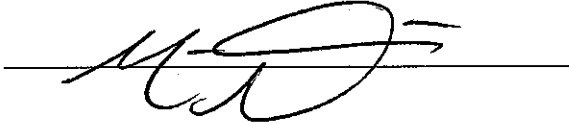
Prepared By:

Michelle Charette

Printed: 10/15/2024 02:35:39 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$27,992.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Sharon L Hartley

Mrs. Sharon Hartley

School Committee Chairperson

Mrs. Robin Rounseville

School Committee Member Vice
Chairperson

Ms. Anne Fernandes

School Committee Member

Katherine Duggan

School Committee Member

Mr. Joshua Trombly

School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund	Amount
24	\$27,992.00
FY24 FEDERAL GRANTS	
	\$27,992.00



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: November 2024
Rochester Memorial School

Directors Update:

- Meal participation continues to grow strong.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part time job – this may be the opportunity for you. Contact Jill Henesey for more details.

Students Receiving Free and Reduced Meals:								
Free:					112		24%	
Reduced:					16		3%	
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	216	23%	404	43%	305	23%	650	49%
September	2864	30%	5183	55%	2530	28%	5090	57%
October	2935	30%	5518	56%	2954	30%	5986	61%
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



Facilities Director's Report: November 2024

Rochester Memorial Elementary School

- Town conducted Fire and Building inspection, permit issued.
- Conducted maintenance on facility systems and equipment.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

A photograph of a school hallway. A mascot wearing a blue cap and a red and white striped shirt is interacting with a group of students. One student is wearing a backpack with a star pattern. In the background, a woman is standing near a display board.

Superintendent's Newsletter

October 2024

Message of the Month

Dear School Community,

This past weekend we celebrated Homecoming 2024 in our school community. Specifically, at our high school all of our students were engaged in school spirit activities. It was fun watching our freshmen, sophomores, juniors, and seniors participate in a school-wide pep rally that included class skits! These types of events help cultivate school culture and ensure that our students feel a sense of belonging.



Our elementary schools have also been busy hosting parent/guardians conferences in recent weeks. We know that students perform best academically and grow socially when there are strong connections between school and home. As always, we are appreciative of our families taking time to meet with the teachers of their children.

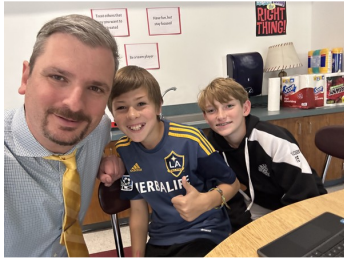
In closing, the classrooms in all our schools continue to be environments where our students are engaged in meaningful learning. When visiting with our students - they are impressive, fun, and inquisitive!

Please take a few minutes to read through this month's newsletter updates.

With all respect,

Michael S. Nelson
Superintendent of Schools

Pictures of Superintendent School Visits



Old Hammondtown School



Center School



Center School



Homecoming Pep Rally



Homecoming Pep Rally



Homecoming Pep Rally

Office of Teaching and Learning

From Dr. Fedorowicz

As we continue to update and align our curriculum to the Department of Elementary and Secondary Education across the elementary districts for consistency in student learning, we are starting to see the benefits of the alignment as students progress through the grades having common learning experiences.



It is amazing to see the new curriculum and instruction being utilized by our school community as strategic, high quality practices. For example, our OpenSciEd science uses the CER or Claim, Evidence and Reasoning approach that integrates problem-solving skills for students. Recently, Junior High School students participated in OpenSciEd lessons to investigate and explore chemical reactions and matter.

In walking through our elementary schools, our teachers are using strategic instructional approaches to expand in other subjects where students are able to embed enhanced inquiry approaches into their learning. Social studies classes used the CER approach and were excited about sharing their presentations. Joining in on a Kindergarten art lesson allowed me to engage with students while learning to draw pumpkins. Last, being able to participate in some morning meetings were a fun part of community building with the students.

It is another great start to the school year and I am excited about our forward movement related to teaching and learning in year two of our district-wide strategic plan! Please reach out to Dr. Shari Fedorowicz at sharifedorowicz@oldrochester.org or 508-758-2772, ext. 1955 with any questions.

Office of Student Services

From Dr. Curley

Thank you to the families who attended the “Meet and Greet” over the last month! It was great meeting you. There was a good turnout at our first SEPAC meeting; *Basic Rights: Understanding the IEP* presentation, which was held virtually.



On Friday, October 18th, a pep rally was held for the Unified Basketball Team to celebrate their undefeated 2023 season. They played against Dighton Rehoboth that same day at home and won to continue their winning streak! Thank you to all who came to support the team! Please join us on Wednesday November 13th at 6 PM to support ORR's Unified Basketball team as they take on police officers from Rochester, Marion and Mattapoisett in an annual competition which raises funds for the Unified team's uniforms, transportation and more. Unified T-Shirts will also be for sale at the game for \$20. All proceeds benefit the ORRHS Unified Sports Programs. This event will be held at the ORRHS Gymnasium.

The special education teams throughout the districts have begun using the new IEP form. When you receive the meeting invite for your child's IEP meeting, please use the link provided to view the new document. Please reach out to Dr. Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942 with any questions.

ORRHS Appoints New Interim Assistant Principal

Lauren Millette has been appointed interim high school assistant principal. Millette most recently served as the Director of Guidance for the Old Rochester Regional High School and Junior High School for three years. Lauren has served our students exceptionally as our director of guidance and we look forward to her continuing her positive impact in this new role. [Read more.](#)



Project 351 Workshops Underway

Part of our schools' vision 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. Earlier this month, 175 district student leaders attended a Project 351 workshop at the ORR High School where they participated in various leadership and community service themed activities. The workshop included high school, junior high and elementary school students who met for approximately two hours each. [Read more.](#)



Tri-Town Digital Equity Plan

A steering committee through the Southeastern Regional Planning & Economic Development District (SRPEDD) was formed to develop a Digital Equity Plan in order to enable Marion, Mattapoissett and Rochester an opportunity to leverage regional resources. A Digital Equity Plan seeks to understand and address barriers to digital access to ensure residents of all backgrounds and ages have a fast, affordable and reliable connection to the Internet. Representatives from each town office and local school officials are members of the steering committee. Please complete [this survey](#) to assist the committee and residents of the Tri-Town. Public workshops will also be available and more details will be shared accordingly.



In the School Community

Old Rochester Regional Junior High School will be hosting the 31st Annual ORRJHS Senior Citizen Thanksgiving Banquet on November 24th. Tickets are available at the local Council on Aging organizations. [Read more.](#)



On Friday, Oct. 18, Principal Devoll, Athletic Director Carrig, and Coach Fenton presented a banner commemorating the Unified Basketball team's undefeated season at a pep rally with all ORRHS students present. [Read more.](#)



[Click here to view all the news across our schools!](#)

School Committee Happenings

Did you know that our districts are served by five regular school committees? Recently, our school committees reviewed and approved donations and grants, approved travel and upcoming trips and advertising for the athletic department. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings:

November 14th - Rochester School Committee

November 21st - Mattapoissett School Committee



ORRconnect on Facebook

ORRconnect is also on Facebook!

[Like us on Facebook](#) to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!

[Center School](#)

[Old Hammondtown School](#)

[Rochester Memorial School](#)

[Sippican School](#)

[ORR Junior High School](#)

[ORR High School](#)



ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all. Check out the [Mobile App Info Sheet](#) for details on the information within our app.

Search ORRconnect in the app store or use the links from your mobile device.

[From your Apple Mobile Device](#)

[From your Android Mobile Device](#)



ORRconnect

Community Information and Flyers

Flyers from throughout the Tri-Town are shared with families on our website on the Community page.



Michael S. Nelson, Superintendent

www.olderochester.org



Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the students from Marion, Mattapoisett and Rochester. The mission of our school system is to inspire all students to think, to learn and to care.



Rochester Memorial School

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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

To: Superintendent Michael S. Nelson
Members of the Rochester Memorial School Committee
Administrative Team Members
From: Heidi Letendre, Principal
Re: Principal's Report- School Committee Meeting, November 14, 2024
Date: November 8, 2024

School Events

- Parent-guardian/teacher conferences were held on October 17th and 18th and they were very well attended. The Book Fair was open during this time as well.
- The Annual Spooktacular Event was a huge success. Thank you to all the volunteers and families who decorated their vehicles so the RMS families could enjoy a safe way to trick or treat.
- Thank you to all of the RMS faculty who also participated and attended the Spooktacular event with their own family to support our school and PTO.
- The Celebration's Committee planned Harvest Week and everyone had a great time dressing up in costumes, pajamas and flannel shirts. We are now organizing an RMS Turkey Trot staff game.
- The Project 351 students attended their 1st district training and their 2nd training is November 14, 2024.
- School Ambassadors had their first meeting with Mrs. Cruz and Mrs. Pacheco. As a group students are planning "Start with Hello" initiative tied to the Sandy Hook Promise grant.
 - There will be an assembly for our 6th grade students taking place on December 11th.
- The 6th grade students along with their teachers attended Nature's Classroom the week of November 4th. This is always a great experience for our students and a huge commitment by our faculty, including Mr. West, Assistant Principal. We thank them for their dedication to our students.

Curriculum and Instruction Updates:

- Special education teachers and interventionists have had 2 coaching sessions on their delivery of focused literacy instruction.
- Professional Development took place on November 5, 2024.



Rochester Memorial School

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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

- Staff engaged in training around analyzing their students progress monitoring reading data where teachers identified their small groups and instructional focus.
- They also engaged in a 2 hour Writer's Workshop training.
- OpenSci Ed curriculum development took place for grades 5 & 6.
- The School Literacy Leadership Team (SLLT) met for the first time on Monday, September 23rd and then again on October 28th.
 - This team works together to review student data and the Into Reading Program pacing guide and other applicable literacy topics.
 - The next meeting is scheduled for November 25th.

Staffing Updates:

- Mrs. Lisa Mazucca is retiring in December 2024.
- Our new school secretary has been appointed and will begin on November 18th and her name is Alison Rotella. She comes to us with experience as a Senior Office Assistant at Timber Elementary School in New York.

Upcoming Dates:

- Monday, November 11th: No School- Veterans Day
- Tuesday, November 12th: Picture Retake Day and PTO Meeting at 3:15 PM
- November 15, 2024: Movie Night from 6:00-7:30 PM
- Thursday, November 14th: Magic of Science Assembly
- Friday, November 22nd Marks Close and Report Cards go home on December 6th
- Wednesday, November 27th: Early Release Day
- Tuesday, December 3rd: School Council Meeting at 3:30 PM
- Monday, December 9th: Annual Town Tree Lighting Ceremony
- Thursday, December 19th: 5th and 6th Grade Winter Concert



Rochester Memorial School

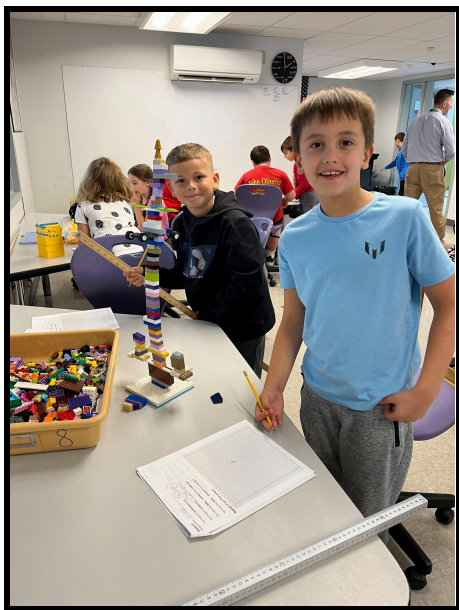
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heidiletendre@oldrochester.org

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Grade 6 Pumpkin Circumference Challenge



STEM Challenges with Mr. Huckabee

Spooktacular Smiles