

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

January 16, 2025

Regular meeting of the Rochester School Committee was held on Thursday, January 16, 2025 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; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person).

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

Chairperson Hartley, the School Committee and the administration recognized retiree Lisa Mazzuca years of service at RMS (she was unable to attend). They welcomed new Principal's Secretary Alison Rotella who joined the RMS team in recent months and student Maggie Sommer, with her family, for her recent Golden Ticket winning from the Feinstein Foundation and support of the Doug Flutie Jr. Foundation for Autism.

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.

Karen Thomas of Rochester commented: *I know there was a serious data breach that occurred in December with PowerSchool and you weren't notified until last week. But, given there was issues expressed in the past, concerning personal data from surveys. Are they safe and secure? This would be a good time to possibly look at the policy and maybe change it to where parents would be able to opt-in to something versus opt-out of it. Other districts have done such that and maybe they would feel the information was a little more protected in that way. Just something to consider possibly and maybe to get more feedback in the future.*

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, #4 to discuss the deployment of security personnel or devices, or strategies with respect thereto 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 6:45pm 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, #4 to discuss the deployment of security personnel or devices, or strategies with respect thereto and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements to return to regular session.

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 7:17pm to return to regular session.

SECONDED: Ms. Rounseville

ROLL CALL

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

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of November 14, 2024.

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of November 14, 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 November 14, and December 17, 2024.

MOTION: Ms. Duggan to approve the Budget Subcommittee minutes of November 14 and December 17, 2024 as presented

SECONDED: Ms. Rounseville

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

IV. General

MASC Resolution #3

Recommendation:

That the School Committee review MASC Resolution #3 Safe Storage of Firearms.

Ms. Duggan, school committee representative to MASC, recalled the recent incident at RMS and appreciated the communication as a parent and school committee member to inform the school community of the situation. She asked for MASC Resolution #3 Safe Storage of Firearms and for the school committee to discuss the resolution and communication to the school committee.

Superintendent Nelson shared that the resolution was also shared with Rochester Policy Chief Michael Assad noting it would be discussed this evening.

School Committee Discussion:

The School Committee discussed the provided MASC Resolution. Mr. Trombly expressed that there were multiple ‘where as’ statements and some of the studies mentioned in the statement. He thinks the resolution gets to the right place but wanted to remind the school community that Massachusetts is one of the lowest in the country for gun violence. The School Committee discussed the resolution further and agreed that the resolution is coming from the school committee directly in regards to communication to the community. They edited the resolution and decided upon “Be it resolved that the RMS SC will work with the Superintendent and Chief of Police to create an appropriate communication to parents and guardians that explains the importance of secure firearms storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.”

MOTION: Ms. Rounseville to approve the MASC Resolution #3 Safe Storage of Firearms as discussed and edited with Ms.

Duggan to share with the Superintendent

SECONDED: Mr. Trombly

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

B. Approval of Memorandum of Agreement with Rochester Police Department

Recommendation:

That the School Committee review a potential Memorandum of Agreement between the Rochester School Committee and the Rochester Police Department.

Chairperson Hartley that the school committee voted unanimously in executive session to enable the Superintendent of Schools to execute Memorandum of Understanding with the Rochester Police Department in regards to a Satellite Office and a School Resource Officer and continue the discussion of both with Town Officials.

C. FY26 Initial School Choice Discussion

Recommendation:

That the School Committee discuss School Choice for FY26.

Superintendent Nelson informed the school committee that this was an initial discussion and would be a voting item at the next meeting. Historically Rochester has not participated in school choice. He reminded the school committee that there is a reimbursement of \$5,000 per student and an additional reimbursement of a percentage of special education expenses for school choice students.

School Committee Discussion:

Ms. Rounseville shared based on enrollment and budget information, she does not support school choice at this time. Ms. Fernandes agreed.

D. Approval of Grant(s)

Recommendation:

That the School Committee review an OpenSciEd grant in the amount of \$7,800.

Superintendent Nelson shared this grant supports the science pilot of OpenSciEd here at RMS, which is also taking place at Old Hammondtown, Sippican and ORR JHS.

MOTION: Ms. Duggan to approve the OpenSciEd grant in the amount of \$7,800 as presented

SECONDED: Ms. Rounseville

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

E. Approval of Donation(s)

Recommendation:

That the School Committee review the donations:

- \$2,244.33 from Shutterfly for fall school pictures.
- The following books from RMS PTO: *Because of Mr. Terupt* by Rob Buyea, *Zinnia and the Bees* by Danielle Davis and *The Last Mapmaker* by Christina Soontornvat.

MOTION: Ms. Rounseville to approve \$2,244.33 from Shutterfly as presented

SECONDED: Ms. Fernandes

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

School Committee Discussion:

Ms. Rounseville and Ms. Fernandes asked if the Shutterfly funds were earmarked for certain item(s). Superintendent Nelson said not at this time but it can be used for any programming.

MOTION: Ms. Rounseville to approve books from RMS PTO: *Because of Mr. Terupt* by Rob Buyea, *Zinnia and the Bees* by Danielle Davis and *The Last Mapmaker* by Christina Soontornvat as presented

SECONDED: Ms. Fernandes

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

D. 2025-2026 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2025-2026 school year.

Superintendent Nelson shared this was a non-voting item and school committee members can share any feedback on the draft calendar with their Chairperson or Ms. Wilcox. This will be a voting item for the Joint School Committee later this month.

School Committee Discussion:

Ms. Fernandes asked if the committee members had any areas of concern. Ms. Rounseville shared she is not a fan of November being so chopped up. Ms. Duggan said she appreciates getting out early in just and she enjoys that as a parent.

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 \$527,259 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**
- \$ 6,646,205 – Obligations Paid Year to Date
- **\$ 527,259** - **Remaining Available Funds**

2. Record of Warrant(s)

The record of the warrant(s) of November 14, December 4, December 5 and December 18, 2024 were shared. 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.
- The Food service department volunteered their time to cook and serve another successful Tri-Town Senior Citizen Thanksgiving Dinner banquet, hosted by the ORR Junior High School.
- 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:

- Submitted our Capital Improvements Requests to the Town for FY26.
- Received 10,000 gallons dyed diesel fuel (heating/emergency generator)
- Conducted playground inspection by certified playground inspector.
- Completed required maintenance on facility systems and equipment.

D. Personnel

June Pimental was hired as a bus monitor.

CHAIRPERSON'S REPORT:

Chairperson Hartley highlighted her gratitude to all those involved in keeping our school safe, and her gratitude tonight to Town Manager, Cameron Durant for the time he's spent in negotiations and with the School Committee this evening. She also expressed gratitude toward Police Chief Michael Assad for his department's support of RMS and working with them on new initiatives.

CENTRAL OFFICE ADMINISTRATOR'S REPORT:

Superintendent Nelson highlighted the Superintendent's Newsletter from December 2024 which was provided.

Dr. Fedorowicz highlighted the following: Dr. Gilpatrick recently visited as part of the new teacher induction program. She discussed classroom management and provided tips and tricks. The next half professional development day is Jan. 29 where faculty and staff will be reviewing our curriculum related to our Curriculum Review Cycle. The administration is continuing admin learning walks and RMS scheduled for late March. In regards to Health Curriculum per the request of Ms. Fernandes, there have been changes since they last spoke but progress is happening in regards to review. Faculty and staff are working on a crosswalk document that takes the old standards and new standards to determining areas of overlap, partial overlap, or no overlap for each grade level. This helps recognize and navigate what specifically has changed, been removed or added. Once that is complete the health teachers, principals and she will meet to analyze the findings and discuss next steps but this is a time consuming process.

Dr. Curley highlighted the following:

- SEPAC Meetings on December 4 (Review By-Laws) and January 15 (Effective Communication)
- Bullying and Harassment Prevention and Intervention Plan (seeking public comment through 1/31)
- Community Talks on 1/27 at 6:30pm via zoom (new IEP for parents)
- January 29th PD day- Goals & Objectives Utilizing the Blume Method
- Now accepting Project Grow applications for the 2025/2026 school year

- JANUARY 21, Tuesday Rochester Memorial School
- MARCH 13, Thursday Mattapoisett Center School
- Kindergarten
 - Feb. 5th @ 6pm Kindergarten Registration Webinar - via Zoom (all 3 schools)
 - March 27th @ 6pm In-person orientation for families at the schools
 - May 19th & May 23, 2025 Kindergarten Screening

PRINCIPAL'S REPORTS

Principal Letendre reported the following:

Holiday Events:

- The Annual Tree Lighting event took place on Monday, December 9th at 5:00 PM. Congratulations to Georgia Duggan for her holiday artwork that depicts the holiday season in Rochester. Georgia earned the honors of lighting the tree at Town Hall. Thank you to Ms. Audette and Mrs. Laprise for leading the holiday sing-a-long.
- The RMS band, jazz band and chorus entertained our entire school community on Thursday, December 19th with the annual Holiday Concert. This was a fun school-wide event. Our musicians also performed for their families at 2:00 PM. This was a wonderful way to kick off the holiday season and our vacation week.
- Thank you to Mrs. Laprise, Ms. Audette and Mrs. Sparklin, accompanist.
- Thank you to the Rochester Fire Department for the surprise Santa visit on the ladder fire truck.

Feinstein Foundation Ticket Winner:

- Congratulations to Maggie Sommers for winning the Feinstein Foundation Grant Award for having one of the winning ticket numbers.
- Maggie chose to donate her \$500 funds to the Doug Flutie Foundation on behalf of a family friend with Autism.
- With winning the Golden Ticket, RMS also receives a donation of \$5,000 from the Feinstein Foundation, with School Committee Approval.

Celebrations Committee:

- The Turkey Trot staff game was a huge success in November.
- The Celebrations Committee planned a holiday staff breakfast and a festive sweater contest for the 2nd year in a row.
- Winners of the sweater contest were: Ms. Higgins, Mrs. Amato, and Mrs. Cyr.
- Next Celebration's Committee Meeting is scheduled for January 15th.

Staffing Updates:

- Congratulations to Ms. Teves who recently got married and is now Mrs. Plaud.
- Congratulations to Caitlyn Sampson, OT on her first born over December vacation week.

Rochester Memorial School 16 Pine Street~Rochester, MA 02770 (508) 763-2049 *Heidi J. Letendre, Interim Principal Charles West, Assistant Principal* heidiletendre@oldrochester.org charleswest@oldrochester.org

Student Ambassadors:

- RMS buzzed with excitement during our Spirit Week starting on December 16th.
- The Ambassadors organized a school-wide Spirit Week and we had great participation by faculty and staff.
- This group of students meet twice a month before school to plan special events for RMS.

Project 351:

- Project 351 students met with Mrs. Letendre and Mrs. Cruz on Friday, Jan. 3rd and met again on Friday, January 10th. Students first outlined what it means to be a Project 351 influencer and began to plan school-wide events that support a more positive and inclusive school environment.

Some of their ideas are as follows...

- The students are brainstorming various scenarios and situations for their peers to talk about and problem solve
- Task Tuesday: Where all students are asked to share an act of kindness
- Positive Signs: Students want to create posters with positive messages to display around the school.

Curriculum and Assessment Updates:

- In STEM class, students worked with partners to code their robots to navigate an obstacle course. Students first needed to replicate the course to scale on their paper and then worked to write the code. Students then tested their work.
- Thank you to Mrs. Sallauer and Mr. Huckabee for their planning of Hour of Code week at RMS. Students enjoyed the challenges of coding and testing their work.
- Middle of the Year Assessments, Aimsweb Math & DIBELS, are taking place throughout January.
- Data meetings will take place after the testing window to identify instructional focus areas for all students.

- The School Literacy Leadership Team (SLLT) meets monthly to discuss various literacy focus areas such as pacing guides, literacy routines, assessments, materials and resources.

School Council Meeting:

- The School Council met on December 16th and reviewed the current School Improvement Plan (SIP) actions steps.
- The next meeting is scheduled for January 21st and the goal will be to cross reference the current SIP with the Strategic Plan, Vision 2028 to write our new SIP.
- The committee welcomed Leigh Beson, 1st grade teacher to the committee.

Rochester Memorial School 16 Pine Street~Rochester, MA 02770 (508) 763-2049 *Heidi J. Letendre, Interim Principal* *Charles West, Assistant Principal* heidiletendre@oldrochester.org charleswest@oldrochester.org

Upcoming Dates:

- Sunday, January 19th: Providence Bruins Game at 3:05-RMS Students Singing the National Anthem
- Monday, January 20th: No School in Honor of Martin Luther King Jr. Day
- Thursday, January 27th: School Literacy Leadership Team (SLLT) meeting
- Wednesday, January 29th: Early Release Day-Dismissal begins at 12:25PM
- Wednesday, January 29th: 4th Grade Chorus Presents “Celebrate the World” with a 9:15 performance and 6:30 PM performance for families

PTO Meeting:

- Tuesday, January 14th and Tuesday, February 11th at 3:10

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – Chairperson Hartley reported they met earlier this evening and look forward to sharing information with Town Officials.
2. ORR District School Committee – Ms. Rounseville reported they met on December 12 and recognized retiree Lynn Connor. They also approved an out of country trip for April 2026 and heard an outstanding presentation of the first Community Service Learning Day that was held at ORR HS the day before Thanksgiving which was very well received by students.
3. SMEC – Ms. Fernandes reported they met on November 18th and approved minutes and staff appointments. They discussed programs, services and facilities updates along with a family engagement survey that will be sent out. The next meeting is January 29th.
4. READS – Superintendent Nelson reported they met earlier this morning and approved minutes along with hearing an update from special education administrators. They heard an FY26 budget presentation, discussed potential rates for FY26 and approved the five-year strategic plan. One area of concern was around their deaf and hard of hearing program, which is one of the most prominent in the State. It has operated within the Norton public schools for a number of years but the space will no longer be available. READS is currently exploring other options. The next meeting is February 6th.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they have not met but grant applications open on February 1st.
6. Early Childhood Council – Ms. Duggan reported they last met last met January 15 and discussed some ongoing opportunities for children in preschool age, including continued recruitment for open slots in the Parent Child+ program and the recently opened enrollment period for the Project Grow programs for the upcoming school year. They talked about the plans for welcoming incoming kindergartners, which begins with an information session for parents with questions about the registration process on February 5; registration will open that day as well, and once families have completed the registration process they will be invited to sign up for the children to come in for screenings in late May. Finally, they spent some time planning for the Early Childhood and Community Fair, which will be held on Saturday, March 15, in the ORR Junior High Gym. They are working on a theme around summer time and rainy days, and will be inviting local care providers, summer camps, libraries, and other groups that offer programs and services to children to set up informational booths for parents and run activities for children in attendance. Please save the date and encourage all local families to attend! There is also an upcoming playgroup facilitator training, so if anyone is interested in becoming trained to run playgroups, please contact Doreen Lopes. The next meeting of the Early Childhood Council will be Wednesday, March 5, 2025.
7. Policy Subcommittee – Mr. Trombly reported they met January 9th and agreed to pause all changes to Title IX policies based on the advice of legal counsel. They voted and approved moving the following policies forward to the Joint School Committee: DN – Surplus Property, IJNDB-E-1 Elementary School Acceptable Use Agreement, IJNDB-E-2 Secondary School Acceptable Use Agreement, IJNDB-E-3 Elementary School Acceptable Use Agreement, IJNDC – Internet Publication and BDE – Subcommittees of the School Committee. The next meeting is in May.
8. Equity Subcommittee – Ms. Duggan reported their next meeting is January 23rd.

VIII. School Committee

C. School Committee Reorganization

Recommendation:

That the School Committee reorganize for a position on the School Health and Wellness Committee.

Superintendent Nelson explained that in the past, the Healthy Tri-Town Coalition was also acting as the School Health and Wellness Committee and in order to be in compliance, this committee is being reinstated. A representative from the Rochester School Committee is needed and day time availability is necessary due to students, teachers and others being part of the committee.

Ms. Duggan nominated Ms. Rounseville to the School Health and Wellness Committee.

Ms. Fernandes seconded.

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

IX. Future Business

A. Timeline

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

Rochester School Committee

March 20, 2025

Hybrid Format

Joint School Committee

January 23, 2025

Hybrid Format

B. FUTURE AGENDA ITEMS

- Approval of Chairperson's Annual Report (March)
- Health Unit Application (March)
- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of Leases (June)

XIII. Information Items

Recommendation:

That the School Committee review the SMEC Annual Report for FY24 and the READS Annual Report for FY24.

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:

November 14, 2024 Draft Minutes

November 14, 2024 Draft Minutes – Budget

December 17, 2024 Draft Minutes – Budget

MASC Resolution #3

OpenSciEd Grant

Shutterfly Donation

Book Donations

25-26 School Calendar Draft

FY25 RMS Financial Report Memo

FY25 RMS Financial Report – General Operating

Warrant(s)

Food Service Report

Facilities Director Report

Superintendent's Newsletter – December

Principal's Report

SMEC FY24 Annual Report

READS FY24 Annual Report

REVISED 1.14.25 3:30pm
ROCHESTER SCHOOL COMMITTEE MEETING – REGULAR MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester Memorial School, 16 Pine Street, Rochester, MA 02770

January 16, 2025 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

XI. Executive Session

I. Approval of Minutes

A. Regular Session: November 14, 2024

B. Executive Session: November 14, 2024

C. Budget Subcommittee: November 14 and December 17, 2024

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. MASC Resolution #3

B. Approval of Memorandum of Agreement with Rochester Police Department

C. FY26 Initial School Choice Discussion

D. Approval of Grant(s)

E. Approval of Donation(s)

F. 2025-2026 Draft School Calendar

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

5. 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
 - XII. Information Items
- ADJOURNMENT

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: January 14, 2025
RE: Agenda Items

The following items are on the agenda for January 16, 2025.

RECOGNITION

That the School Committee recognize retiree Lisa Mazzuca, new Principal's Secretary Alison Rotella and student Maggie Sommer for her recent Golden Ticket winning from the Feinstein Foundation.

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, #4 to discuss the deployment of security personnel or devices, or strategies with respect thereto and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of November 14, 2024. Please refer to "RSC 01162025 November Minutes".

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of November 14, 2024. These minutes will be brought to the meeting.

I.C. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of November 14 and December 17, 2024. Please refer to "RSC 01162025 November Budget Minutes" and "RSC 01162025 December Budget Minutes".

IV. General

A. MASC Resolution #3

Recommendation:

That the School Committee review MASC Resolution #3 Safe Storage of Firearms. Please refer to "RSC 01162025 MASC Resolution #3".

B. Approval of Memorandum of Agreement with Rochester Police Department

Recommendation:

That the School Committee review a potential Memorandum of Agreement between the Rochester School Committee and the Rochester Police Department.

C. FY26 Initial School Choice Discussion

Recommendation:

That the School Committee discuss School Choice for FY26.

D. Approval of Grant(s)

Recommendation:

That the School Committee review an OpenSciEd grant in the amount of \$7,800. Please refer to "RSC 01162025 OpenSciEd Grant".

E. Approval of Donation(s)

Recommendation:

That the School Committee review the donations:

- \$2,244.33 from Shutterfly for fall school pictures. Please refer to “RSC 01162025 Shutterfly Donation”.
- The following books from RMS PTO: *Because of Mr. Terupt* by Rob Buyea, *Zinnia and the Bees* by Danielle Davis and *The Last Mapmaker* by Christina Soontornvat. Please refer to “RSC 01162025 Book Donations”.

D. 2025-2026 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2025-2026 school year. Please refer to “RSC 01162025 Draft School Calendar”.

V. New Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01162025 Financial Report Memo” and “RSC 01162025 Financial Report General Operating”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of November 14, December 4, December 5 and December 18, 2024. Please refer to “RSC 01162025 Warrant(s)”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01162025 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “RSC 01162025 Facilities Director Report”.

D. Personnel

June Pimental was hired as a bus monitor.

VIII. School Committee

C. School Committee Reorganization

Recommendation:

That the School Committee reorganize for a position on the School Health and Wellness Committee.

IX. Future Business

A. Timeline

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

Rochester School Committee

March 20, 2025
Rochester Memorial School
16 Pine Street
Rochester, MA 02770

Joint School Committee

January 23, 2025
ORR Jr. High School
133 Marion Road
Mattapoisett, MA 02739

B. FUTURE AGENDA ITEMS

- Approval of Chairperson’s Annual Report (March)
- Health Unit Application (March)
- 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.

XIII. Information Items

Recommendation:

That the School Committee review the SMEC Annual Report for FY24 and the READS Annual Report for FY24. Please refer to “RSC 01172025 SMEC Annual Report FY24” and “RSC 01172025 READS Annual Report FY24”.

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

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**



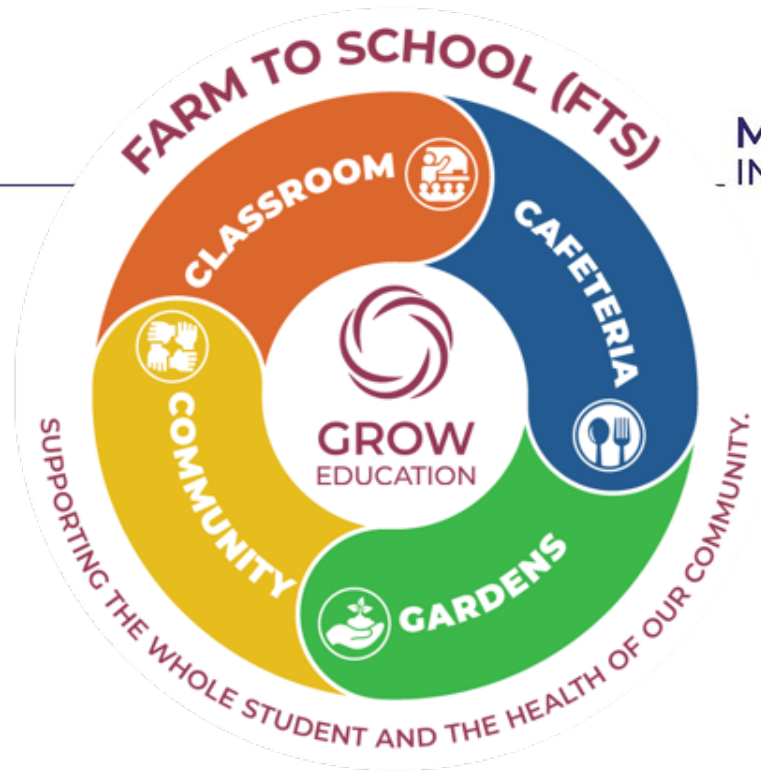
**Partnering with Food Service
to Rebuild Cafeterias**



**Implementing Educational
Programming**



**Bridging Program Development
with the Community**



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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.



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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!



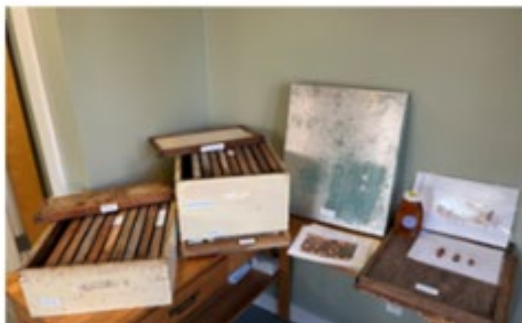
Teacher Professional Development



In the Classroom



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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

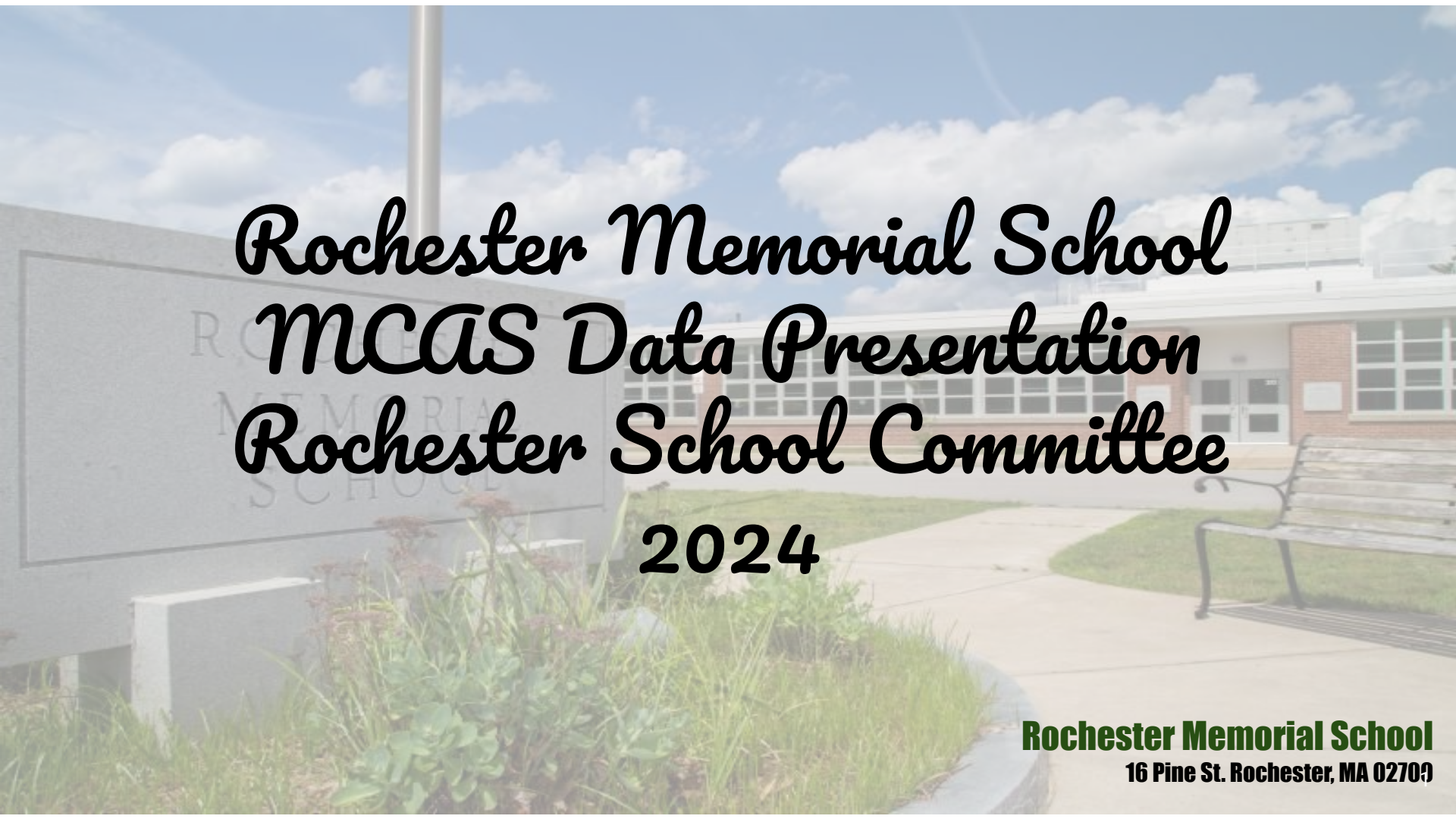


State Leaders, Local Change Makers



- 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. On the left, there is a large, light-colored stone wall with the words "ROCHESTER MEMORIAL SCHOOL" carved into it. To the right of the wall is a paved walkway leading towards a two-story brick school building with many windows. A wooden bench is visible on the right side of the path. The sky is blue with scattered white clouds. The text "Rochester Memorial School MCAS Data Presentation Rochester School Committee 2024" is overlaid in the center in a large, black, cursive-style font.

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

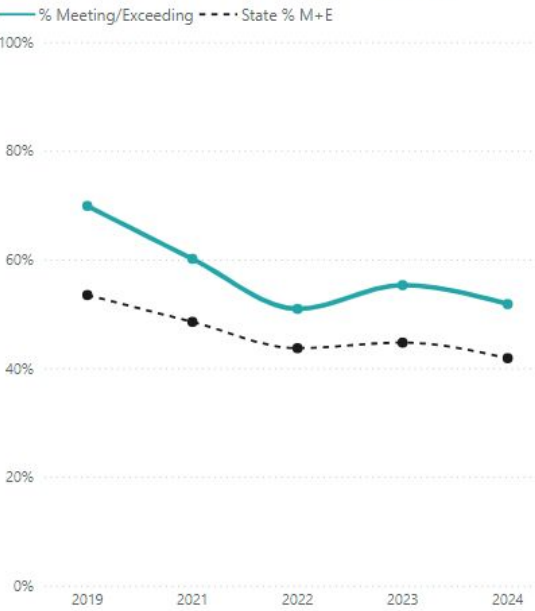
501 ↓ -1 vs. previous year
↑ +6 vs. state average

Average SGP

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

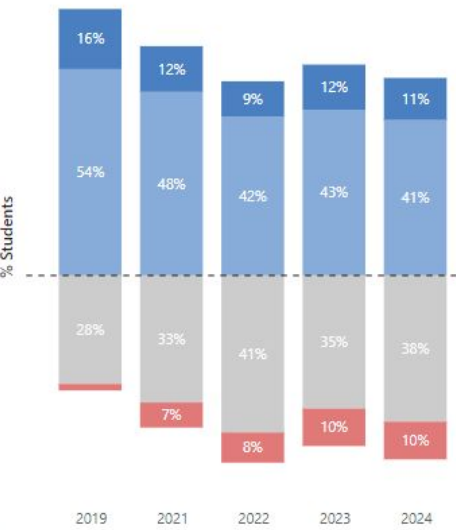
Results By Year

% Meeting/Exceeding

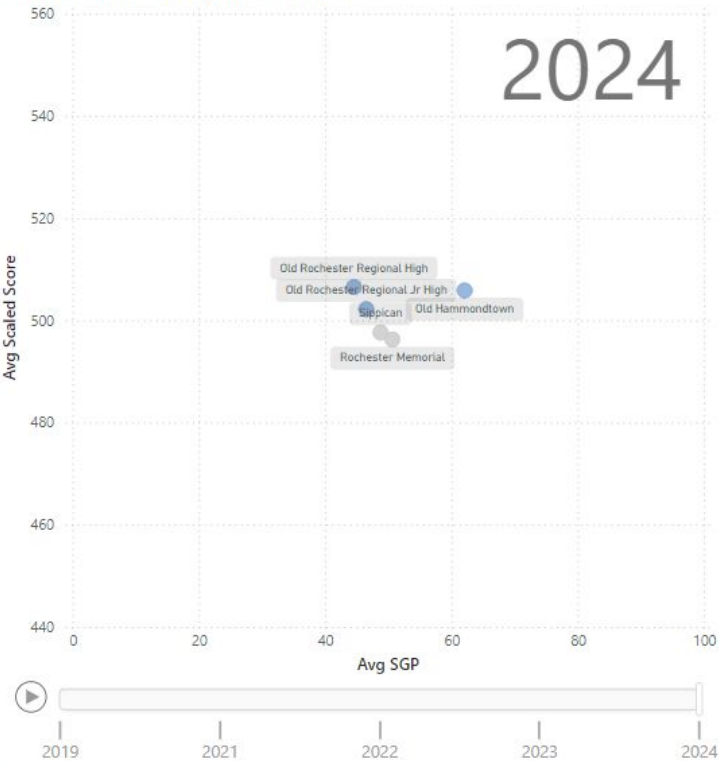


Student Performance by Year - ELA

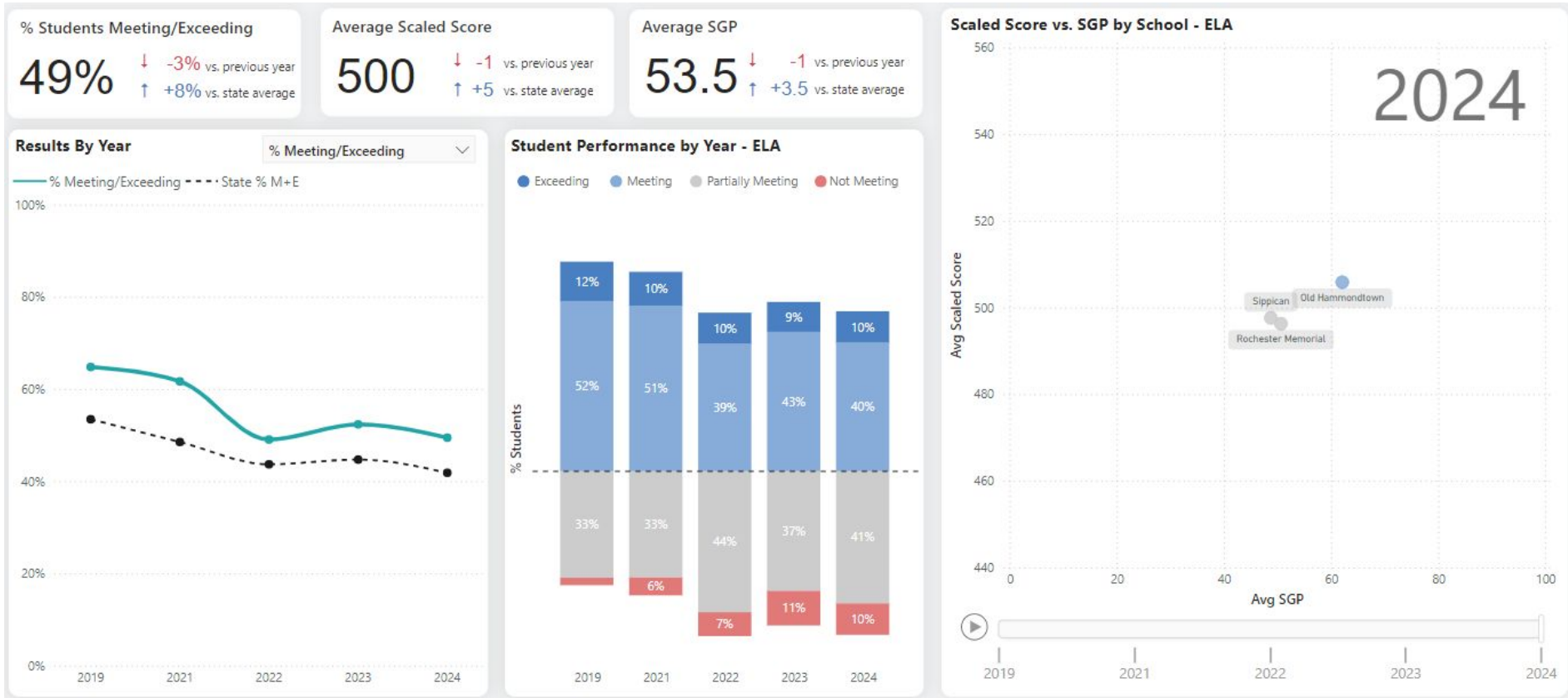
Exceeding Meeting Partially Meeting Not Meeting



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

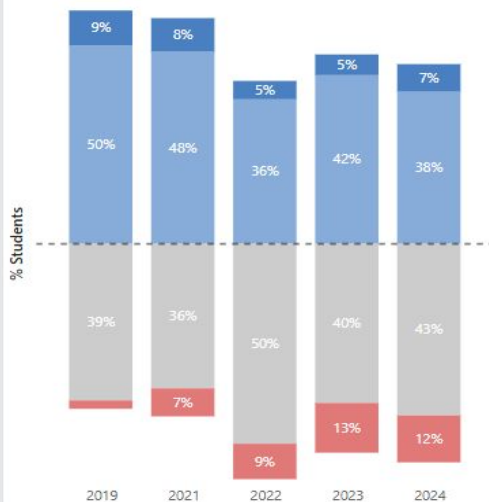
% Meeting/Exceeding

— % Meeting/Exceeding --- State % M+E



Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Avg Scaled Score

Avg SGP



2019

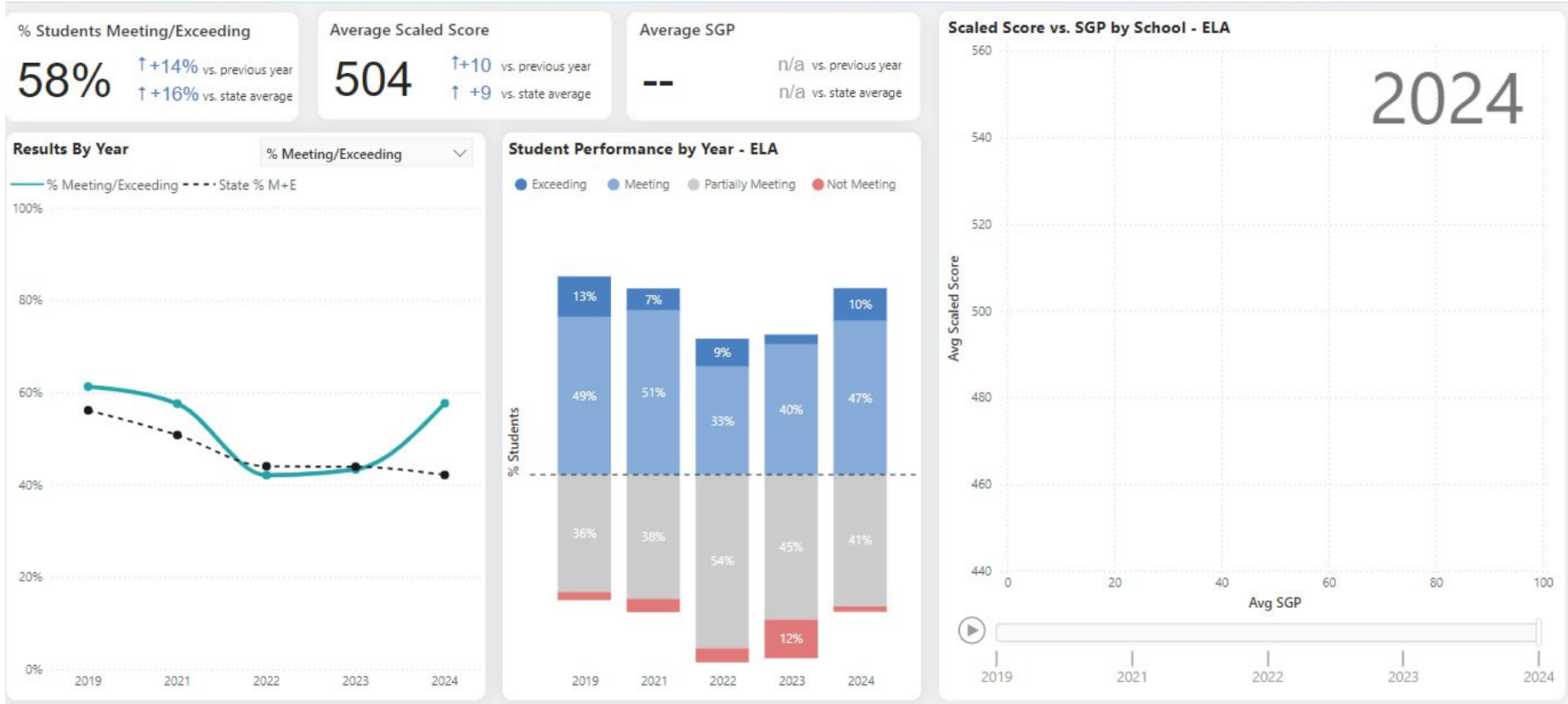
2021

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

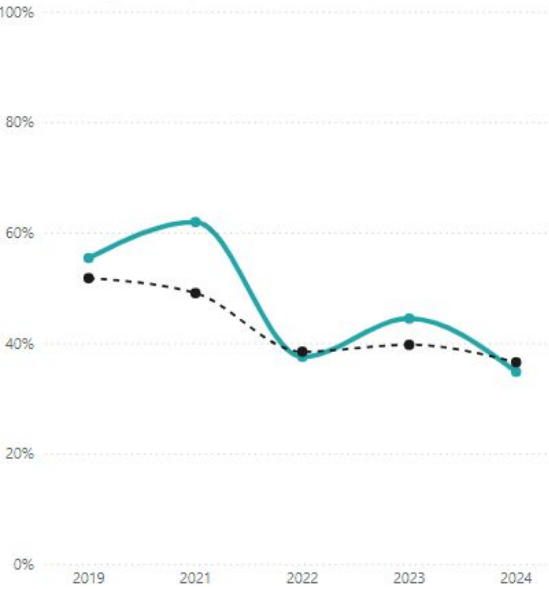
Average SGP

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

Results By Year

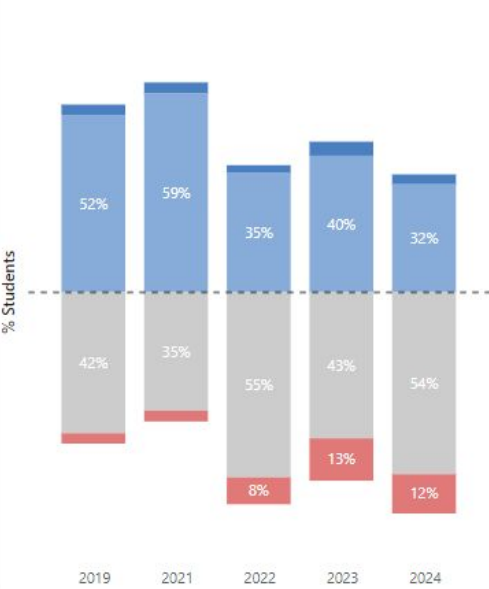
% Meeting/Exceeding

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

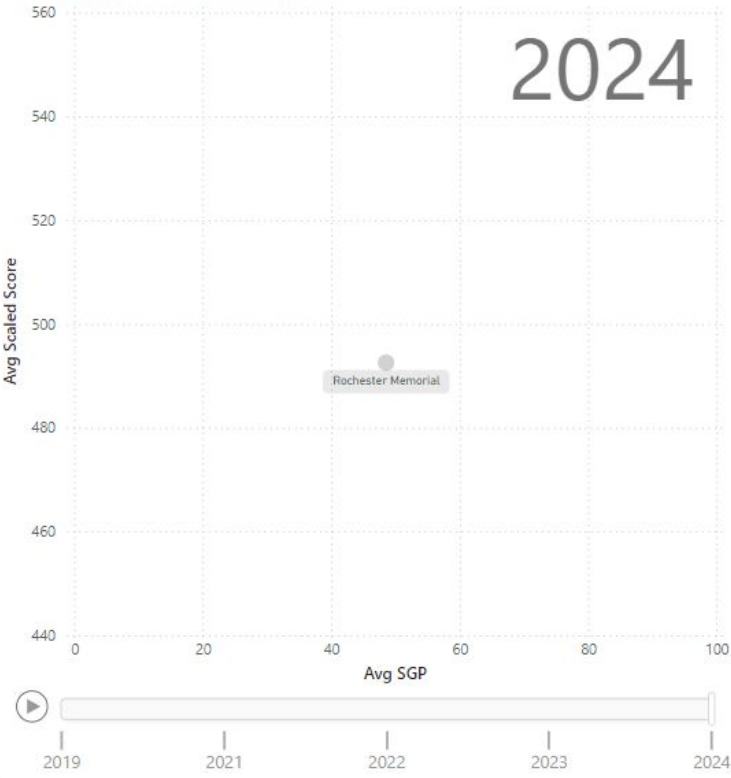


Student Performance by Year - ELA

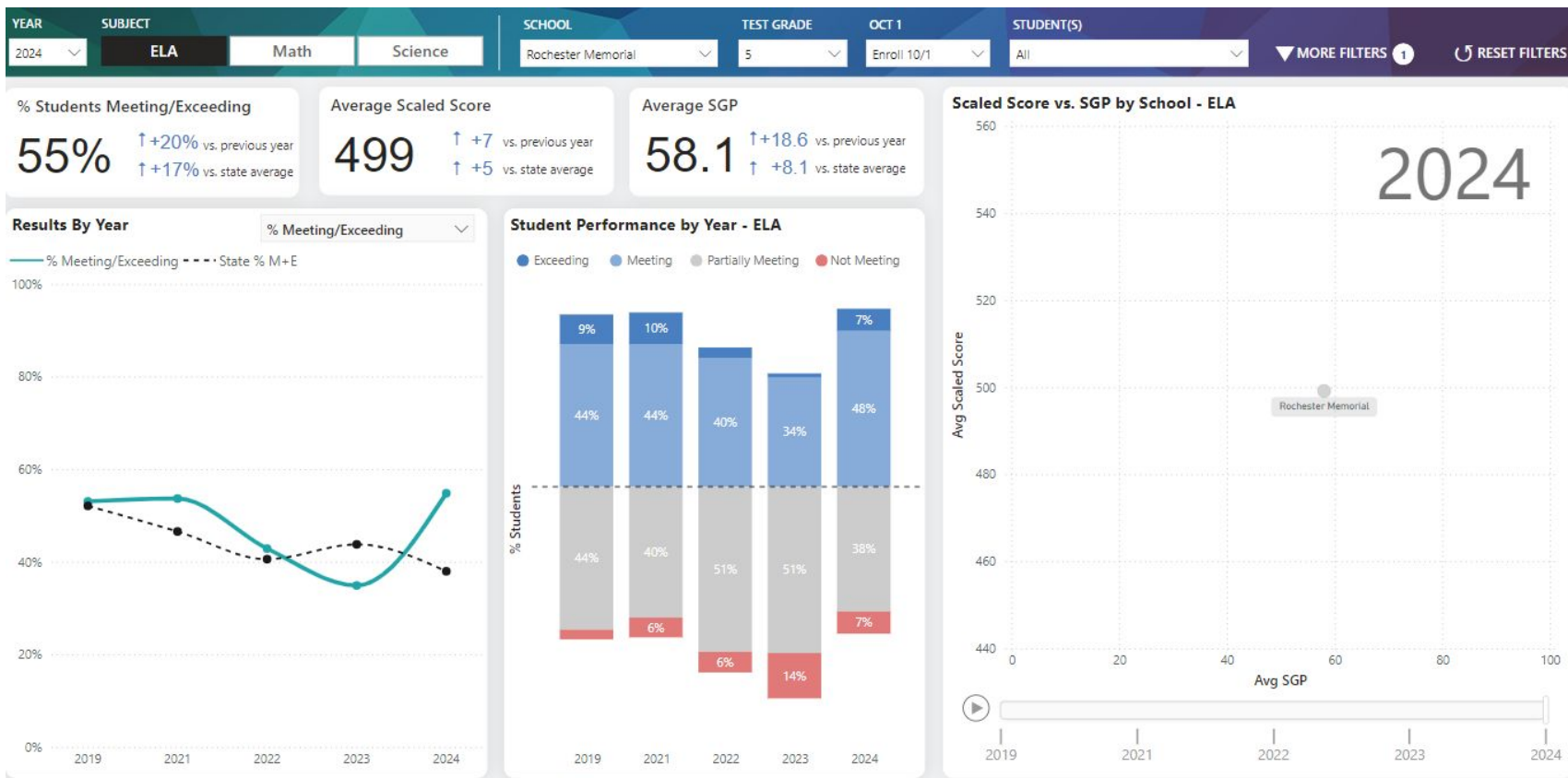
● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



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

% Students Meeting/Exceeding

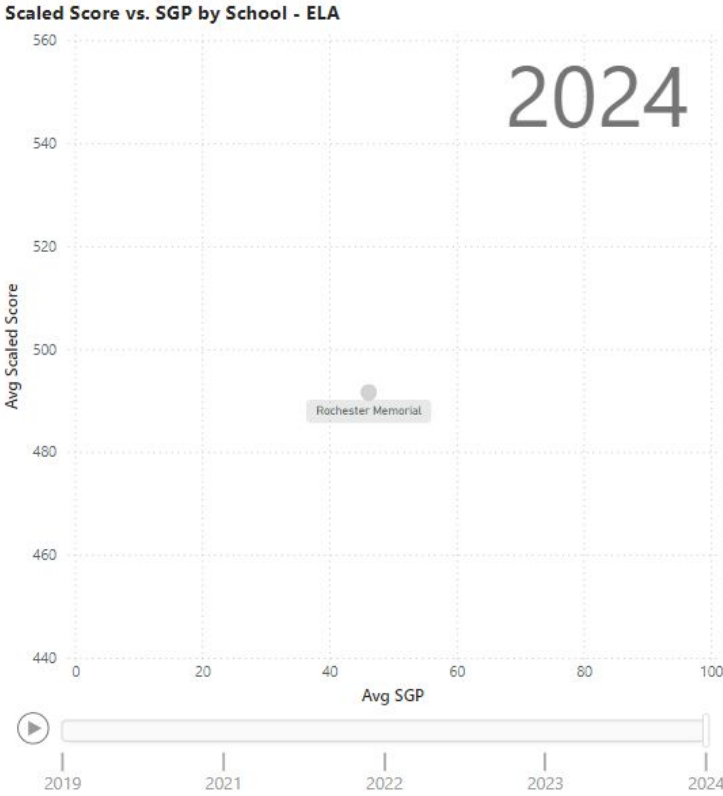
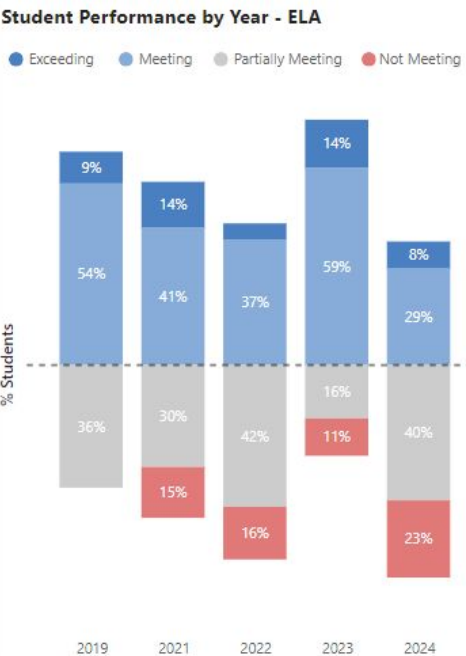
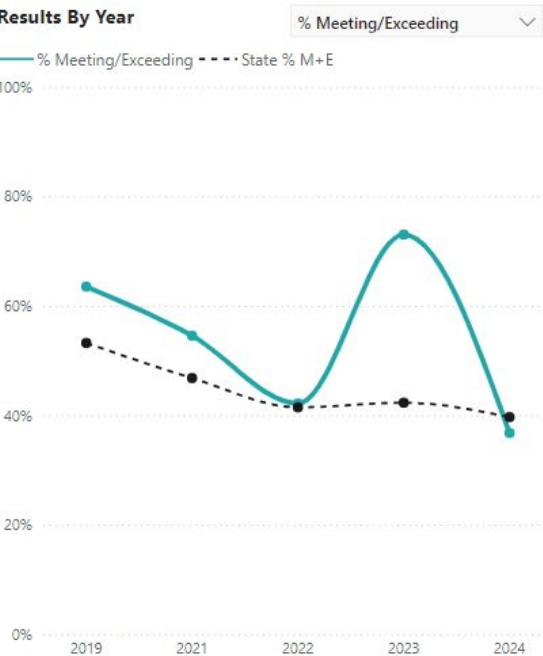
37% ↓ -36% vs. previous year
↓ -3% vs. state average

Average Scaled Score

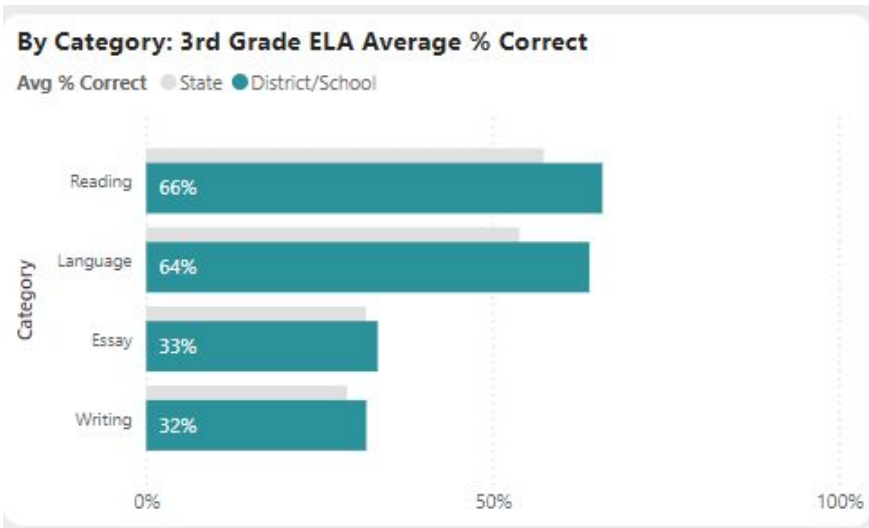
492 ↓ -17 vs. previous year
↓ -1 vs. state average

Average SGP

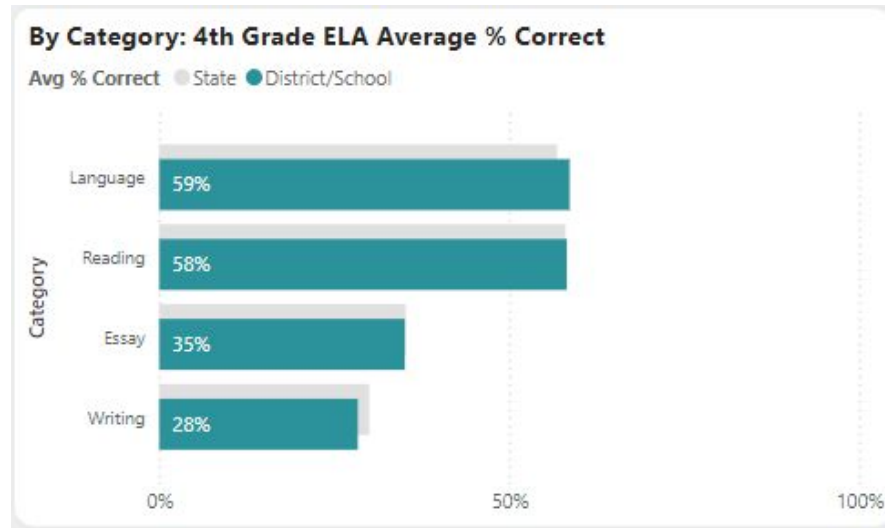
46.2 ↓ -23.5 vs. previous year
↓ -3.8 vs. state average



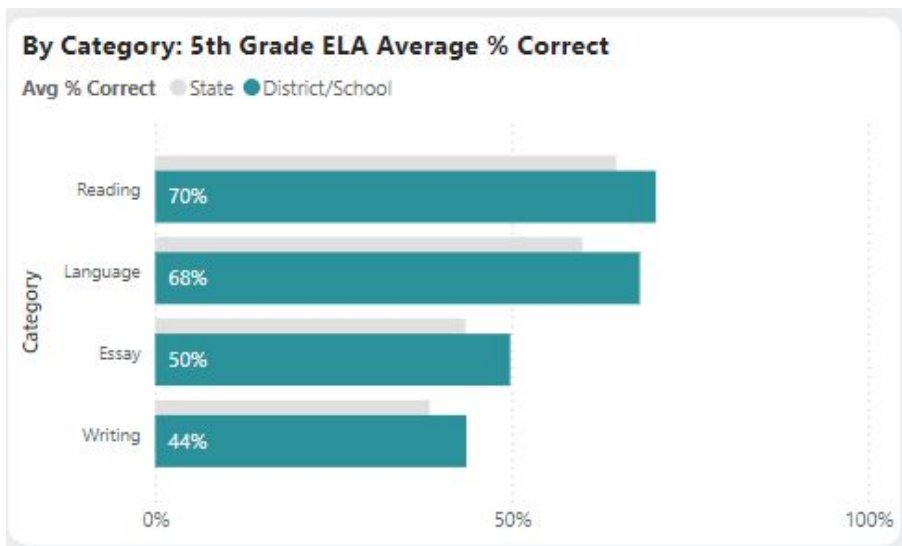
ELA Grade 3: Percent (%) Correct by Category



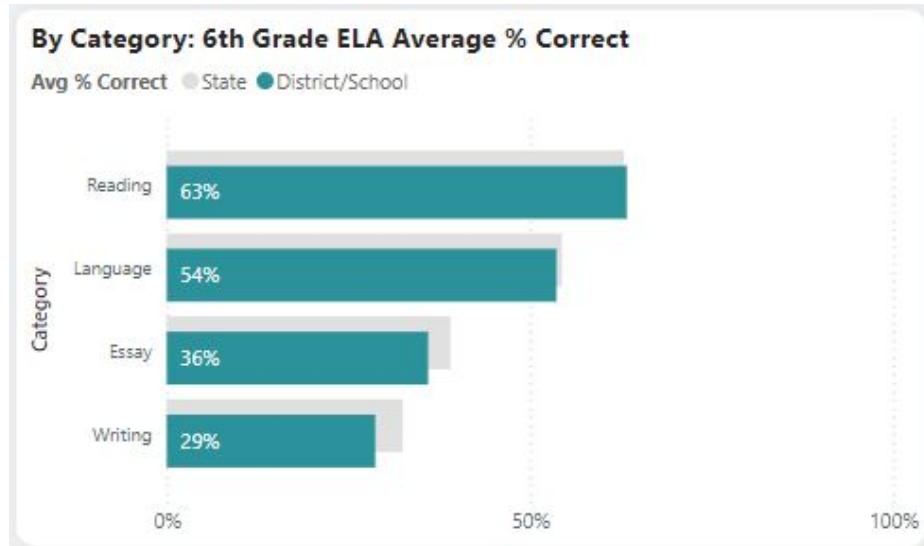
ELA Grade 4: Percent (%) Correct by Category



ELA Grade 5: Percent (%) Correct by Category



ELA Grade 6: Percent (%) Correct by Category



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

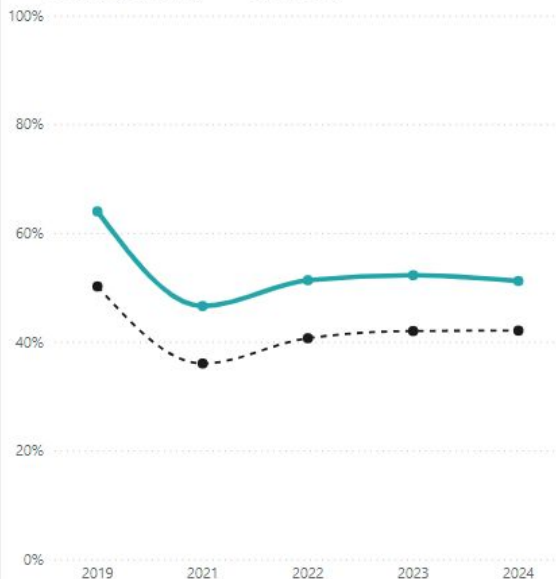
Average SGP

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

Results By Year

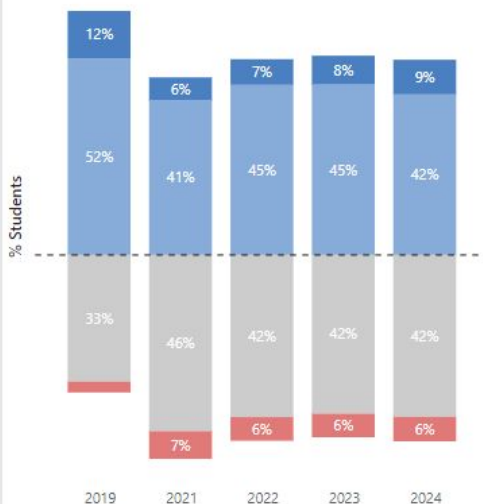
% Meeting/Exceeding

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

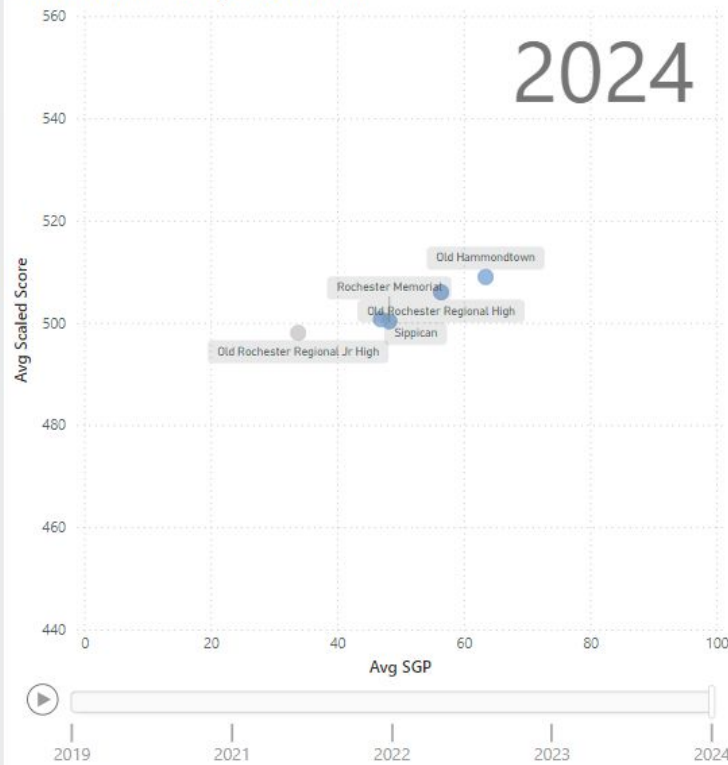


Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



Rochester Memorial School

16 Pine St. Rochester, MA 02700

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

% Students Meeting/Exceeding

53% 0% vs. previous year
↑ +11% vs. state average

Average Scaled Score

502 0 vs. previous year
↑ +7 vs. state average

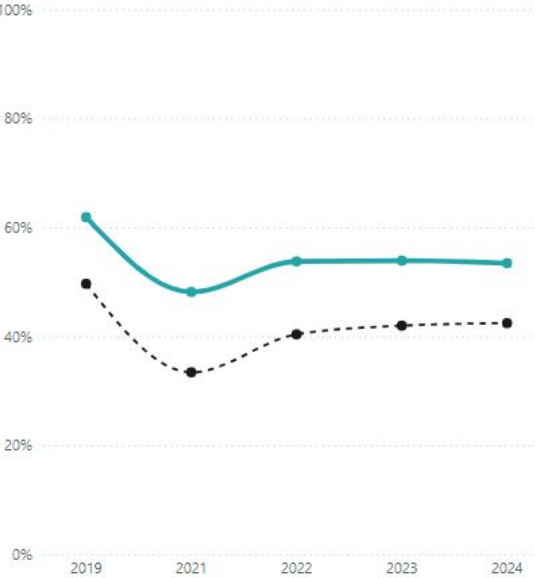
Average SGP

52.4 ↓ -3 vs. previous year
↑ +2.4 vs. state average

Results By Year

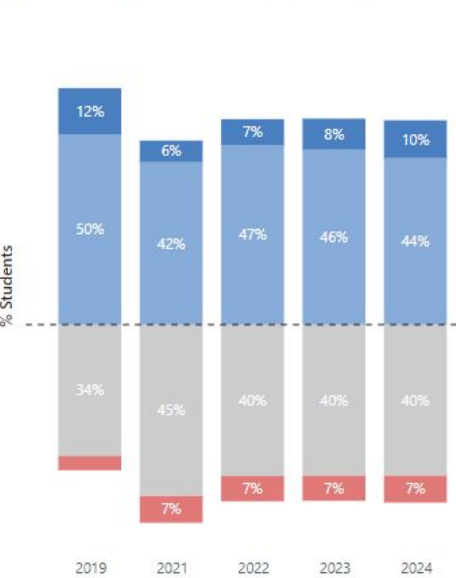
% Meeting/Exceeding

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



Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Scaled Score vs. SGP by School - Math



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

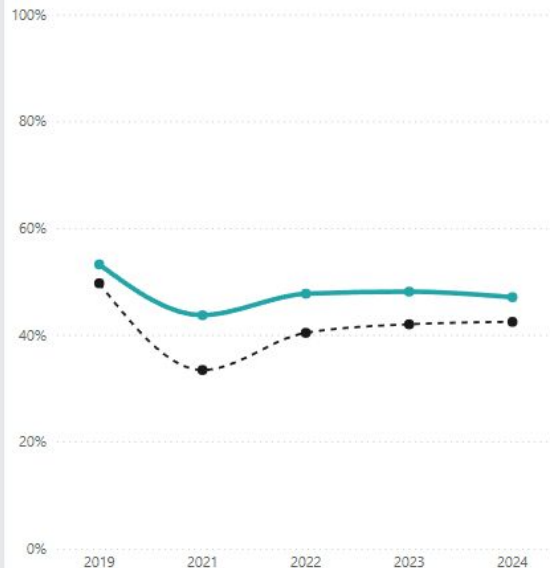
Average SGP

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

Results By Year

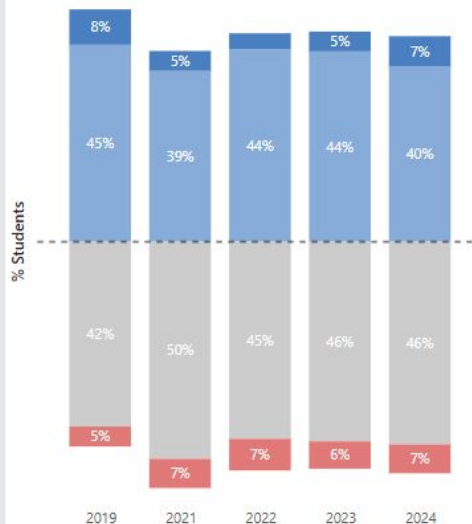
% Meeting/Exceeding ▾

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

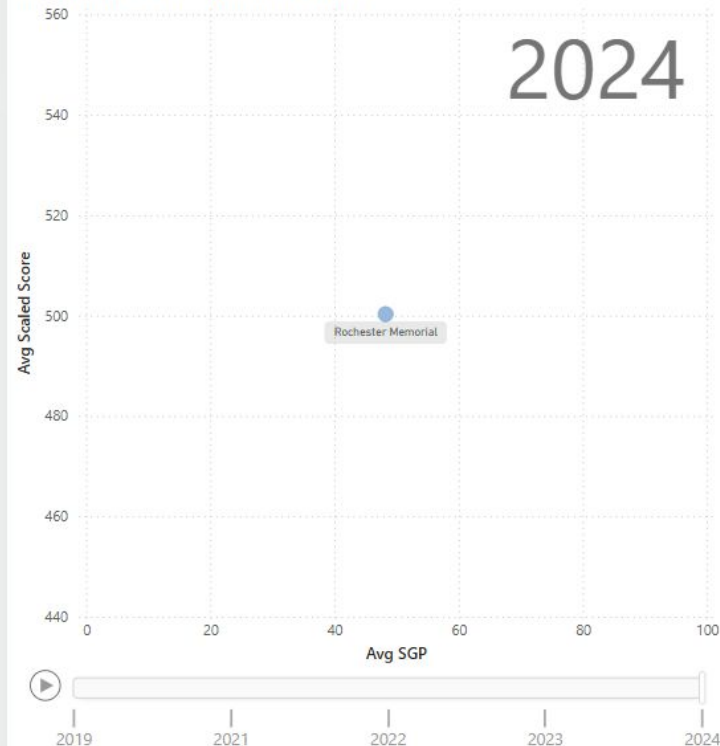


Student Performance by Year - Math

● 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

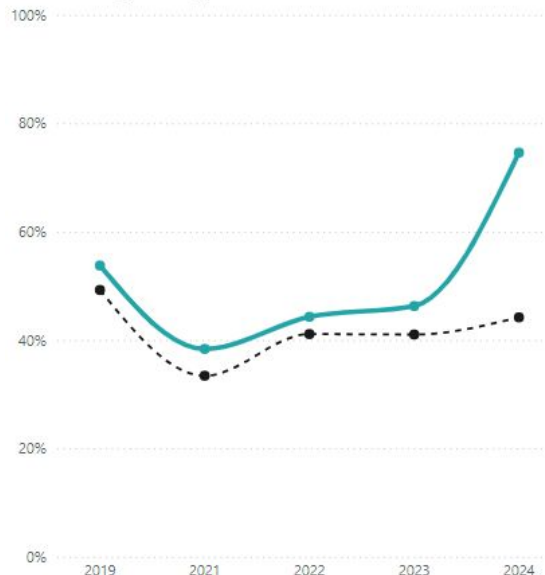
n/a vs. state average

Results By Year

% Meeting/Exceeding

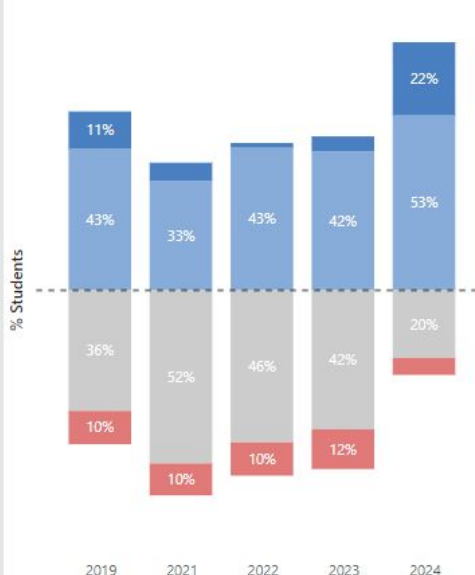


— % Meeting/Exceeding - - - State % M+E

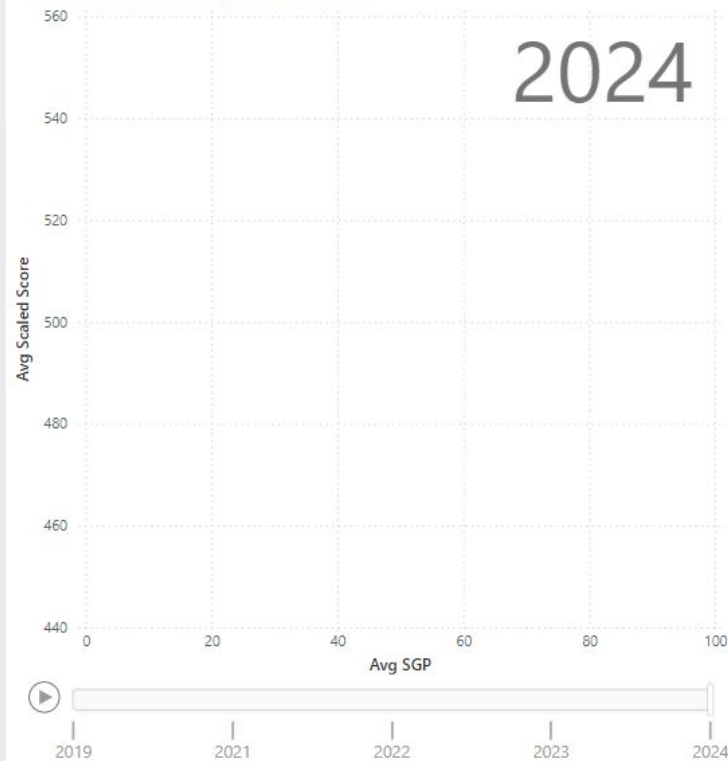


Student Performance by Year - Math

● 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

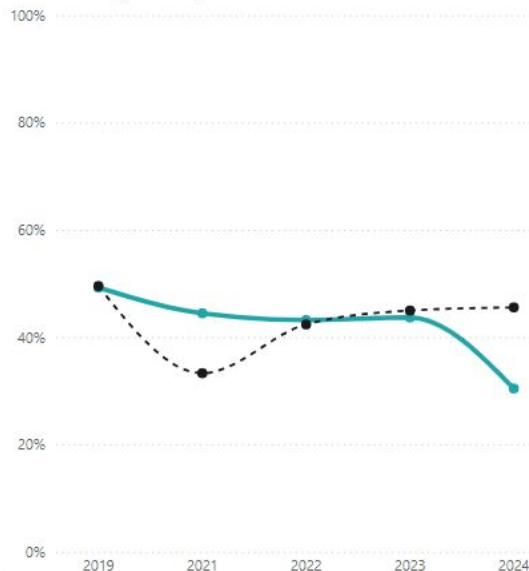
Average SGP

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

Results By Year

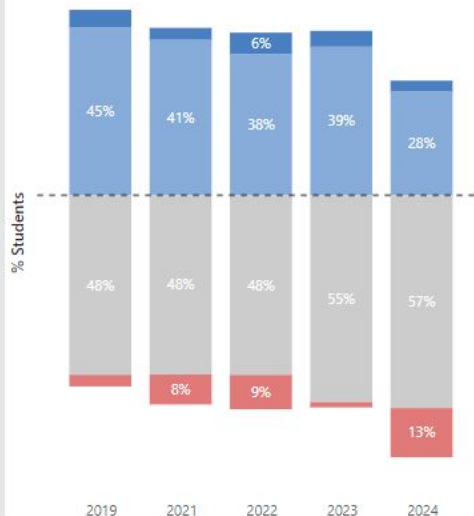
% Meeting/Exceeding ▾

— % 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 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

% Students

2019 2021 2022 2023 2024

Avg Scaled Score



2019 2021 2022 2023 2024

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

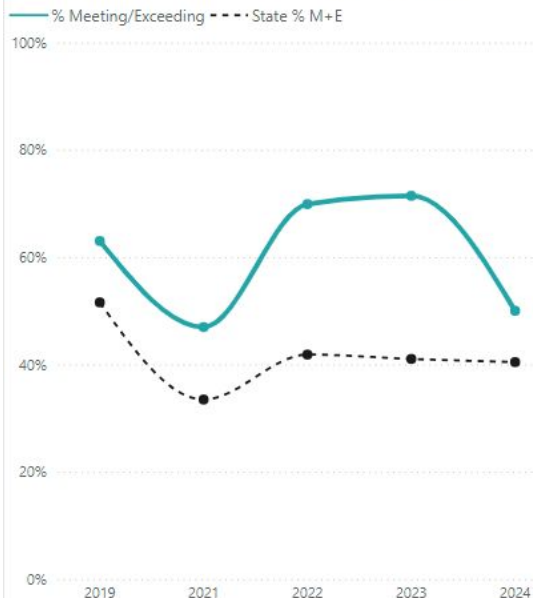
502 ↓ -5 vs. previous year
↑ +7 vs. state average

Average SGP

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

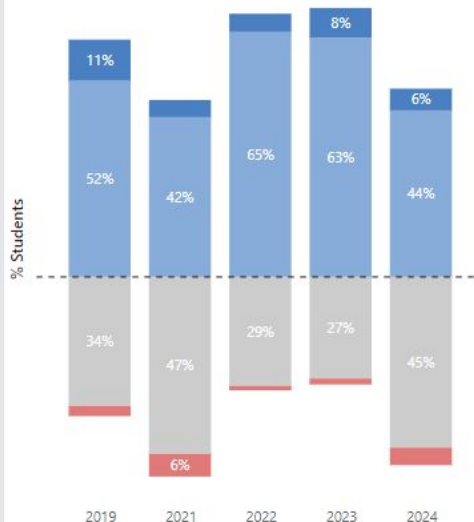
Results By Year

% Meeting/Exceeding

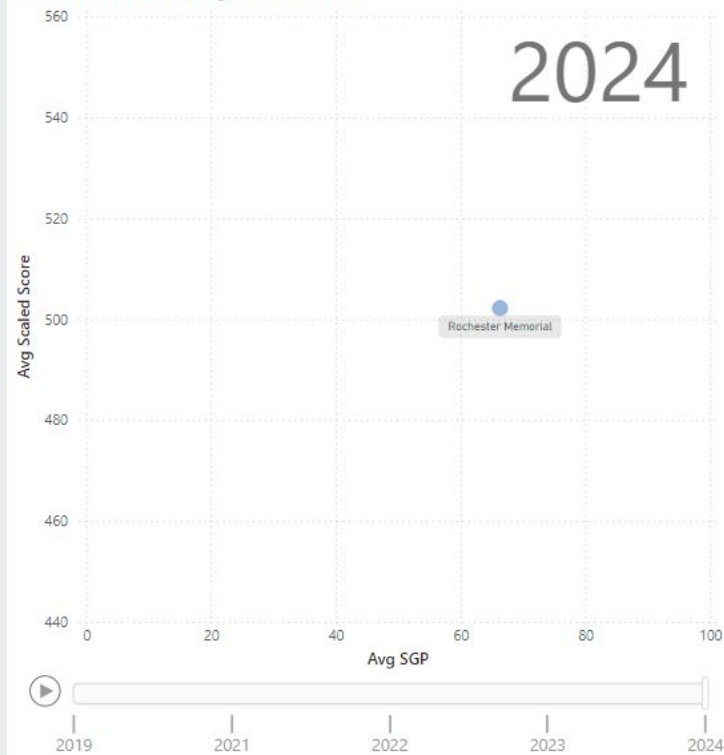


Student Performance by Year - Math

Exceeding Meeting Partially Meeting Not Meeting



Scaled Score vs. SGP by School - Math



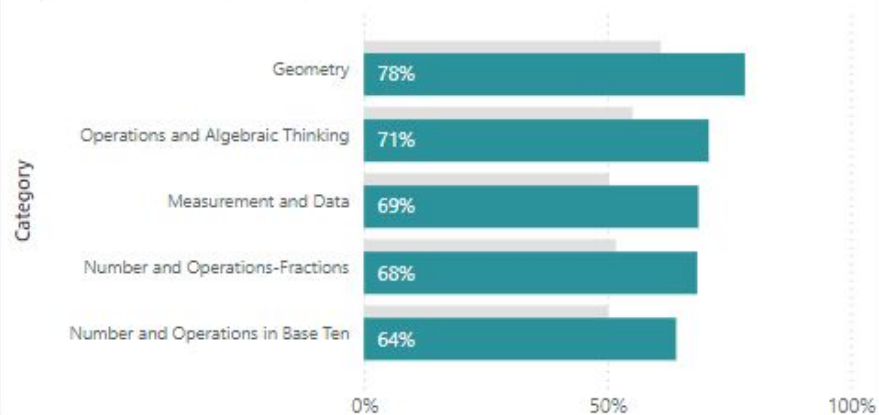
Rochester Memorial School

16 Pine St. Rochester, MA 02700

Math Grade 3: Percent (%) Correct by Category

By Category: 3rd Grade Math Average % Correct

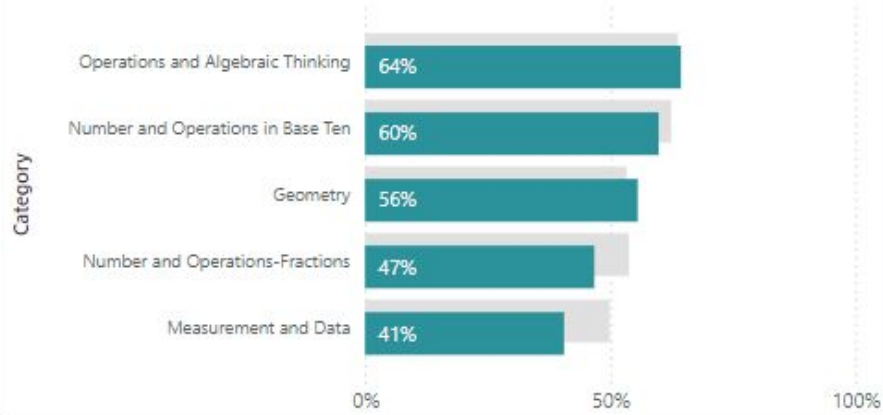
Avg % Correct ● State ● District/School



Math Grade 4: Percent (%) Correct by Category

By Category: 4th Grade Math Average % Correct

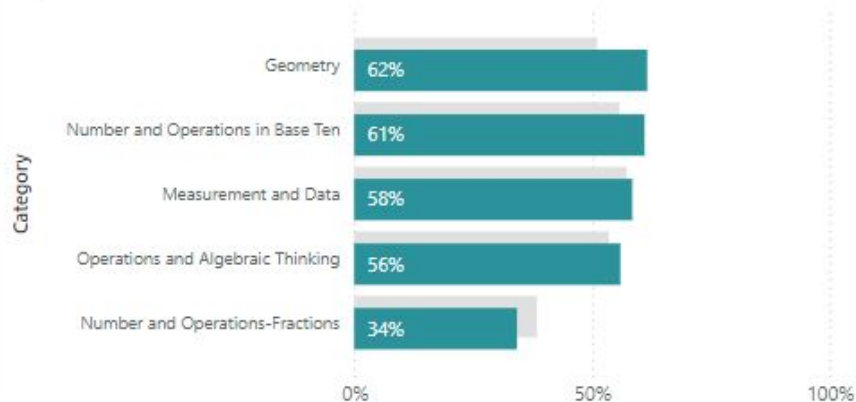
Avg % Correct ● State ● District/School



Math Grade 5: Percent (%) Correct by Category

By Category: 5th Grade Math Average % Correct

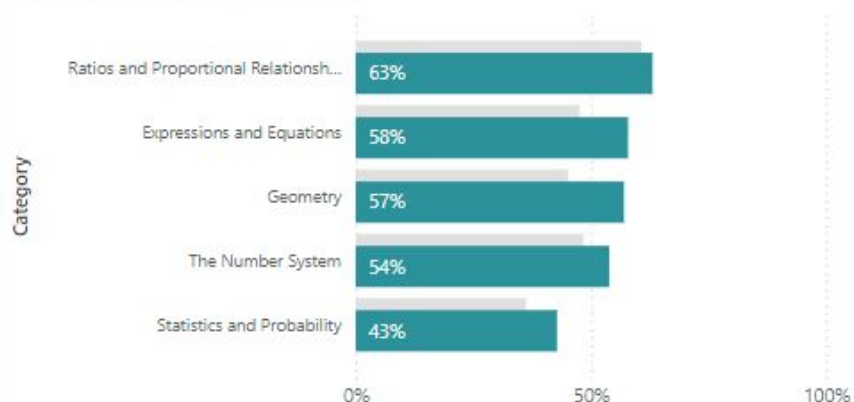
Avg % Correct ● State ● District/School



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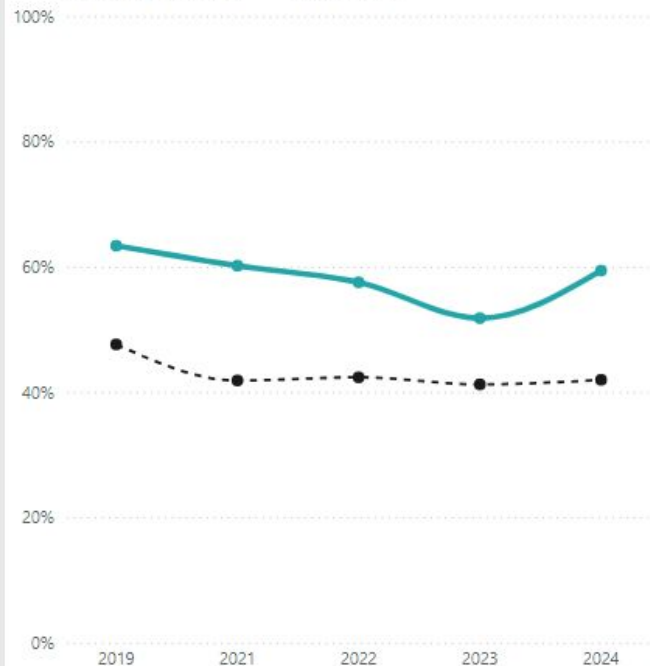
n/a vs. previous year
n/a vs. state average

Results By Year

% Meeting/Exceeding

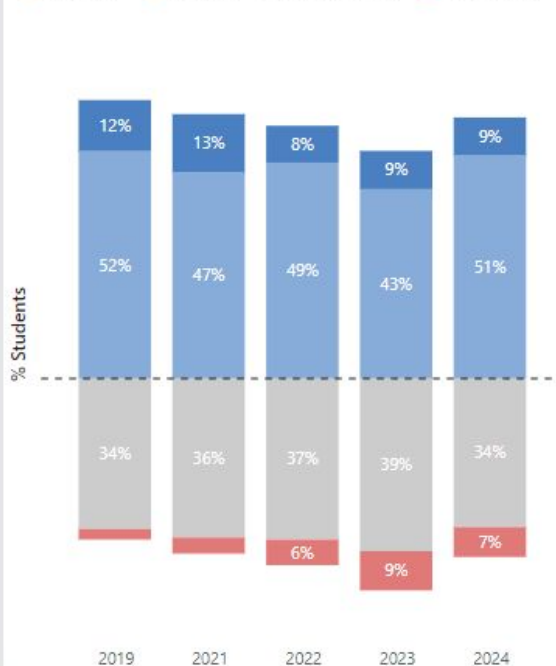


— % Meeting/Exceeding - - - State % M+E



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

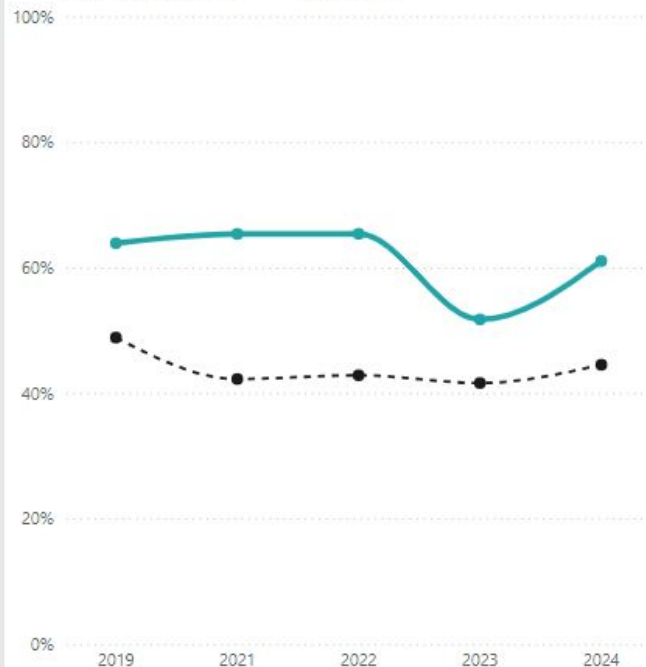
Average SGP

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

Results By Year

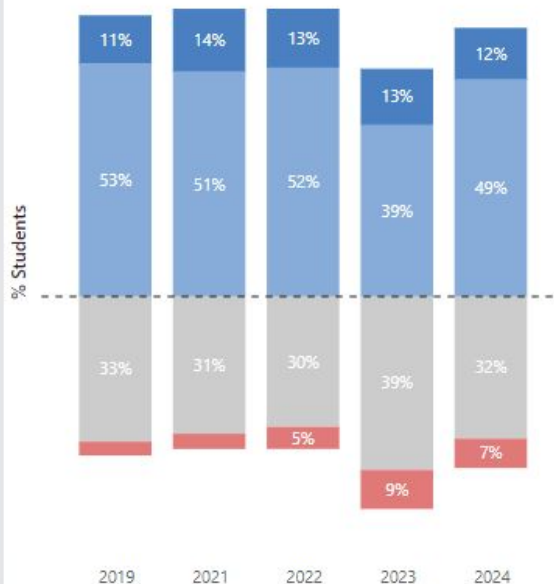
% Meeting/Exceeding ▾

— % 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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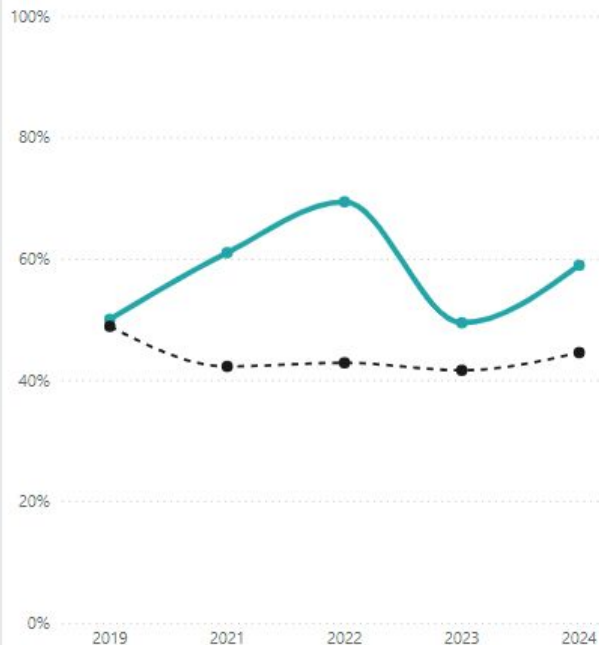
n/a vs. previous year

n/a vs. state average

Results By Year

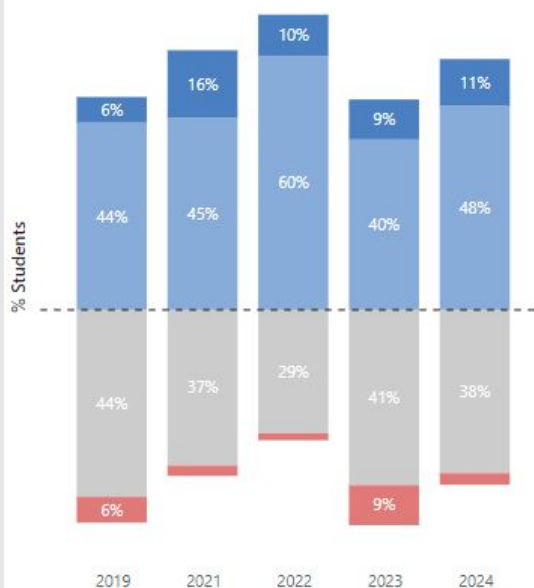
% Meeting/Exceeding

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



Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting

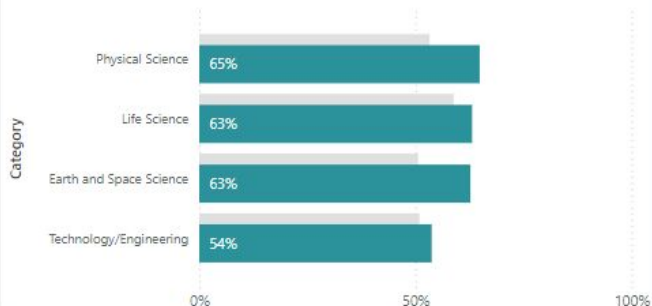


Science Grade 5: Percent Correct by Category

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
BUDGET SUBCOMMITTEE MINUTES
Rochester, Massachusetts
November 14, 2024 at 5:15 pm**

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 (arrived 5:38pm), Katherine Duggan, Anne Fernandes, Robin Rounseville (arrived 5:30pm) and Joshua Trombly (all in-person).

ABSENT: None

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Jaime Curley, Assistant Superintendent of Student Services; Heidi Letendre, Principal.

Ms. Duggan called the meeting to order at 5:26 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson and Mr. Barber reviewed with the school committee the initial draft FY2026 budget which was designed with known mandated costs and requests from leadership. Mr. Barber reviewed the budget in each department with the school committee in order to familiarize the members with the draft and discuss the requests from administration. Mr. Barber provided an overall initial budget of \$7,926,139 which includes new initiatives such as bus monitors, teaching and learning curriculum plans, an additional special education teacher, additional lunch/recess monitor and an additional general education teacher. Administration provided background on their requests. Superintendent Nelson and Mr. Barber discussed leases and FY2026 related costs. They proposed next steps to include additional Budget Subcommittee meetings and initiate conversations with Town Officials.

School Committee Feedback:

The School Committee members agreed on next steps. Ms. Rounseville inquired if the curriculum leader positions would be stipends. Dr. Fedorowicz confirmed these positions would be stipends and there would be eight across all of the districts. Ms. Fernandes inquired about the increases of \$40,000 in curriculum development and professional development. Dr. Fedorowicz explained the Teaching and Learning office is currently working on the possibility of a new elementary math curriculum to align all the districts and this amount includes the curriculum, training and more. The School Committee discussed bus monitors and the current open positions that the district has had trouble filling although they would prefer more.

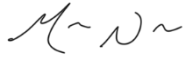
Meeting was adjourned at 6:20 pm

Motion by Ms. Fernandes

Motion Seconded by Ms. Rounseville

Motion Passed 5-0

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M~N~".

Michael S. Nelson
Superintendent of Schools

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
December 17, 2024 at 4:00 pm**

This meeting was conducted in a hybrid format. School Committee, Administrators and the public had the option of meeting in person at Superintendent's Conference Room, 135 Marion Road, Mattapoisett or via zoom.

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

ABSENT: None

ADMINISTRATORS: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Jaime Curley, Assistant Superintendent of Student Services; Heidi Letendre, Principal.

Ms. Hartley called the meeting to order at 4:05 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson and Mr. Barber reviewed with the school committee the second draft of the FY2026 budget of level service with a 6.11% or an increase of \$438,418. Mr. Barber reviewed the budget in each department along with needs excluded from the proposed operating budget such as math curriculum, Special Education Teacher, Regular Education Teacher, Bus Monitors and more. Mr. Barber explained the significant changes to the budget, which are mandated, or contracted expenses are Tuition Programs, RMS Compensation, and Transportation expenses, which account for \$357,453 of the increase in the level service second draft. The administration explained discussions with Town officials have started. During the budget season last year, \$300,000 was one time funding for Special Education services and now has been added into the FY2026 draft operating budget. The administration proposed another Budget Subcommittee meeting and then inviting the Town to future meetings.

School Committee Feedback:

The School Committee discussed the current need of students in Special Education and also acknowledged that Principal Letendre and Assistant Principal West have been acting as bus monitors regularly. They agreed that the needs excluded from the proposed operating budget must be included in all conversations with the Town and supported advocacy for the students and staff along with being a united, strong group when meeting with the Town officials in order to get important points across and support the administration. Lastly, the School Committee discussed current enrollment and class sizes.


Meeting was adjourned at 5:24 p.m.

Motion by Ms. Duggan

Motion Seconded by Ms. Rounseville

Motion Passed 5-0

Respectfully submitted,



Michael S. Nelson, Superintendent of Schools

report of the resolutions committee

The members of the Resolutions Committee met on June 20, 2024 to consider resolutions proposed by member districts for consideration at the 2024 Annual Meeting of the Association. Members present were: Jason Fraser, MASC President-Elect, Chair (Plympton and Silver Lake Reg.); Mildred Lefebvre, MASC President (Holyoke); Beverly Hugo, Life Member; Robert Swartz, Gardner; Tony Mullin, Westwood; Jessica Corwin, Sunderland and Frontier Reg.; Jorge Vega, Brockton; Kathryn Hubley, Quincy.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTIONS ON STUDENT ACHIEVEMENT

RESOLUTION 1: DEVELOPMENT OF AN ALTERNATIVE TO THE HIGH-STAKES MCAS TEST

(Sponsored by the MASC Board of Directors)

WHEREAS access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

WHEREAS an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

WHEREAS a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and

WHEREAS the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

WHEREAS the use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and WHEREAS the use of MCAS has impacted student emotional wellbeing; and

WHEREAS MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

WHEREAS using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans.

THEREFORE BE IT RESOLVED urges Massachusetts to develop a wider, more consensus-built strategy for an evaluation system with meaningful input from legitimate stakeholders.

THEREFORE BE IT FURTHER RESOLVED that MASC urges the state Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make these results public.

THEREFORE BE IT FURTHER RESOLVED that MASC urges Massachusetts to enact a moratorium on MCAS testing effective immediately.

THEREFORE BE IT FURTHER RESOLVED that MASC urges Massachusetts to develop an alternative to the high-stakes MCAS tests.

RESOLUTION 2: INCREASE COMPULSORY ATTENDANCE AGE

(Sponsored by the Brockton School Committee)

WHEREAS compulsory school attendance refers to the minimum and maximum age required by each state in which a student must be enrolled in and attending public school, or some equivalent accredited education program defined by law; and

WHEREAS an increased compulsory attendance age reflects the realities of the 21st century, with an increased need for higher levels of education; and

WHEREAS an increased compulsory attendance age improves economic and social mobility across the lifespan and counters childhood poverty by enabling students experiencing poverty to stay in school longer and complete their education; and

WHEREAS an increased compulsory attendance age aims to reduce racial and class disparities in education attainment; and

WHEREAS economic statistics show high school dropouts are more likely than graduates to be poor, unemployed or wind up in jail; and

WHEREAS a growing body of research indicates that increasing the minimum school-leaving age to 18 not only increases high-school graduation rates but also significantly improves the life outcomes of students who otherwise would have become dropouts; and

WHEREAS we are responsible for ensuring all children of the Commonwealth receive a high-quality education; and

WHEREAS graduation rates and post-secondary opportunities have been proven to improve when students are required to remain in school until eighteen years of age; and

THEREFORE BE IT RESOLVED that MASC recommends that the Massachusetts legislature increase the compulsory attendance age from sixteen to eighteen.

RESOLUTIONS ON STUDENT SAFETY

RESOLUTION 3: SAFE STORAGE OF FIREARMS

(Sponsored by the Framingham School Committee)

WHEREAS safety and well-being of our students, teachers, and staff is a top priority in schools and keeping them safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites; and

WHEREAS in the United States, gun violence is the leading cause of death in children and teens¹, and

WHEREAS approximately 1200 children and teens die by gun suicide each year, and over 80 percent of children under age 18 who died by firearm suicide used a gun belonging to a family member, and

WHEREAS in incidents of gun violence on school grounds, up to 80 percent of shooters under the age of 18 obtained their guns from their own home or that of relatives or friends³; and

WHEREAS an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm² and every year²; and

WHEREAS research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens⁷; and

WHEREAS evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe⁶;

WHEREAS the US Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS, across the country, lawmakers, community members and local leaders are working together to implement public awareness campaigns, such as the Be SMART Program, which is endorsed by the National PTA and encourages secure gun storage practices and highlights the public safety risks of unsecured guns; and

WHEREAS secure storage of firearms is a legal requirement in Massachusetts pursuant to G.L. Chapter 140, sections 131L and 131C, and failure to comply with secure storage laws can lead to criminal prosecution, jail time, fines, and/or revocation of FID card or license, depending on the offence; and

WHEREAS the American Academy of Pediatrics recommends storing firearms unloaded and locked, with ammunition locked separately to reduce risks of injury to children; ⁹

WHEREAS in order to continue with preventive measures to increase student and school safety we must act now.

THEREFORE BE IT RESOLVED that MASC recommends all districts direct their Superintendent and staff to create an appropriate communication to parents and guardians that explains the importance of secure firearm storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.

FURTHERMORE BE IT RESOLVED that MASC urges other communities to work with their local law enforcement agencies, health agencies and non-profit organizations to collaborate and increase efforts to inform District parents and guardians of their obligations regarding secure storage of firearms in their homes and vehicles.

References:

1. Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death, Injury Mechanism & All Other Leading Causes. Data from 2020. Analysis includes children and teens aged 1 to 19.
2. Matthew Miller and Deborah Azrael, "Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey," JAMA Network Open 5, no. 2 (2022): e2148823, <https://doi.org/10.1001/jamanetworkopen.2021.48823>
3. Everytown for Gun Safety. #NotAnAccident Index. 2020. <https://everytownresearch.org/maps/notanaccident/> Analysis includes incidents that occurred between 2015 and 2019.
4. Everytown for Gun Safety. #NotAnAccident Index. 2020. <https://everytownresearch.org/maps/notanaccident/>. Analysis includes homes of the shooter, the victim, relatives' homes, friends' homes, and "other" homes.
5. "Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using five years of the most recent available data: 2016 to 2020. Children and teens aged 0 to 19.
6. Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611. Study defined children as under the age of 18.
7. Everytown for Gun Safety Support Fund, American Federation of Teachers, and National Education Association, "Keeping Our Schools Safe: A Plan for Preventing Mass Shootings and Ending All Gun Violence in American Schools," 2020. <https://everytownresearch.org/report/preventing-gunviolence-in-american-schools/>
8. Grossman DC, Mueller BA, Riedy C, et al. Gun storage practices and risk of youth suicide and unintentional injuries. JAMA. 2005; 293(6):707-714.
9. M.J. Bull, et al., "Firearm-related Injuries Affecting the Pediatric Population," Pediatrics 105, no. 4 (2000): 888-895.

RESOLUTION 4: SCHOOL BUS STOP ARM SURVEILLANCE ACT AND ENFORCEMENT PENALTIES

(Sponsored by the Peabody School Committee)

WHEREAS it is against the law in Massachusetts to pass a stopped school bus with the stop arm extended and flashing lights while student passengers embark and disembark the bus. Unless witnessed by a police officer, the penalties for passing a stopped school bus are minimal. The danger to the passengers is extraordinary, and can prove fatal; and

WHEREAS a survey conducted in 2022 by the National Association of State Directors of Public Transportation Services (NASSDPTS) found that motorists illegally pass stopped school buses: "Throughout a 180-day school year sample results point to more than 41.8 million violations per year among America's motoring public;" and,

WHEREAS technical advances have now made public digital video violation detection violation detection monitoring systems to detect drivers failing to stop for school busses; and

WHEREAS penalties for passing a stopped school bus utilizing a digital video violation monitoring system need to be commensurate with the same penalties imposed for such action if witnessed by a police officer.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts legislature to enact legislation to pass into law the ability for cities and towns to install on all school busses live digital video detection monitoring systems for the purpose of enforcing violations against the owner of a motor vehicle whose vehicle failed to stop for a school bus when required to do so by law.

SPONSOR RATIONALE: The significant safety concerns present when a vehicle passes a stopped school bus embarking or disembarking passengers are endangering our students in Massachusetts. Presently, unless witnessed by a police officer, the penalties for passing a school bus are minimal. If the registration plate of the offending vehicle is reported by the bus driver, there is a minimal fine.

Requiring a police officer to witness the violation prevents appropriate law enforcement action from taking place, especially for repeat offenders. Allowing the installation and utilization of digital video detection monitoring systems on school buses will allow for appropriate law enforcement action, provide for monitoring and data pertinent to this safety concern, and serve as a deterrent to drivers who are contributing to this safety issue. Protecting the safety of our students is a paramount concern.

RESOLUTIONS ON SCHOOL FINANCE

RESOLUTION 5: ALIGNING TAXING AUTHORITY WITH THE REQUIRED LOCAL CONTRIBUTION

(Sponsored by the Arlington School Committee)

WHEREAS Massachusetts General Laws (M.G.L. Ch. 70, Section 2), establishes a required local contribution which defines a minimum appropriation for education; and

WHEREAS one element of determining the required local contribution is local effort from property wealth, determined using a municipality's equalized valuation; and

WHEREAS the ability of municipalities to raise revenue is constrained by Proposition 2½ (M.G.L. Ch. 59, Sect. 21C) which limits the increase in levy limits by 2½% (plus new growth); and

WHEREAS the total statewide required local contribution in FY22 was \$6,827,673,657, in FY23 it was \$7,166,744,291, an increase of \$339,070,634 (4.97%); and

WHEREAS the total statewide required local contribution in FY23 was \$7,166,744,291, in FY24 it was \$7,566,302,116, an increase of \$399,557,825 (5.58%); and

WHEREAS the total statewide required local contribution in FY24 was \$7,566,302,116, and the FY25 Preliminary Chapter 70 Aid and Net School Spending Requirements released by the Massachusetts Department of Elementary and Secondary Education is projected to be \$7,969,443,892 an increase of \$403,141,776 (5.33%); and

WHEREAS increases in required local contributions in excess of 2.5% strains the budgets of municipalities without excess levy capacity,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls for the enactment of legislation that would increase a municipality's levy limit by the amount of increase of the required local contribution in excess of 2.5%, granting the municipality the ability to raise local revenues mandated by M.G.L. Ch. 70.

RESOLUTION 6: SUPPORT OF LEGISLATION TO IMPROVE THE FISCAL HEALTH OF RURAL SCHOOL DISTRICTS

(Sponsored by the Deerfield, Sunderland, Whately and Frontier Regional School Committees)

WHEREAS rural school districts in Massachusetts face daunting threats to their financial sustainability and thus to their ability to provide rural students with the same quality of educational opportunity enjoyed by students in other parts of the state; and

WHEREAS the Commonwealth has rightly touted the state's significant increase in education funding following passage of the 2019 Student Opportunity Act (SOA), however the most needy rural and declining enrollment districts have received less than 1% of that increase in funding; and

WHEREAS no fewer than four recent state and legislative commissions have reviewed the looming crisis facing rural schools and concluded that rural school districts are seriously under-resourced and under-funded; and

WHEREAS the most recent of these commissions was specifically created by the SOA "...to study and make recommendations concerning the long-term fiscal health of rural school districts that are facing or may face declining student enrollment..." including recommendations for, among other things, "expanding the rural school aid grant program" and "establishing and including a low and declining student enrollment factor within the foundation budget;" and

WHEREAS in its final report, issued in December 2022, the Commission on the Fiscal Health of Rural School Districts concluded that districts with very low student enrollments cost 16.7% per student more to operate than the state average and that small K-12 regional school districts cost 22.7% per student more to operate than their larger counterparts; and

WHEREAS rural school districts have closed schools, regionalized and shared services with other districts wherever possible in an effort to remain viable and serve their students.

THEREFORE BE IT RESOLVED that MASC urges the Legislature to pass comprehensive legislation encompassing all recommendations from the Legislative Commission on the Fiscal Health of Rural Schools report: A Sustainable Future for Rural Schools.

RESOLUTION 7: FULLY ADJUSTING CHAPTER 70 AID FOR INFLATION

(Sponsored by the Everett School Committee)

WHEREAS Chapter 70 of the General Laws provides a structure for allocation of school aid based on the Foundation Budgets that reflects the needs and costs for Massachusetts school districts; and

WHEREAS the "Foundation inflation index" is an essential element of the school aid formula needed to maintain the purchasing power of district Foundation Budgets; and

WHEREAS the Chapter 70 Section 2 definition of the Foundation inflation index limits each annual adjustment to no more than 4.5% when inflation exceeds that amount; and

WHEREAS application of that limit or cap on the Foundation inflation index in fiscal years 2023 and 2024 has reduced the base used to calculate Foundation Budgets for fiscal year 2025 and future years by about 6% below what is needed to maintain the purchasing power of Massachusetts schools; and

WHEREAS a legislative change is needed to (1) fully reflect recent inflation in the Chapter 70 definition of the Foundation inflation index and (2) to eliminate the cap in future years, so as to restore the purchasing power of district Foundation budgets to reflect the intended resource allocations of the Student Opportunity Act.

THEREFORE BE IT RESOLVED that MASC calls on the Massachusetts Legislature to advance legislation mandating Inflation Index "Catch Ups" to Chapter 70 Foundation Aid that fully accounts for realized inflation that has occurred since the passage of the Student Opportunity Act.

BE IT FURTHER RESOLVED that MASC work with the Massachusetts Legislature to ensure in future years where realized inflation is above the 4.5% annual inflation cap, in subsequent years, Inflation Index "Catch Ups" are made to Chapter 70 aid and that realized inflation is used in the formulas to calculate Chapter 70 aid in perpetuity.

RESOLUTION 8: EQUITABLE FUNDING FOR NON-REGIONAL SCHOOL DISTRICTS WITH HIGH TRANSPORTATION COSTS

(Sponsored by the Plymouth School Committee)

WHEREAS many non-regional school districts face significant financial burdens due to the extensive transportation costs and longer routes required to serve their students; and

WHEREAS non-regional school districts do not receive financial reimbursement benefits as regional districts do, which creates an imbalance in funding and resources; and

WHEREAS providing equitable financial support to non-regional school districts will help ensure that all students in the state receive an equal opportunity for quality education; and

WHEREAS the Commonwealth of Massachusetts is committed to promoting fairness and equity in education and recognizing the unique challenges faced by non-regional school districts.

THEREFORE BE IT RESOLVED that the State recognizes the financial challenges faced by many non-regional school districts, due to their higher transportation costs and longer routes. The State acknowledges that non-regional school districts should have access to financial support similarly to regional districts, when costs are extraordinary. A special fund shall be established to provide financial assistance to non-regional school districts with higher transportation costs. This fund shall be known as the "Extraordinary Routes Relief Fund."

The funds provided through this program shall be used exclusively to offset transportation costs, including but not limited to, the purchase and maintenance of buses, fuel costs, and driver salaries.

Eligible non-regional school districts may apply for grants from the "Extraordinary Routes Relief Fund" to cover a portion of their transportation-related expenses.

An oversight committee, composed of representatives from non-regional school districts, regional districts, and the State's education department, shall be established to ensure the fair and transparent allocation of funds from the "Extraordinary Routes Relief Fund."

The State shall conduct an annual review of the effectiveness and impact of this resolution to ensure that non-regional school districts are receiving adequate support to address their transportation challenges.

RATIONALE: Reimbursement suggestion: Circuit Breaker-Like Component:

- Create a "Circuit Breaker" threshold for exceptionally high busing costs, similar to Massachusetts' approach for special education expenses.
- Once a district's transportation costs exceed a certain percentage (e.g., 125%) of the statewide average, they become eligible for additional reimbursement.
- The state would reimburse a percentage (e.g., 40%) of the excess costs beyond the threshold.

Annual Reporting and Adjustment:

Require school districts to submit annual reports detailing their actual busing costs, the number of buses used, and the miles traveled. Based on these reports, adjust the reimbursements for each district to ensure they are aligned with actual expenses.

This approach provides a systematic and fair process to reimburse school districts with extraordinary expenses, similar to the Circuit Breaker process for special education expenses in Massachusetts. The specific percentages, thresholds, and additional rates can be adjusted as needed to suit the State's budget and educational priorities.

VOCATIONAL AND TECHNICAL SCHOOL GROUP

RESOLUTION 9: MSBA GRANTS EVALUATION FOR CHAPTER 74

(Sponsored by the Tri-County Regional Vocational Technical High School Committee)

WHEREAS Chapter 74 Vocational-Technical & Agricultural High Schools incur higher costs to build Chapter 74 educational training spaces; and,

WHEREAS MSBA currently assesses all school building projects at equal value; and,

WHEREAS Vocational-Technical & Agricultural High School renovation/building costs are disbursed to sending districts impacting local budgets.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature and MSBA to create an evaluated-tiered system to separately assess the cost of (1) elementary, (2) comprehensive high schools, and (3) vocational, technical and agricultural schools, resulting to true cost reimbursement for each school category.

RESOLUTION 10: EXPANSION IN CAPACITY IN CHAPTER 74 VOCATIONAL TECHNICAL PROGRAMS

(Sponsored by the Tri-County Regional Vocational Technical High School Committee)

WHEREAS Chapter 74 vocational-technical schools in Massachusetts are experiencing unprecedented applications for admission and more students from their sending districts are being waitlisted; and,

WHEREAS students applying from sending districts being waitlisted is preventing non-member and school choice students from attending; and,

WHEREAS there are 92 schools in Massachusetts that have Chapter 74 programs, but there are gaps across the Commonwealth where students do not have access to a Chapter 74 program school; and,

WHEREAS Chapter 74 schools serve a higher percentage of students with IEPs and 504s, and who are more economically disadvantaged than their sending districts, and, Massachusetts is in need of more skilled trade workers to keep pace with both the growth of industry and the retirement of the current workforce, and, all students in Massachusetts deserve the opportunity to pursue the best secondary education available.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to support the expansion of capacity at the current Chapter 74 schools, and to work with districts that lack access to vocational technical schools to create programs, and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the legislature to convene a special commission to consider changes to the current law and regulation relating to the overall authority of the Massachusetts School Building Authority, alternative overall financing structures, standards for project eligibility, appropriate financial assistance based on the nature of the school in the projects being considered, potential differential requirements for elementary, middle schools, comprehensive high schools, and vocational technical and agricultural schools, and other such matters as affects vocational and technical education.

EXPIRING RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the eleven resolutions set to expire this November, unless reauthorized by a vote of the Delegate Assembly.

BANNING POLYSTYRENE FROM SCHOOLS

(Submitted by the Silver Lake Regional School Committee District including the School Committees of Kingston, Plympton, and Halifax)

WHEREAS the US Department of Education Green Ribbon Schools was created in 2011 to recognize school efforts to reduce environmental impact and cost, improve the health and wellness of schools, students, and staff, and provide effective environmental and sustainability education; and

WHEREAS the Commonwealth of Massachusetts in conjunction with twenty other states joined together to form the United States Climate Alliance to support the Paris Agreement and through continued legislative and executive actions has demonstrated the Commonwealth's commitment to environmental protection; and

WHEREAS expanded polystyrene foam manufacturing process releases pollution into the atmosphere, expanded polystyrene foam has been shown to be non-biodegradable and has the ability to be persistent in the environment for thousands of years, expanded polystyrene foam breaks down into "pearls" which are often ingested by marine life and introduced into the food chain; and

WHEREAS expanded polystyrene foam is made with styrene, a chemical the Department of Health and Human Service has deemed as reasonably anticipated to be a human carcinogen, and the use of expanded polystyrene foam in food and beverage containers, especially containers holding hot or acidic food, have been shown to leach styrene into food and beverages;

THEREFORE BE IT RESOLVED that MASC urge the Commonwealth of Massachusetts to ban the use of expanded polystyrene foam cups, bowls, plates and trays from Massachusetts Public Schools by the 2022-2023 school year.

Passed on a voice vote - 2019

PERTAINING TO EDUCATOR DIVERSITY AND PROFESSIONAL LICENSURE

(Submitted by the Arlington School Committee)

WHEREAS current research clearly demonstrates that public school students benefit from a diverse teaching staff; and

WHEREAS Massachusetts school districts are challenged to attract a diverse teaching staff; and

WHEREAS attracting diverse candidates often involves recruiting candidates from outside Massachusetts; and

WHEREAS Massachusetts licensure requirements, including the MA Tests for Educator Licensure (MTEL) requirements, serve as a disincentive for candidates looking to relocate to take a teaching position; and

WHEREAS test administration is conducted in centers that are often inaccessible without a car; and

WHEREAS the cost of testing can be a barrier to potential applicants; and

WHEREAS there is no evidence that MTEL is a reliable or valid measure of successful practice as an educator; and

WHEREAS school districts are capable of selection qualified candidates for teaching positions, as well as supervising, evaluating, and deciding on whether to retain the services of probationary candidates; and

WHEREAS the Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS the teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board;

(PART A) THEREFORE BE IT RESOLVED that MASC calls for the elimination of the MTEL and MA Performance Assessment of Leaders (MaPAL) as licensing requirements for educators; and,

(PART B) BE IT FURTHER RESOLVED that MASC calls for the governance and licensure of professional educators be vested in a board comprised of licensed educators.

Part A passed on a 54-24 vote - 2019

Part B passed unanimously on a voice vote - 2019

FULL FUNDING OF TRANSPORTATION COSTS FOR STUDENTS IN FOSTER CARE AND STATE CARE

(Sponsored by the MASC Board of Directors)

WHEREAS FY18 was the first year Massachusetts added the category of transportation for foster children educated in the school or district of origin and subject to transportation to its reporting of educational expenses by district, and the reported total was over \$3.2 million; and

WHEREAS federal and state law require the ability for students in foster or state care to stay not just in their districts of origin but also in their schools of origin; and

WHEREAS the nature of foster care and state care placements has changed significantly within the past several decades; and

WHEREAS school districts do not have control over whether a foster care student is placed into or removed from the district; and

WHEREAS Chapter 7 of Chapter 76 of the MA General Laws, established over a century ago, obligates the Commonwealth to reimburse districts for the cost of educating students in

foster care and state care;

THEREFORE BE IT RESOLVED that the Commonwealth should reimburse transportation funding for children in foster care and state care. DCF and DESE must complete the process to provide proper documentation for the Commonwealth to receive reimbursement for transportation and expenses under Title IV-E of the Social Security Act.

BE IT FURTHER RESOLVED that MASC advocate to the Massachusetts General Court to properly calculate and assume the full expense of providing educational services to students in foster care and state care including the costs of assessments, regular day and special education services as well as out-of-district placements, transportation and mental health.

Adopted as presented on a voice vote - 2019

POVERTY AND CHILDREN

(Submitted by the Framingham School Committee)

WHEREAS one third of the children in Massachusetts are living in or near poverty; and

WHEREAS the perils of poverty include putting students and families at risk for health, social and emotional, and educational disadvantages; and

WHEREAS students in poverty and at social and emotional risk face obstacles and impediments to their success that others students do not confront; and

WHEREAS there is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address them; and

WHEREAS the eradication of poverty among children is essential to generating a strong economy and vibrant society;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees will prioritize, as a matter of its public policy agenda, and file for supporting legislation to support the eradication of poverty among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state programs and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare, including vision, hearing, dental and mental health through accessible service providers.
- Support pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

Originally adopted in 2015

Re-adopted on a voice vote - 2019

ACCESS TO MENSTRUAL SUPPLIES

(Submitted by the MASC Resolutions Committee)

WHEREAS schools have an obligation to serve all students equitably. Every student deserves the reassurance that their school restrooms are outfitted with necessities to accommodate their biological needs. Yet, for roughly half the US student population, there is a glaring exception to this commitment: menstrual hygiene products; and

WHEREAS menstrual hygiene products are basic necessities, and the inability to access them affects a student's freedom to study, to be healthy, and participate in society with dignity. Studies have shown that when students lack access to menstrual hygiene products they skip or miss class, face embarrassment or objectification because of period stains, and are limited both academically and socially; and

WHEREAS no student should miss a day of school because they feel ashamed, or they do not have access to menstrual products;

THEREFORE BE IT RESOLVED that MASC work with state and federal legislatures to provide additional funding to provide free access to menstrual products from the school nurse and in restrooms and locker rooms.

Approved as presented - 2019

CHARTER SCHOOL REFORM

(Sponsored by the MASC Board of Directors)

WHEREAS in many cities and towns, Commonwealth charter schools are imposed upon communities or subject to expansion over their objections, without local representative oversight, and without regard to the impact such a charter school would have on the education of children in the public schools; and

WHEREAS charter schools are always fully funded by the sending districts enrolling students there while the charter school mitigation fund is subject to appropriation and has not been fully funded in years; and

WHEREAS charter schools may retain up to 20 percent of their operating budget and capital costs in reserve funds, regional schools may retain only 5 percent of any surplus funds in reserve, while district schools must return 100 percent of any unspent funds to their municipality; and

WHEREAS without substantial reform of Commonwealth charter school financing, recruitment of students, equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter schools cannot be addressed.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees seek legislative action to both address the deleterious effects of charter school funding on certain municipalities and school districts across the state and approve a comprehensive set of reforms that includes:

- Establishment of strict guidelines or regulations to require that charter schools enroll representative cross sections of students residing with the school service areas.
- Reporting of accurate numbers of students who leave charter schools to return to the sending districts or districts of residence.
- Requiring MA DESE to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.
- State requirements that all charter schools be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.
- State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools.

Approved on a voice vote - 2019

CLIMATE CHANGE

(Sponsored by the MASC Resolutions Committee)

WHEREAS we believe America is a great nation and has a proud heritage of addressing humanity's most pressing problems; and

WHEREAS we believe it is important to advocate for climate action leading to climate restoration to curtail one of the greatest threats facing communities throughout the world; and

WHEREAS we believe that climate change is not a partisan issue and that local, state and national policies should be guided by the best available science; and

WHEREAS there is a broad scientific consensus among climate scientists that human activities, contributing to increases in greenhouse gas emissions, are the dominant cause of climate change; and

WHEREAS children represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and

WHEREAS MASC recognizes climate change as a generational justice and human rights issue; and

WHEREAS climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations, it disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America; and

WHEREAS the global impact, urgency, and magnitude of the challenge of addressing climate change calls for lead-

ership in all sectors of society, all institutions and all elected leaders; and

WHEREAS national and state elected leaders working in a bipartisan fashion to enact carbon pricing policies could quickly and substantially reduce human-made greenhouse gas emissions; and

WHEREAS MASC recognizes and understands the significant negative impact that rapid and ongoing climate change has on America's schools, students, and their communities;

THEREFORE BE IT RESOLVED that MASC calls on Congress to take swift and effective action on climate change to protect current and future students, and

BE IT FURTHER RESOLVED that MASC advocates for infrastructure needs and state and federal emergency funding for disaster relief caused by natural catastrophes and extreme weather events.

Approved on a voice vote - 2019

MANDATORY RECESS

(Sponsored by the MASC Board of Directors)

WHEREAS due to regulations promulgated by Massachusetts Education Reform of 1993 which excluded recess from time learning calculations and the federal No Child Left Behind Act which tied funding and local control of schools to standardized test scores, recess in many Massachusetts Elementary Schools has been diminished or eliminated to provide more time for academics; and

WHEREAS the CDC and the Society of Health and Physical Educators jointly stated that all students should be given at least 20 minutes of recess daily; and

WHEREAS research provided by the US Department of Health and Human Services has shown the benefits of recess to include improved social and emotional development, improved memory, attention and concentration, reductions in disruptive behavior in class and increased levels of physical activity;

THEREFORE BE IT RESOLVED that MASC supports legislation calling for at least 20 minutes of uninterrupted, supervised, safe and unstructured free-play recess per day which cannot be excluded from structured learning time requirements and may not increase the total number of hours required in the school year for Massachusetts elementary school students.

Approved on a 96- 2 vote - 2021

SCHOOL COMMITTEE ANTI-RACISM

(Sponsored by the MASC Board of Directors)

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each

school to ensure we created a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity, and inclusion; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence-based; and
WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity, and inclusion is embedded and practiced for our students, families, faculty, and staff; and

School Committee members should ensure that our school culture and that of every district in the Commonwealth is anti-racist, and acknowledges that all lives cannot matter until black lives matter.

Approved - 2020

PROHIBITING THE USE OF NATIVE AMERICAN MASCOTS
(Sponsored by the MASC Board of Directors)

WHEREAS the Massachusetts Association of School Committees passed a resolution last year resolving that all school districts in the Commonwealth should guarantee that racist practices be eradicated, and diversity, equity and inclusion be embedded and practiced for our students, families, faculty and staff; and

WHEREAS the U.S. Commission on Civil Rights called for an end to the use of Native American images and team names by non-Native schools in 2001, stating that "the stereotyping of any racial, ethnic, religious or other groups when promoted by our public educational institutions, teach all students that stereotyping of minority groups is acceptable, a dangerous lesson in a diverse society"; and

WHEREAS the American Psychological Association called for the immediate retirement of Native American mascots, logos and nicknames back in 2005, citing research showing that the use of Native American mascots (a) undermines the educational experiences of members of all communities; (b) creates a racially hostile learning environment for all students; (c) has a negative impact on the self-esteem of American Indian children; and (d) undermines the ability of American Indian Nations to portray accurate and respectful images of their culture;

THEREFORE BE IT RESOLVED that MASC support legislation calling for regulations prohibiting public schools from using an athletic team name, logo or mascot which names, refers to, represents, or is associated with Native Americans, including aspects of Native American cultures and specific Native American tribes.

Approved on an 82-9 vote - 2021

FULL FUNDING FOR INDIVIDUALS WITH DISABILITIES EDUCATION ACT
(Sponsored by the MASC Board of Directors)

WHEREAS it is the legal responsibility for public schools to provide a free and appropriate education for all students in the least restrictive environment; and
WHEREAS the cost to educate students with disabilities who qualify for special education services can be an extraordinary burden on the finances of our public schools, impacting the resources available to all students.

WHEREAS federal funding through IDEA is currently only providing approximately 15% of the extra cost to educate students receiving special education services, far less than the 40% promised in IDEA.

WHEREAS the IDEA Full Funding Act had been proposed to fully fund IDEA through an incremental, seven-year increase in funding which had both bipartisan and bicameral support.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Congressional to reintroduce and promote the passage of the IDEA Full Funding Act.

Approved - 2021



November 11, 2024

Howie Barber, howiebarber@oldrochester.org
Rochester Memorial
Old Rochester Regional School District
135 Marion Road
Mattapoisett, MA 02739

cc: Shari Fedorowicz sharlenefedorowicz@oldrochester.org
cc: Kim Read Kimread@oldrochester.org

Dear Howie:

OpenSciEd and the Massachusetts Department of Elementary and Secondary Education, would like to thank you once again for your participation in the final year of the OpenSciEd K-5 Field Test during the '24-'25 school year.

In August you received the first half of your budget \$3,900. It is now time to issue the second half of that budget. Your available balance for the second half of the year is \$3,900.

Please complete the expense update grid below. Once the grid is completed, upload this letter with the completed grid using the following [link](#). No receipts are required. The goal is to simply:

- o Verify what was spent to support the field test, including locally sourced materials, classroom supplies, etc.
- o Update any changes to the number of teachers participating in the final round of the field test

Thank you, again, for your time and commitment.

Sincerely,

James Ryan
Executive Director, OpenSciEd



OpenSciEd.org

Shutterfly, LLC

Customer #: 0000153028

Check Date: 12/09/24

Check #: 234100

Invoice#	PO#	Invoice Date	Gross Amount	Discount Amount	Net Amount Paid
573190		12/02/24	\$2,244.33	\$0.00	\$2,244.33
On behalf of Shutterfly Lifetouch, LLC, enclosed is a commission check for the Lifetouch Fall Individuals 2024-2025 Program. Thank you for allowing us to photograph your students. If you have any questions, concerns or suggestions please contact us at 401-7 81-6320					
TOTALS:			\$2,244.33	\$0.00	\$2,244.33

THE FACE OF THIS CHECK HAS A ORANGE BACKGROUND AND MICROPRINTING IN THE BORDER. SEE BACK FOR ADDITIONAL SECURITY FEATURES.

Shutterfly, LLC
Shutterfly, LLC
10 Almaden Blvd, Suite 900
San Jose CA 95113

Wells Fargo
56-382/412

Date
12/09/2024

Number
234100

Amount
\$****2,244.33

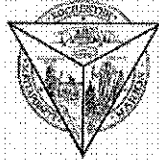
PAY EXACTLY TWO THOUSAND TWO HUNDRED FORTY-FOUR and 33/100 Dollars

PAY TO THE ORDER OF
ROCHESTER MEMORIAL SCHOOL
16 Pine St
Rochester MA 02770-1617

96

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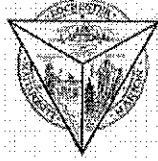
▲ Detach at Perforation Before Depositing Check ▲



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	December 10, 2024
Name of Donating Individual/Group:	RMS PTO, Book for Ms. Mazucca upon her retirement
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	December 13, 2024
Title and Author of Book:	Because of Mr. Terupt by Buyea, Rob
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, 2010)</i></p> <p>Gr 4-6-Seven fifth graders at Snow Hill School in Vermont learn a variety of life lessons, not necessarily from their textbooks, when they start the school year off with their new teacher. Short chapters are actually brief narratives by individual students and sectioned off by each month of the school year, beginning with September. From the students' distinct voices readers come to understand the different personalities and backgrounds that define them. Peter, the prankster, Danielle, who never stands up for herself, and Jessica, the new girl in town who hides behind her favorite books, are just a few of the characters who shape readers' vision of the classroom. As their narrative continues, readers realize that each child has a story that only begins in school, it's the problems and conflicts that make up their home lives that come full circle because of a prank that results in tragedy. Mr. Terupt is that one teacher who really understands them, who always seems to be on their side, and who teaches them a valuable lesson no matter how much some of them try to shut him out. If the school year is a series of events, then Mr. Terupt is the catalyst that starts the chain reaction. The characters are authentic and the short chapters, some less than a page, are skillfully arranged to keep readers moving headlong toward the satisfying conclusion.-Cheryl Ashton, Amherst Public Library, OH (c) Copyright 2010. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (October 15, 2010 (Vol. 107, No. 4))</i></p> <p>Grades 4-6. Mr. Terupt follows in the footsteps of those inspiring teachers who encourage their students to think for themselves, question the conventions they understand about school, and become better people. The narration here is shared by so many that it is hard for readers to feel similarly inspired, but what they'll get instead is the school-year-long unfolding of each of seven fifth-graders as they face their own flaws, come to terms with their home lives, and reconcile their roles in a tragic accident that nearly takes the life of their beloved teacher, hinted at with the innocuous-looking snowball on the front cover. Some voices ring less true than others, which is a shame, since all of the characters have something important to say. Despite its flaws, this is a compelling novel with brief—sometimes very brief—chapters, which keep the story moving. Readers</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

will find much to ponder on the power of forgiveness in Buyea's meditative first novel.

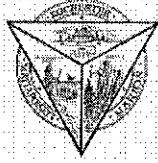
Publishers Weekly (October 18, 2010)

In this skillfully constructed first novel, Buyea conveys the impact that an inspiring new teacher has on his fifth-grade class through the alternating voices of seven complex students, including class clown Peter, thoughtful new student Jessica, relentlessly teased Danielle, and mean-girl Alexia ("Mom told me... Alexia, don't let people push you around like your father did to us. You take charge and fight back." So there's no way I'm going back to being nice"). For the most part, Mr. Terupt's unconventional teaching style proves capable of reaching even his most difficult students as the year progresses, his gentle guidance leads to some potent lessons about tolerance, self-advocacy, and responsibility. However, some in the community disapprove of his lax disciplinary measures and hands-on educational methods. When an accident during a snowball fight lands Mr. Terupt in the hospital, readers-like students in the class-are left to decide who, if anyone, is to blame. Introducing characters and conflicts that will be familiar to any middle-school student, this powerful and emotional story is likely to spur discussion. Ages 9-12. (Oct.) (c) Copyright PWxyz, LLC. All rights reserved.

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 ▾



Old Rochester Regional School District
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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 ▾

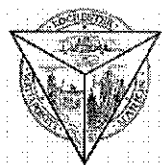
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: *Jared Sale*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	December 10, 2024
Name of Donating Individual/Group:	RMS PTO, Book for Ms. Bejtlich upon her retirement
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	December 13, 2024
Title and Author of Book:	Zinnia and the bees by Davis, Danielle
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:</div> <div><i>Booklist (June 1, 2017 (Vol. 113, No. 19))</i><p>Grades 4-7. Ever thought about hosting bees in your hair? Neither had 12-year-old Zinnia, but a quick look beneath her hood shows that's exactly what she's dealing with. Distraught over her older brother's disappearance, she goes for ice cream and drips the messy treat into her hair. Meanwhile, a colony of bees makes a bid for freedom when the truck hauling its hive wrecks, and the bees follow the sweet scent of ice cream right into Zinnia's curls. Adding a dollop of magic realism, Davis alternates between Zinnia's story and the bees' predicament, both atop their disappointingly pollen-free host and as a species struggling in the world at large. Readers will empathize with Zinnia as she wonders about her missing brother, deals with her mother, and renews fractured friendships. As they follow the bees' activities, they'll learn apian facts and gain insight into what is happening to bees in the U.S. This fascinating and unusual look at family, friendships, and insects is a good match for Robin Stevenson's <i>The Summer We Saved the Bees</i> (2015).</p></div> <div><i>School Library Journal (June 1, 2017)</i><p>Gr 4-7-They had trusted bee 641, had thought she would find them a new home when they escaped from their hive to become wild and free. They did not plan on living their days out in the curly mess of hair on this human's head, but here they were. Meanwhile, said human, Zinnia, hadn't anticipated spending the summer wearing a hoodie to cover a buzzing mess of bees. In fact, she is not having the summer she expected at all. Her yarn bomb on the last day of school had, well, bombed, and she came home to find that her older brother and most important person in her life, Adam, had left without an explanation. Then Birch, the odd nephew of Zinnia's neighbor, comes to stay for the summer. Zinnia starts to understand what friendship and family really mean and in the process loses and gains some things (the bees, friends). Alternating between Zinnia's and the bees' perspective, this novel forces readers to suspend disbelief, though it does not quite verge into magical realism. Despite the outlandish premise, Davis does an excellent job crafting human characters who are varied in their emotions and grow in awareness. The solution to Zinnia's problems is believable and clever</p></div>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

yet still leaves room for change. VERDICT A good fit for a larger collection looking for unusual books on friendship and growing up. -Clare A. Dombrowski, Amesbury Public Library, MA © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Kirkus Reviews (June 15, 2017)

Zinnia's convinced nothing could be worse than her beloved older brother's sudden, unexplained departure, which leaves her alone with their overbearing dentist mother—till a colony of honeybees takes up residence in her hair. Zinnia responds by wearing a hoodie at all times and staying in her room to knit whenever possible. On a rare outing she meets unflappable Birch, the neighbor's visiting nephew, who is the only person to notice Zinnia's bees. Together they search for Adam and try to figure out how to divest Zinnia's hair of her unwanted tenants. Davis' debut demands that readers check their disbelief at the door. In addition to the bees, she draws secondary characters with broad brushes, especially do-gooder Dr. Flossdrop, who seems determined to alienate her entire family. But she manages to keep it together, embedding readers in Zinnia's believable, often funny perspective with occasional cutaways to the bees, who narrate their side of the misadventure in a wry collective voice that combines snippets of bee biology with fancy (they break dance to "combat despair"). Bee cognoscenti will scoff at the sheer ridiculousness of the premise, but its extreme silliness works its own magic to mitigate this and other hard-to-believe moments, such as the ease with which the rift between Zinnia and her former BFFs seems to be healed. Zinnia, her family, and Birch are evidently white. Horton's illustrations not seen. Not flawless but decidedly offbeat and emotionally true. (Fabulism. 9-12)

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 ▾



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

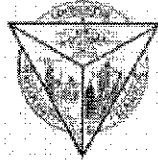
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: *Sam B. B.*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	December 10, 2024
Name of Donating Individual/Group:	RMS PTO, Book for Ms. Wollenhaupt upon her retirement
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	December 13, 2024
Title and Author of Book:	The last mapmaker by Soontornvat, Christina
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 starred (May 1, 2022)</i></p> <p>Gr 3-6-Living a squalid life helping her conman father with his get-rich-quick schemes, Sodsai Mudawan uses her own cunning to secure an Assistantship with the Master Mapmaker of the Kingdom of Mangkon. Fortune favors her bravery even further when a declaration from the Queen provides an opportunity to join her master Paiyoon on a daring voyage to chart the shadowy Sunderlands, a region rich with secrets and sea monsters. The monetary prize attached to the expedition is just what Sai needs to free herself from her troubled past, but as her master wrestles with his culpability in the kingdom's expansion, Sai begins to have her own conflicted feelings over what she is willing to do (and sacrifice) to make her dream a reality. The spare, evocative prose immediately places readers in the hold of the story, and the Dickensian colorfulness of the characters and Sai's clipped delivery will have kids tearing through pages at an eager pace. Soontornvat brings a naturalness to her worldbuilding in this Thai-inspired landscape that will allow fans of magical realism and high adventure to find a tale worth cherishing. VERDICT A gripping story with multiple layers, including action, magic, and a thought-provoking through line of colonization and the role of manifest destiny, this original novel will leave middle grade readers wanting to journey through this land of dreams and dragons again and again. -Jose Cruz © Copyright 2022. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (February 15, 2022 (Vol. 118, No. 12))</i></p> <p>Grades 4-7. Though 12-year-old Sai is playing the role of an upper-class girl fulfilling her year of service as an apprentice to Paiyoon, master mapmaker for the Mangkon Royal Navy, she has actually led a hardscrabble life. Wanting nothing more to do with her con man father's schemes, she leaps at the chance to join Paiyoon on a voyage that might discover the legendary Sunderlands. Once she's aboard, Sai avoids a crew member who might recognize her, while ingratiating herself with dashing Miss Rian. Meanwhile, she discovers a stowaway, a boy named Bo, and secretly helps him survive. When disaster strikes, their only option is to escape the ship and seek shelter on a small, desolate island. The novel touches on many themes, from class structure to the</p>



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effects of colonialism to the bond between children and their parents. Action drives the narrative forward, creating a real page-turner with intriguing characters whose individual goals lead to inevitable, sometimes violent clashes. Blending Age of Sail historical fiction, adventure, and fantasy within a Thai-inspired setting, this original novel will leave readers hoping for sequels.

Publishers Weekly starred (February 14, 2022)

Soontornvat's (A Wish in the Dark) imaginative Thai-inspired fantasy centers 12-year-old Sodsai, who goes by Sai and assists the royal navy's Master Mapmaker in the fictional Kingdom of Mangkon. While other kids gained Assistantships through familial connections, Sai landed hers by chance, purposefully obscuring her modest background. When the queen announces "a venture to extend the boundaries and glory" of Mangkon, with a hefty prize for those who succeed, Paiyoon invites Sai, who agrees immediately. She's desperate to leave her "lowlife" father and delay the traditional 13th birthday ceremony during which kids are given a lineal, a bracelet whose gold links represent each generation of ancestors—"ones you were proud to claim." Through Paiyoon's growing guilt about his role in the empire's expansion, Soontornvat deftly discusses themes of colonization and "discovery," complicating Sai's desire to visit the fabled Great Southern Continent, rumored home to dragons. Employing a presumed Asian cast of well-developed crew members with various skin tones and plenty of emotional depth, this high seas adventure deftly explores complex power dynamics and class hierarchies while maintaining a fast-paced clip. Ages 8-12. Agent: Stephanie Fretwell-Hill, Red Fox Literary. (Apr.) © Copyright PWxyz, LLC. All rights reserved.

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 ▾
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 ▾



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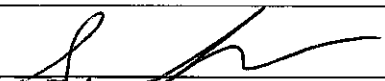
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall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

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

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

Reason:

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

Signed: 

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Calendar 2025-2026 DRAFT**

July 2025					August 2025					September 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4					1	1	2	3	4	5					
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12					
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19					
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26					
28	29	30	31		25	[26]	27*	28	29E**	29	30								
7/4 - Independence Day					8/25 All Staff Report					9/1 - Labor Day X - Prof. Dev. All Schools Early Release									
					[] Prof. Devl. Day														
					*Opening Day - Gr. 1-12														
					** - Kindergarten First Day and Early Dismissal for Students & Teachers														
3 days					21 days					24 days accrued									
October 2025					November 2025					December 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3	3	[4]	5	6	7	1	2	3	4	5					
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12					
13	14	15	16P	17P	17	18	19	20	21	15	16	17	18	19					
20	21	22	23	24	24	25	26E	27	28	22	23	24	25	26					
27	28	29	30	31						29	30	31							
10/13- Columbus Day P- Elementary - Early Dismissal Parent Conf. 22 days 46 days accrued					[]-Prof. Devl. Day 11/11 - Veterans' Day					12/24-12/31 Holiday Vacation 17 days 79 days accrued									
					E- Early Dismissal for Students & Teachers														
					11/27-28 Thanksgiving Vacation														
16 days 62 days accrued					17 days 79 days accrued														
January 2026					February 2026					March 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
			1	2	2	3	4	5	6	2	3	4	5	6					
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13					
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20					
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27					
26	27	28	29	30						30	31								
1/1-1/2 Holiday Vacation 1/19 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 19 days 98 days accrued					2/16-2/20 School Vacation					X - Prof. Dev. All Schools Early Release 22 days 135 days accrued									
15 days 113 days accrued					22 days 135 days accrued														
April 2026					May 2026					June 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3					1	1	2	3	4	5					
6	7	8	9	10	4	5	6	7	8	8	9	10*	11	12					
13	14	15	16	17	11	12	13	14	15	15	16	17**	18	19					
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26					
27	28	29	30		25	26	27	28	29	29	30								
4/20-4/24 School Vacation 17 days 152 days accrued					5/25 - Memorial Day					* 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release 8 days 180 days accrued									
					X - Prof. Dev. All Schools Early Release														
20 days 172 days accrued					8 days 180 days accrued														
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					Start & End Times:					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/1- Labor Day					ORR Jr. High School					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/13- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day					ORR High School					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/27 - Thanksgiving Day					7:30 to 2:03 p.m.					Approved by the Joint School Committee XX.XX.XXXX www.olderochester.org									
12/25- Christmas day					Center School & OHS														
1/1- New Year's Day					8:30 a.m. to 2:45 p.m.														
1/19 - Martin Luther King, Jr. Day					Sippican School														
2/16 - Presidents' Day					8:40 a.m. to 2:57 p.m.														
4/20- Patriots' Day					Rochester Memorial School														
5/25 - Memorial Day					8:40 a.m. to 3:00 p.m.														
6/19 - Juneteenth																			



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: January 6, 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 December 31, 2024.

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$527,259 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**
- \$ 6,646,205 – Obligations Paid Year to Date
- \$ 527,259 - **Remaining Available Funds**

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

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

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	\$400.00	\$400.00	\$2,200.00	\$0.00	\$2,200.00	84.62%
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	\$210.41	\$210.41	\$1,489.59	\$0.00	\$1,489.59	87.62%
01.305.001.1110.06.36	ADVERTISING	\$1,200.00	\$1,264.86	\$1,264.86	(\$64.86)	\$0.00	(\$64.86)	-5.41%
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	\$1,875.27	\$1,875.27	\$8,424.73	\$425.00	\$7,999.73	77.67%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$0.00	\$919.45	\$919.45	(\$919.45)	\$0.00	(\$919.45)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,785.49	\$12,218.90	\$12,218.90	\$24,566.59	\$24,420.04	\$146.55	0.40%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$11,393.57	\$3,954.52	\$3,954.52	\$7,439.05	\$7,469.55	(\$30.50)	-0.27%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$3,229.06	\$3,229.06	(\$1,829.06)	\$0.00	(\$1,829.06)	-130.65%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$43.22	\$43.22	\$556.78	\$0.00	\$556.78	92.80%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$1,579.22	\$1,579.22	(\$779.22)	\$0.00	(\$779.22)	-97.40%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$2,660.00	\$65.90	\$65.90	\$2,594.10	\$0.00	\$2,594.10	97.52%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,037.93	\$8,496.66	\$8,496.66	\$13,541.27	\$16,067.55	(\$2,526.28)	-11.46%
01.305.004.1220.02.02	CLERICAL	\$8,711.72	\$2,948.50	\$2,948.50	\$5,763.22	\$5,791.43	(\$28.21)	-0.32%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$3,625.87	\$3,625.87	(\$2,725.87)	\$0.00	(\$2,725.87)	-302.87%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$28,243.44	\$9,469.67	\$9,469.67	\$18,773.77	\$18,419.52	\$354.25	1.25%
01.305.004.1410.03.02	FINANCE OFFICE	\$31,631.86	\$10,809.13	\$10,809.13	\$20,822.73	\$20,895.81	(\$73.08)	-0.23%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,164.31	\$4,544.56	\$4,544.56	\$8,619.75	\$8,584.16	\$35.59	0.27%
01.305.004.1450.04.02	SOFTWARE CONSULTANT	\$250.00	\$77.22	\$77.22	\$172.78	\$0.00	\$172.78	69.11%
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	\$662.41	\$662.41	\$1,337.59	\$0.00	\$1,337.59	66.88%
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	\$62,644.29	\$62,644.29	\$104,809.03	\$101,648.06	\$3,160.97	1.89%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.24	\$70,269.22	\$70,269.22	\$62,358.02	\$60,230.78	\$2,127.24	1.60%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$118,073.34	\$63,206.83	\$63,206.83	\$54,866.51	\$54,177.29	\$689.22	0.58%
01.305.007.2210.02.09	CLERICAL	\$46,828.80	\$18,536.85	\$18,536.85	\$28,291.95	\$23,571.00	\$4,720.95	10.08%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$22,202.89	\$8,205.30	\$8,205.30	\$13,997.59	\$13,128.38	\$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	\$3,342.23	\$3,342.23	\$157.77	\$1,660.85	(\$1,503.08)	-42.95%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$10,000.00	\$15,403.96	\$15,403.96	(\$5,403.96)	\$1,799.47	(\$7,203.43)	-72.03%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$0.00	\$0.00	\$1,950.00	\$122.99	\$1,827.01	93.69%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$45.00	\$45.00	\$205.00	\$0.00	\$205.00	82.00%
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	\$1,933.30	\$1,933.30	(\$1,933.30)	\$0.00	(\$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	\$4,496.80	\$4,496.80	\$5,753.20	\$2,569.60	\$3,183.60	31.06%
	Dept: ADMINISTRATION REG DAY - 007	\$350,282.27	\$189,497.70	\$189,497.70	\$160,784.57	\$159,255.50	\$1,529.07	0.44%
01.305.010.2305.01.03	TEACHERS	\$1,994,221.99	\$744,504.46	\$744,504.46	\$1,249,717.53	\$1,128,024.70	\$121,692.83	6.10%
01.305.010.2324.01.34	LONG TERM SUB- PROFESSIONAL	\$0.00	\$3,265.54	\$3,265.54	(\$3,265.54)	\$0.00	(\$3,265.54)	0.00%

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

From Date: 7/1/2024

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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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2325.03.34	SUBSTITUTES	\$55,000.00	\$23,778.30	\$23,778.30	\$31,221.70	\$0.00	\$31,221.70	56.77%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$120.00	\$120.00	\$2,380.00	\$0.00	\$2,380.00	95.20%
01.305.010.2350.06.37	TRAVEL, TRANS, CONFERENCES	\$5,000.00	\$1,028.30	\$1,028.30	\$3,971.70	\$0.00	\$3,971.70	79.43%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$180.00	\$180.00	\$11,820.00	\$0.00	\$11,820.00	98.50%
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	\$772,876.60	\$772,876.60	\$1,306,345.39	\$1,128,024.70	\$178,320.69	8.58%
01.305.013.2305.01.03	TEACHERS	\$263,317.44	\$102,823.90	\$102,823.90	\$160,493.54	\$160,862.10	(\$368.56)	-0.14%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$62,262.71	\$36,442.45	\$36,442.45	\$25,820.26	\$57,455.94	(\$31,635.68)	-50.81%
01.305.013.2400.05.23	TEXTBOOKS	\$0.00	\$811.54	\$811.54	(\$811.54)	\$0.00	(\$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	\$140,077.89	\$140,077.89	\$187,852.26	\$218,963.39	(\$31,111.13)	-9.49%
01.305.016.2305.01.03	TEACHERS	\$101,099.47	\$39,512.70	\$39,512.70	\$61,586.77	\$60,940.30	\$646.47	0.64%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$2,050.00	\$3,552.61	\$3,552.61	(\$1,502.61)	\$0.00	(\$1,502.61)	-73.30%
	Dept: ART PROGRAM - 016	\$103,149.47	\$43,065.31	\$43,065.31	\$60,084.16	\$60,940.30	(\$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	\$45,412.40	\$45,412.40	\$81,830.37	\$69,419.64	\$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	\$47,838.38	\$47,838.38	\$81,454.39	\$69,419.64	\$12,034.75	9.31%
01.305.024.2305.01.03	TEACHERS	\$21,163.00	\$3,223.32	\$3,223.32	\$17,939.68	\$10,744.26	\$7,195.42	34.00%
01.305.024.2356.06.37	TRAVEL & CONFERENCES	\$0.00	\$15.48	\$15.48	(\$15.48)	\$144.52	(\$160.00)	0.00%
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	\$3,238.80	\$3,238.80	\$19,974.20	\$10,888.78	\$9,085.42	39.14%
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	\$42,089.70	\$42,089.70	\$65,837.79	\$65,983.30	(\$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	\$1,141.19	\$1,141.19	(\$1,141.19)	\$0.00	(\$1,141.19)	0.00%
	Dept: MEDIA SERVICES - 040	\$109,977.49	\$45,897.74	\$45,897.74	\$64,079.75	\$65,983.30	(\$1,903.55)	-1.73%
01.305.043.2305.01.03	TEACHERS	\$144,721.41	\$56,113.30	\$56,113.30	\$88,608.11	\$87,589.30	\$1,018.81	0.70%
01.305.043.2430.05.23	SUPPLIES	\$2,050.00	\$581.19	\$581.19	\$1,468.81	\$0.00	\$1,468.81	71.65%
01.305.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$165.00	\$165.00	(\$165.00)	\$0.00	(\$165.00)	0.00%
	Dept: MUSIC - 043	\$146,771.41	\$56,859.49	\$56,859.49	\$89,911.92	\$87,589.30	\$2,322.62	1.58%
01.305.049.2305.01.03	TEACHERS	\$131,748.56	\$50,935.70	\$50,935.70	\$80,812.86	\$79,216.90	\$1,595.96	1.21%
01.305.049.2430.05.23	SUPPLIES	\$2,050.00	\$3,444.03	\$3,444.03	(\$1,394.03)	\$0.00	(\$1,394.03)	-68.00%
	Dept: PHYSICAL EDUCATION - 049	\$133,798.56	\$54,379.73	\$54,379.73	\$79,418.83	\$79,216.90	\$201.93	0.15%
01.305.052.2305.01.03	TEACHERS	\$108,382.49	\$42,544.70	\$42,544.70	\$65,837.79	\$65,983.30	(\$145.51)	-0.13%
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$4,442.28	\$4,442.28	(\$2,392.28)	\$0.00	(\$2,392.28)	-116.70%
	Dept: SCIENCE - 052	\$110,432.49	\$46,986.98	\$46,986.98	\$63,445.51	\$65,983.30	(\$2,537.79)	-2.30%

Rochester Public Schools

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☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
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	\$219.24	\$219.24	\$27,280.76	\$0.00	\$27,280.76	99.20%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$245.46	\$245.46	\$4,754.54	\$653.40	\$4,101.14	82.02%
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%
01.305.061.2358.04.35	CURRICULUM - PROFESSIONAL DEVE	\$0.00	\$840.68	\$840.68	(\$840.68)	\$0.00	(\$840.68)	0.00%
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	\$10,261.20	\$10,261.20	\$32,738.80	\$653.40	\$32,085.40	74.62%
01.305.076.3200.01.11	NURSE	\$85,290.18	\$33,090.00	\$33,090.00	\$52,200.18	\$52,104.00	\$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	\$2,975.44	\$2,975.44	(\$925.44)	\$0.00	(\$925.44)	-45.14%
	Dept: HEALTH SERVICES - 076	\$88,340.18	\$36,065.44	\$36,065.44	\$52,274.74	\$52,104.00	\$170.74	0.19%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$460,000.00	\$157,834.02	\$157,834.02	\$302,165.98	\$192,165.98	\$110,000.00	23.91%
	Dept: TRANSPORTATION REG DAY - 079	\$460,000.00	\$157,834.02	\$157,834.02	\$302,165.98	\$192,165.98	\$110,000.00	23.91%
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%
01.305.085.3520.06.36	STUDENT ACTIVITIES - OTHER	\$0.00	\$864.00	\$864.00	(\$864.00)	\$0.00	(\$864.00)	0.00%
	Dept: MISCELLANEOUS - 085	\$2,200.00	\$1,762.66	\$1,762.66	\$437.34	\$0.00	\$437.34	19.88%
01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,531.69	\$6,052.86	\$6,052.86	\$11,478.83	\$11,433.18	\$45.65	0.26%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$58,773.86	\$31,643.82	\$31,643.82	\$27,130.04	\$27,126.46	\$3.58	0.01%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$161,953.00	\$73,367.36	\$73,367.36	\$88,585.64	\$88,585.64	\$0.00	0.00%
01.305.088.4120.04.17	HEAT	\$72,250.00	\$25,466.19	\$25,466.19	\$46,783.81	\$4,533.81	\$42,250.00	58.48%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$2,349.17	\$2,349.17	\$6,650.83	\$4,050.83	\$2,600.00	28.89%
01.305.088.4130.04.16	ELECTRICITY	\$134,000.00	\$60,340.12	\$60,340.12	\$73,659.88	\$109,659.88	(\$36,000.00)	-26.87%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$8,600.00	\$4,603.74	\$4,603.74	\$3,996.26	\$446.26	\$3,550.00	41.28%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$9,200.00	\$9,505.19	\$9,505.19	(\$305.19)	\$844.00	(\$1,149.19)	-12.49%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$20,000.00	\$41,441.32	\$41,441.32	(\$21,441.32)	\$13,588.30	(\$35,029.62)	-175.15%
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	\$19,366.96	\$19,366.96	(\$19,366.96)	\$7,133.04	(\$26,500.00)	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	\$276,379.69	\$276,379.69	\$243,578.86	\$269,558.44	(\$25,979.58)	-5.00%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$65,403.30	\$21,844.52	\$21,844.52	\$43,558.78	\$41,261.89	\$2,296.89	3.51%
01.305.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$1,628.40	\$1,628.40	(\$1,628.40)	\$0.00	(\$1,628.40)	0.00%
01.305.093.2430.05.23	SOFTWARE	\$15,000.00	\$35,484.26	\$35,484.26	(\$20,484.26)	\$0.00	(\$20,484.26)	-136.56%
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	\$13,475.77	\$13,475.77	\$1,024.23	\$0.00	\$1,024.23	7.06%
	Dept: COMPUTER PROGRAM - 093	\$99,903.30	\$92,592.95	\$92,592.95	\$7,310.35	\$41,261.89	(\$33,951.54)	-33.98%
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%
01.305.100.2105.04.33	ASSOCIATION DUES	\$0.00	\$876.65	\$876.65	(\$876.65)	\$0.00	(\$876.65)	0.00%
01.305.100.2106.06.37	CONFERENCES	\$0.00	\$370.18	\$370.18	(\$370.18)	\$0.00	(\$370.18)	0.00%
01.305.100.2107.06.37	TRAVEL	\$0.00	\$42.67	\$42.67	(\$42.67)	\$0.00	(\$42.67)	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$22,238.32	\$4,812.54	\$4,812.54	\$17,425.78	\$16,362.63	\$1,063.15	4.78%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,597.56	\$3,948.74	\$3,948.74	\$7,648.82	\$7,681.93	(\$33.11)	-0.29%
01.305.100.2110.06.37	TRAVEL & CONFERENCES	\$6,500.00	\$14.26	\$14.26	\$6,485.74	\$0.00	\$6,485.74	99.78%
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	\$25.20	\$25.20	\$124.80	\$0.00	\$124.80	83.20%
01.305.100.4230.04.31	SOFTWARE LICENSE	\$3,000.00	\$2,087.99	\$2,087.99	\$912.01	\$0.00	\$912.01	30.40%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$58,635.88	\$12,285.73	\$12,285.73	\$46,350.15	\$38,937.06	\$7,413.09	12.64%
01.305.102.2305.01.03	TEACHERS	\$30,654.78	\$12,342.30	\$12,342.30	\$18,312.48	\$17,867.73	\$444.75	1.45%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$67,169.20	\$6,634.60	\$6,634.60	\$60,534.60	\$215.40	\$60,319.20	89.80%
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	\$83.97	\$916.03	91.60%
	Dept: PROJECT GROW - 102	\$99,323.98	\$18,976.90	\$18,976.90	\$80,347.08	\$18,167.10	\$62,179.98	62.60%
01.305.103.2305.01.03	TEACHERS	\$532,575.45	\$203,010.80	\$203,010.80	\$329,564.65	\$321,993.20	\$7,571.45	1.42%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$176,497.76	\$53,098.79	\$53,098.79	\$123,398.97	\$113,383.09	\$10,015.88	5.67%
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	\$427.95	\$2,669.55	76.27%
01.305.103.2430.05.24	SUPPLIES	\$2,500.00	\$37.95	\$37.95	\$2,462.05	\$0.00	\$2,462.05	98.48%
01.305.103.3300.02.08	BUS MONITORS	\$32,000.00	\$7,697.80	\$7,697.80	\$24,302.20	\$0.00	\$24,302.20	75.94%
	Dept: LEARNING SUPPORT CENTER - 103	\$747,373.21	\$264,447.84	\$264,447.84	\$482,925.37	\$435,804.24	\$47,121.13	6.30%
01.305.106.4230.04.31	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,761.80	\$1,761.80	(\$1,761.80)	\$0.00	(\$1,761.80)	0.00%
	Dept: LEARNING SUPPORT CENTER - 106	\$0.00	\$1,761.80	\$1,761.80	(\$1,761.80)	\$0.00	(\$1,761.80)	0.00%
01.305.118.2305.01.03	TEACHERS	\$216,689.98	\$85,014.40	\$85,014.40	\$131,675.58	\$131,966.60	(\$291.02)	-0.13%
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$225.00	\$225.00	\$525.00	\$0.00	\$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	\$85,239.40	\$85,239.40	\$187,200.58	\$136,082.00	\$51,118.58	18.76%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$15,995.76	\$15,995.76	(\$15,995.76)	\$21,812.34	(\$37,808.10)	0.00%
01.305.121.2110.02.09	CLERICAL	\$39,502.34	\$560.00	\$560.00	\$38,942.34	\$0.00	\$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	\$69,610.75	\$69,610.75	\$389.25	\$836.72	(\$447.47)	-0.64%
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	\$38,370.02	\$38,370.02	\$79,629.98	\$44,119.31	\$35,510.67	30.09%
	Dept: SUPPORT SERVICES - 121	\$260,502.34	\$124,673.40	\$124,673.40	\$135,828.94	\$88,355.58	\$47,473.36	18.22%
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	\$79,515.10	\$79,515.10	\$124,846.36	\$124,815.90	\$30.46	0.01%
01.305.127.2800.01.03	PSYCHOLOGY	\$73,371.02	\$22,411.40	\$22,411.40	\$50,959.62	\$35,858.20	\$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	\$4,218.00	\$4,218.00	\$4,782.00	\$5,151.00	(\$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	\$106,144.50	\$106,144.50	\$184,987.98	\$165,825.10	\$19,162.88	6.58%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$146,305.00	\$24,240.41	\$24,240.41	\$122,064.59	\$137,063.59	(\$14,999.00)	-10.25%

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
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	\$19,117.41	\$19,117.41	\$216,187.59	\$137,063.59	\$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	\$69,140.77	\$69,140.77	(\$69,140.77)	\$156,318.68	(\$225,459.45)	0.00%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$45,702.18	\$12,642.00	\$12,642.00	\$33,060.18	\$106,808.80	(\$73,748.62)	-161.37%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$297,376.18	\$81,782.77	\$81,782.77	\$215,593.41	\$263,127.48	(\$47,534.07)	-15.98%
Grand Total:		\$7,173,464.00	\$2,758,760.67	\$2,758,760.67	\$4,414,703.33	\$3,887,444.03	\$527,259.30	7.35%

End of Report

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5487

Voucher Date: 12/04/2024

Prepared By:

Michelle Charette

Printed: 12/04/2024 03:02:56 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$248,545.57 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.

Howard Barber

Sharon Hartley 12/20/24
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	\$210,844.41
24	FY24 FEDERAL GRANTS	\$2,986.10
25	FY25 GRANTS	\$15,138.00
34	FY24 STATE GRANTS	\$3,250.00
35	FY25 STATE GRANTS	\$13,762.08
40	ON BEHALF OF TOWN	\$2,064.98
44	FY24 PRIVATE GRANTS	\$500.00
		\$248,545.57

ENCUMBRANCE

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5488

Voucher Date: 12/05/2024

Prepared By:

Michelle Charette

Printed: 12/05/2024 01:22:43 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$8,438.41 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.

Howard Butler

Sharon Hartley
Mrs. Sharon Hartley

12/26/24
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	\$8,438.41
	\$8,438.41

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5489

Voucher Date: 12/18/2024

Prepared By:

Michelle Charette

Printed: 12/18/2024 12:15:28 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$288,536.06 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.

Howard Bahr

Sharon Hartley

Mrs. Sharon Hartley

School Committee Chairperson

12/20/24

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	\$247,740.60
24	FY24 FEDERAL GRANTS	\$300.00
35	FY25 STATE GRANTS	\$40,495.46
		<u>\$288,536.06</u>

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5486

Voucher Date: 11/14/2024

Prepared By: Michelle Charette

Printed: 11/14/2024 09:03:33 AM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$75,616.11 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.

Howard Barber

Sharon P. 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	\$58,522.21
24	FY24 FEDERAL GRANTS	\$8,274.59
40	ON BEHALF OF TOWN	\$8,819.31
		<u>\$75,616.11</u>



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: January 2025
Rochester Memorial School

Directors Update:

- Meal participation continues to be strong.
- The Food service department volunteered their time to cook and serve another successful Tri-Town Senior Citizen Thanksgiving Dinner banquet, hosted by the ORR Junior High School.
- 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:					87		18%	
Reduced:					12		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%	2,530	28%	5,090	57%
October	2935	30%	5518	56%	2,954	30%	5,986	61%
November	2499	30%	5042	60%	2,235	30 %	4,589	61 %
December	1918	28%	4265	62%	1,858	28 %	4,197	63 %
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: January 2025

Rochester Memorial Elementary School

- Submitted our Capital Improvements Requests to the Town for FY26.
- Received 10,000 gallons dyed diesel fuel (heating/emergency generator)
- Conducted playground inspection by certified playground inspector.
- Completed required 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



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



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

To: Superintendent Michael Nelson
Members of the Rochester Memorial School Committee & Administrative Team
Members

From: Heidi Letendre, Interim Principal

Re: Principal's Report-School Committee Meeting on January 16, 2025

Date: January 9, 2025

Holiday Events:

- The Annual Tree Lighting event took place on Monday, December 9th at 5:00 PM. Congratulations to Georgia Duggan for her holiday artwork that depicts the holiday season in Rochester. Georgia earned the honors of lighting the tree at Town Hall. Thank you to Ms. Audette and Mrs. Laprise for leading the holiday sing-a-long.
- The RMS band, jazz band and chorus entertained our entire school community on Thursday, December 19th with the annual Holiday Concert. This was a fun school-wide event. Our musicians also performed for their families at 2:00 PM. This was a wonderful way to kick off the holiday season and our vacation week.
- Thank you to Mrs. Laprise, Ms. Audette and Mrs. Sparklin, accompanist.
- Thank you to the Rochester Fire Department for the surprise Santa visit on the ladder fire truck.

Feinstein Foundation Ticket Winner:

- Congratulations to Maggie Sommers for winning the Feinstein Foundation Grant Award for having one of the winning ticket numbers.
- Maggie chose to donate her \$500 funds to the Doug Flutie Foundation on behalf of a family friend with Autism.
- With winning the Golden Ticket, RMS also receives a donation of \$5,000 from the Feinstein Foundation, with School Committee Approval.

Celebrations Committee:

- The Turkey Trot staff game was a huge success in November.
- The Celebrations Committee planned a holiday staff breakfast and a festive sweater contest for the 2nd year in a row.
- Winners of the sweater contest were: Ms. Higgins, Mrs. Amato, and Mrs. Cyr.
- Next Celebration's Committee Meeting is scheduled for January 15th.

Staffing Updates:

- Congratulations to Ms. Teves who recently got married and is now Mrs. Plaud.
- Congratulations to Caitlyn Sampson, OT on her first born over December vacation week.



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



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

Student Ambassadors:

- RMS buzzed with excitement during our Spirit Week starting on December 16th.
- The Ambassadors organized a school-wide Spirit Week and we had great participation by faculty and staff.
- This group of students meet twice a month before school to plan special events for RMS.

Project 351:

- Project 351 students met with Mrs. Letendre and Mrs. Cruz on Friday, Jan. 3rd and met again on Friday, January 10th. Students first outlined what it means to be a Project 351 influencer and began to plan school-wide events that support a more positive and inclusive school environment. Some of their ideas are as follows...
 - The students are brainstorming various scenarios and situations for their peers to talk about and problem solve
 - Task Tuesday: Where all students are asked to share an act of kindness
 - Positive Signs: Students want to create posters with positive messages to display around the school.

Curriculum and Assessment Updates:

- In STEM class, students worked with partners to code their robots to navigate an obstacle course. Students first needed to replicate the course to scale on their paper and then worked to write the code. Students then tested their work.
- Thank you to Mrs. Sallauer and Mr. Huckabee for their planning of Hour of Code week at RMS. Students enjoyed the challenges of coding and testing their work.
- Middle of the Year Assessments, Aimsweb Math & DIBELS, are taking place throughout January.
- Data meetings will take place after the testing window to identify instructional focus areas for all students.
- The School Literacy Leadership Team (SLLT) meets monthly to discuss various literacy focus areas such as pacing guides, literacy routines, assessments, materials and resources.

School Council Meeting:

- The School Council met on December 16th and reviewed the current School Improvement Plan (SIP) actions steps.
- The next meeting is scheduled for January 21st and the goal will be to cross reference the current SIP with the Strategic Plan, Vision 2028 to write our new SIP.
- The committee welcomed Leigh Beson, 1st grade teacher to the committee.



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



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

Upcoming Dates:

- Sunday, January 19th: Providence Bruins Game at 3:05-RMS Students Singing the National Anthem
- Monday, January 20th: No School in Honor of Martin Luther King Jr. Day
- Thursday, January 27th: School Literacy Leadership Team (SLLT) meeting
- Wednesday, January 29th: Early Release Day-Dismissal begins at 12:25PM
- Wednesday, January 29th: 4th Grade Chorus Presents "Celebrate the World" with a 9:15 performance and 6:30 PM performance for families

PTO Meeting:

- Tuesday, January 14th and Tuesday, February 11th at 3:10 PM

Holiday Poster Contest Winners



1st Place: Georgia Duggan

Honorable Mention:

Nora Murphy and Jocelyn Barbrowiecki

Christmas Tree Lighting at the Town Hall





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



Heidi J. Letendre, Interim Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

Staff Holiday Breakfast



RMS Holiday Concert



A Surprising Santa Visit on a Fire Truck

LEARNING *for* LIFE

SMEC Southeastern Massachusetts
Educational Collaborative

FY2024 Annual Report



To Whom It May Concern:

Attached, you will find the FY24 annual report for the Southeastern Massachusetts Educational Collaborative (SMEC), covering the period of July 1, 2023 to June 30, 2024. This report contains all of the regulatory reporting requirements of MGL Chapter 40, Section 4E, including summarized information about the programs and services offered by the Collaborative during the prior fiscal year, a discussion of the cost effectiveness of each program and service offered by SMEC, information regarding our governance and administration and a discussion of the progress made toward reaching our agency's stated goals and objectives. In addition, our FY24 Independent Audited Financial Statements are attached, and the relevant figures are embedded in this annual report.

During FY24, we continued to prioritize the recruitment of new personnel in order to expand our level of services. We were fortunate to add several new therapists to our team allowing us to expand our district-based staffing services and filled many direct care vacancies in our adult programs. However, despite the support of our Board of Directors to increase our starting salaries and provide recruitment and retention benefits, we continue to see the impacts of the ongoing national workforce crisis, which has impacted our ability to further expand our capacity to accept many of our newly referred students and adults.

After many attempts over several years to find an additional building through the public procurement process, we were finally able to find a facility to purchase in order to expand our social/emotional programs for elementary and middle school students. The purchase and occupancy of the building was completed during the first two months of the 2024 fiscal year, which then allowed us to refurbish our other Collaborative-owned building to open an intensive childcare center during the last quarter of FY24.

Balancing the needs of our students, consumers and staff with the realities and ambiguities of the information coming from our contracted revenue streams creates a difficult business climate for a self-sustaining organization such as ours. SMEC continues to advocate statewide, along with other Educational Collaboratives, for designated funding for Collaborative facilities, workforce stability, regulatory relief and program enhancement and we look forward to a return to fiscal and governance clarity in FY25 and beyond.

We encourage anyone reading this report to use the data contained herein as a brief overview of SMEC and an idea of where our agency may be heading in the future. This report provides a synopsis and fulfills a legislative requirement but much more information can be found by visiting our website or by contacting any of our program locations or our administrative office(s) to request more information or to set up a personal tour or visit. We'd love to show you around and answer any questions you may have. The best way to get to know SMEC is to speak to those who choose to be part of it. We are proud of our agency and look forward to sharing it with you.

Sincerely,

Catherine S. Cooper, M.Ed., JD

Executive Director

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GENERAL INFORMATION

The Southeastern MA Educational Collaborative (SMEC) is a public Educational Collaborative established in 1975 pursuant to the provisions of MGL Ch. 40, Section 4E. SMEC’s administrative offices are located at 25 Russells Mills Road in Dartmouth. The Collaborative provides services to ten member school districts and several non-member districts from throughout Southeastern Massachusetts in addition to providing adult services through state contracts.

GOVERNANCE

SMEC membership during FY24 was comprised of the school districts of Acushnet, Dartmouth, Fairhaven, Fall River, Marion, Mattapoisett, New Bedford, Rochester, Old Rochester Regional and Greater New Bedford Regional Vocational Technical High School. Each of these school committees appointed a member to serve on the SMEC Board for the 2023-2024 school year as follows:

BOARD OF DIRECTORS 2023-2024

Melissa Cordeira, <i>Acushnet</i>	Michelle Smith, Vice Chairman, <i>Marion</i>
Tiffini Reedy, <i>Mattapoisett</i>	Anne Fernandes, <i>Rochester</i>
Donna McKenna, <i>Fairhaven</i> *	Christopher Oliver, Chairman, <i>Dartmouth</i>
Christopher Cotter, <i>New Bedford</i>	Rosemarie Bowman, <i>Old Rochester Regional</i>
Sara Rodrigues, <i>Fall River</i> **	
Michael Shea, <i>Greater New Bedford Regional Vocational Technical High School</i>	

* Term ended April 1, 2024.

**Term ended June 5, 2024.

LEADERSHIP

In addition to the Board of Directors, the 2023-2024 SMEC leadership team also included the following:

ADMINISTRATIVE TEAM

Catherine Cooper, Executive Director	Christopher Haraden, Director of Business Services
Kimberly Wilmot, Director of Student Services	Sean Mitchell, SAIL Program Director
Sherri Tetrault, Director of Communication and PD	Sharon Donovan, ADH Program Director
Audrey Rodrigues, Human Resources Manager	Charles Farrell, Payroll Manager

TREASURER

John Nunes

2023-2024 STEERING COMMITTEE MEMBERS

The SMEC steering committee is comprised of the special education administrators from each member district and serves in an advisory capacity to the SMEC Administrative Team:

Kimberli Bettencourt, *Acushnet*

Laurie Dionisio, *Dartmouth*

Tanya Dawson, *Fairhaven*

Lori Obenchain, *Fall River*

Kristine Lincoln, *Interim, Marion, Mattapoisett, Rochester and Old Rochester Regional*

Paul Bottome, *New Bedford*

Erin Ptaszenski, *Greater New Bedford Regional Vocational Technical High School*

MISSION, GUIDING PRINCIPLES AND OBJECTIVES

SMEC's mission statement, principles and objectives are identified in our Articles of Agreement.

Mission Statement

The Southeastern Massachusetts Educational Collaborative (SMEC) provides high-quality programs and services for all children and adults who need specialized instruction or support. SMEC utilizes a team approach to meet the needs of the whole individual in order to achieve greater personal independence and success.

Guiding Principles

- ✓ *We believe that all people have strengths, abilities and gifts and must be treated with respect and dignity regardless of their level of need.*
- ✓ *We ensure that support and services are guided by an individual's evolving needs, goals and preferences.*
- ✓ *We assist each individual to participate and contribute meaningfully to their community through school, work, community service and recreation.*
- ✓ *We believe that all individuals have the ability to learn within a safe, nurturing environment and with the appropriate support.*
- ✓ *We will safeguard each individual's right to privacy, dignity and respect.*
- ✓ *We believe that parents/guardians and families are important advocates and teachers.*
- ✓ *We believe that through collaboration and teamwork we strengthen the resources of school districts and adult agencies to provide the very best programs and services for students and adults.*
- ✓ *We have high expectations for the success of our students, staff, consumers, parents and the community.*
- ✓ *We believe that an effective organization is diverse in perspective, culture and experience.*

Objectives



As indicated in the Collaborative's Articles of Agreement, the Objectives of the Collaborative shall be:

To develop and administer, as directed by the Collaborative Board of Directors, programs, supports and services which best serve the interests of the Collaborative and its Member Committees.

To provide a vehicle for Member Committees to identify and resolve issues of a common and regional nature.

To provide professional development opportunities for educators, parents and related services personnel.



Progress



MEETING OUR MISSION AND OBJECTIVES

SMEC provides programs and services for individuals with special needs ages three to adult. Our programs have a strong focus on community integration and independence. Student services and programs are available at the preschool, elementary and secondary levels. Students who transition into adult services at age 22 and who are eligible to receive adult service funding through DDS, MA Health or MCB have the option to choose SMEC as their adult service provider. Over 90% of our eligible students in this category choose SMEC as their adult service provider upon turning 22.

Offering high-quality programs requires us to continually examine our facilities to ensure that they meet the needs of our students, consumers and staff. Our student services programs are housed in both public school classrooms and separate public day school buildings. Our adult service programs are located in two leased buildings in Dartmouth. Expansion of our programs requires us to continually search for appropriate space and we have issued several RFPs in that effort in recent years. SMEC was able to identify, through an RFP, a building in Dartmouth to expand our TLC social/emotional public day school program, complete the purchase of the property and relocate the program to the new site at the very beginning of FY24. By moving the TLC public day program to the new, larger facility, we were able to

repurpose the Collaborative's smaller building in New Bedford and acquire an additional DESE public day school license to open a new intensive early childhood program at the end of the 2023-2024 school year.

Our FY24 professional development offerings focused on providing educators with the tools that they need to teach all learners as well as the new Massachusetts IEP process and form. In addition to providing in-service training for our own staff on managing their own stress and staying positive, as well as our annual trainings in CPR/First Aid, Mandated Reporting, Civil Rights, Safety Care non-violent crisis intervention, RBT, suicide prevention and cultural proficiency, SMEC provided a wide variety of professional development opportunities to 825 faculty and staff from more than 126 school districts, charter schools, private schools and other Collaboratives throughout Massachusetts during the year. Our own staff members also provided onsite staff training and consultation for many additional district educators.

Courses and workshops offered for outside educators during FY24 included Sheltered English Immersion (SEI) instruction including SEI endorsement courses for regular and vocational educators and administrators, as well as Building Relationships with English Language Learners, Supporting Students to be Successful, Navigating the Cyber World, IEP Writing Strategies, Implementing the New Massachusetts IEP, Parapro Math Preparation, Google Training and Educator Mentoring.

In addition to staff training, SMEC also offered virtual sessions for parents and guardians on topics such as the new Massachusetts IEP form and process and Practical Strategies for Managing Challenging Behavior. We also held several in-person family engagement events throughout the year in conjunction with our parents' group, the Friends of SMEC, including a wellness walkathon, holiday movie and sing-along, student community art show and dance fundraiser auction.

SMEC is a member of the Massachusetts Organization of Educational Collaboratives (MOEC). MOEC represents and advocates for the 24 Educational Collaboratives statewide and SMEC's Executive Director sits on the MOEC Board of Directors and chairs its Legislative Committee. SMEC is also a member of the Association of Developmental Disabilities Providers (ADDP) and the Massachusetts Adult Day Service Association (MADSA).

SMEC is one of the very few regional sites in Massachusetts authorized to administer the Parapro examination through the Educational Testing Service. Employment as a paraprofessional in Title One schools and most other public school districts in Massachusetts requires either a minimum of an Associate's Degree/Equivalent or a passing score on the Parapro assessment. SMEC offers both the test administration and an optional Parapro test preparation workshop. 109 individuals from at least 11 different districts took the Parapro test in-person at SMEC during FY24.

We focused on goals addressing personal health and safety as well as the strengthening of our student and adult services, quality staff recruitment and retention, increasing parent engagement and public awareness of SMEC and its services, ensuring that our programs are located in suitable facilities, addressing internal organizational and developmental issues including improving overall communication, increasing our resource development capacity and maintaining strong leadership, governance and financial capacity.

Other infrastructure improvements, such as acquiring and maintaining a safe and reliable van pool, updating our technology infrastructure and attracting and retaining high quality staff, are ongoing priorities and built into the administrative decision making process for all programs. The Collaborative maintains ongoing communication with our districts and local state agencies to ensure that we are targeting our efforts to meet their ever-changing needs as well as ensuring compliance and readiness for all DESE and other state agency mandates. The nationwide workforce crisis has made it difficult to expand our services during the past couple of years, however we continue to prioritize the needs of our districts, staff, students and adult consumers.

FY24 GENERAL STATISTICS

Years in Service	48
Employees	213 ¹
Member Districts	10
Districts Served in 2023-2024	131 ²
Program Facility Sites	10
Students Served in SMEC School Programs and District Services in FY23	654 ³
Adult (Age 22+) Consumers Served FY24	152

FY24 REVENUE

Tuition and Services Member	\$5,515,118
Tuition and Services Non-Member	\$1,041,029
DDS Contracts	\$3,053,797
MCB Contracts	\$187,959
MassHealth/Medicaid	\$2,578,925
DESE CACFP	\$116,337
Professional Development	\$163,712
Intergovernmental/ Intergovernmental on Behalf	\$2,041,963
Investment Income	\$11,395
Miscellaneous ⁴	\$121,843
Total FY24 Revenue	\$14,961,747⁵

¹ Includes full and part-time employees on payroll during FY24. Does not include 1099/outside contractors.

² Based on LEA student programmatic responsibility for services as well as professional development provided to district staff.

³ Includes all SMEC program and district-based services. Does not include students receiving transportation services only.

⁴ Includes grants, self-pays, donations, insurance claim payments and revenues not otherwise designated.

⁵ Based on FY24 Independently Audited Financial Statements-Governmental Funds Statement of Revenues.

ADULT SERVICE EXPENDITURES⁶

FY24 AMOUNT EXPENDED ON SERVICES FOR STUDENTS/ CONSUMERS AGE 22+

SAIL Program (Expenses Funded by DDS/MCB Contracts)	\$2,041,963
ADH Program (Expenses Funded by Medicaid/MA Health and CACFP)	\$1,508,218
FY24 Total Adult Service Expenses	\$3,550,181⁶

COST SAVINGS TO SCHOOL DISTRICTS

Average FY24 MA Private Ch. 766 Day School Special Education Daily Tuition Rate	\$499.58/Day ⁷
FY24 SMEC Daily Member Tuition 180 Day Standard School Day Program	\$304/Day
Average Local Private Agency Therapy Fee (SLP, OT, PT, TVI)	\$100-\$165+/hour
FY24 SMEC Member Therapy Fee (SLP, OT, PT)	\$85/hour ⁸

Cost savings to districts are realized by sharing resources regionally, utilizing district owned facilities to house Collaborative programs when possible, sharing agency administrative and indirect costs between the Collaborative's adult services departments and student services departments and having district representatives guide our program and service development. Exact savings figures are difficult to quantify, however a comparison of the average private day school FY24 tuition of \$499.58 per day versus the standardized FY24 SMEC program tuition of \$304 per day for all of our 180 day/school day programs indicates significant average annual savings of \$35,204.40 per student as does a comparison of a range of contractual service costs offered by private agencies in the geographic area against the cost to districts to access the same therapeutic services through SMEC. If SMEC programs and services were not available, districts would undoubtedly be forced to utilize these higher cost private programs and services. Our programs serve students with low-incidence special needs from multiple districts allowing the districts to share the costs of operating a high-quality specialized program for several students instead of each district funding and operating an in-district program for one or two students. In addition, services provided by the Collaborative have a value added component in that we provide services specifically tailored to the needs and requests of our districts and students thereby reducing costs for certain amenities that may be included in the services offered by private providers but not necessarily required to provide a high quality program or targeted services to address specific district and students' needs.

Further cost savings are realized by operating programs within our local cities and towns thereby

⁶ Extracted from FY24 Independently Audited Financial Statements-Governmental Funds Statement of Expenditures

⁷ www.mass.gov/osdFY24; average of private day school FY24 daily tuition rates using day program data only.

⁸ FY24 SMEC member rate for hourly therapy services. Does not include contractual staffing FTEs which are staff specific.

significantly reducing special education transportation costs and the length of student trips. Cost savings varies based on route and competitive bidding quotes from private vendors. Similarly, utilizing surplus district classroom space to house collaborative programs reduces program overhead, which lowers tuition costs for all districts utilizing the program while providing a modest source of revenue for the host district.

Lastly, offering professional development on a regional basis allows districts to offer high quality professional development to their faculty and staff that might not be possible if each district, particularly the smaller districts, were required to fund and arrange courses or workshops on an individual basis. Particularly at a time when district professional development time has been reduced and is primarily targeted toward meeting new and increased state and federal mandates, targeted professional development for lower incidence or specialty staff would likely not occur if it weren't done on a regional basis through the Collaborative.

SMEC PRIMARY LANGUAGE PROGRAM

The SMEC Primary Language Program, located at the Rochester Memorial School, serves students in grades PK-6 with significant language delays and autism spectrum disorders. Staffed by a special education teacher(s), speech pathologist, occupational therapist, physical therapist, consulting BCBA and paraprofessionals, the program offers intensive, language-based programming with a small staff/student ratio and opportunity for inclusive activities within the host building. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM I

The SMEC Integrated Services Program I, located at the Elizabeth Hastings Middle School in Fairhaven, serves students in grades 5-8 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are

FY24 Program Descriptions

provided by a special education teacher, paraprofessionals, an occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM II

The SMEC Integrated Services Program II, located at the Old Rochester Regional High School in Mattapoisett, serves students in grades 9-12 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are provided by a special education teacher, paraprofessionals, an

occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM I

The SMEC ALC I program, located at the Ford Middle School in Acushnet, serves students in grades 5-8 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM II

The SMEC ALC II program is located at Dartmouth High School, serving students in grades 9-12 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, paraprofessionals, a licensed mental health counselor, speech pathologist, occupational therapist and physical therapists as needed as well as a consulting BCBA and employment development coordinator.

THERAPEUTIC LEARNING CENTER

The Therapeutic Learning Center (TLC) is a DESE licensed public day school program in New

Bedford. Serving students in grades K-5 with significant social/emotional disabilities and trauma backgrounds, the TLC offers a therapeutic milieu with a high staff to student ratio and specialized support. Services are provided by licensed special education teachers, paraprofessionals, a licensed school adjustment counselor, a BCBA, school nurse, OT, PT and SLP. Instruction in art and yoga are provided. School year and part-time summer programming options are available. SMEC expanded the TLC program in early FY24 to serve students up through grade 8.

THERAPEUTIC LEARNING PROGRAM

The TLP program, located at the Quinn Elementary School in Dartmouth, serves students in grades K-5 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

EARLY CHILDHOOD PROGRAM

Opened in April 2024, the ECP is an intensive early childhood center serving students with developmental and language delays in grades PK-K on a full day/full week school year basis. Providing an intensive, therapy rich environment with specialized teachers, paraprofessionals, therapists, clinicians and board-certified behavioral analysts, our ECP program is located in a SMEC-owned building in the far north end of New Bedford.

TRANSITIONAL SERVICES

SMEC offers transitional services to students ages 18-21 with developmental disabilities. Student services include job development, employment skills training and support, life skills/ADL instruction, social/community skills development and case management. Instruction is community based with classroom and kitchen space available at the historic Tripp School building in Fairhaven. Staffing includes special education teachers, paraprofessionals, a speech pathologist, occupational and physical therapists, job developer, job coaches and transitional/vocational specialist. Instruction in art and yoga are provided. Services are available on a full-time, part-time or extended day/extended year basis. Job coaching is available seven days per week, year-round.

THE MULTIDISCIPLINARY LEARNING CENTER

SMEC's Multidisciplinary Learning Center is an elementary program serving students in grades PK-8 with significant physical or intellectual disabilities and/or medical fragility. An experienced special education teacher, CNA Paraprofessionals and an RN create a safe, supportive learning environment for students with multi-disabilities. Therapeutic services are provided by an OT, PT, TVI and SLP. The MLC program offers a 180 day program with a part-time five-week summer component. The program is located in a public elementary school building in Mattapoisett and accepts referrals from all school districts.

SUPPORTING ADULTS FOR INCLUSIVE LIVING (SAIL) PROGRAM

SMEC's SAIL program serves individuals over the

age of 22 who have been deemed eligible for adult service funding through the Department of Developmental Services (DDS) and the MA Commission for the Blind (MCB). SMEC is a qualified state provider for employment support, residential support, community day support and individual support services. SAIL services operate year-round. Funding for the SAIL program is primarily provided through state contracts with DDS and MCB. Biannual licensure and compliance audits are conducted by DDS.

SMEC ADULT DAY HEALTH (ADH) PROGRAM

SMEC's ADH program provides a continuum of services for individuals over the age of 22 who require daily supervision, activities and case management. The ADH program operates separately from the services provided through SMEC's SAIL program but on the same campus. The ADH program operates year-round and is currently funded through Medicaid/MassHealth and licensed by the Department of Public Health (DPH) with reimbursement for hot lunches provided through the DESE's CACFP program.

ANCILLARY SERVICES

SMEC provides specialized staffing and therapeutic services to school districts throughout our region. SMEC's speech pathologists, occupational therapists, physical therapists, PTAs, COTAs, SLPAs, BCBA and ELL teachers provide therapeutic, evaluation and consultation services to students and staff in member and non-member districts, vocational and charter schools throughout the region on a contractual basis.

PROFESSIONAL DEVELOPMENT

SMEC offers a variety of professional development activities for educators from member and non-member districts throughout the year. SMEC is one of the few DESE qualified providers of Sheltered English Immersion endorsement classes for all teachers, including vocational teachers, and administrators. In FY24, our professional development courses were offered in both virtual and in-person training formats. In FY24, 825 educators from over 126 public school districts, private schools, and Educational Collaboratives took part in SMEC professional development activities.

SPECIAL EDUCATION TRANSPORTATION

In 2023-2024, SMEC offered special education transportation services to our member school districts. Cost benefit to district varies based on route and competitive bidding quotes from private vendors. During FY24, due to staffing and vehicle capacity limits, SMEC's transportation services were primarily limited to students attending SMEC programs or SMEC member districts' in-house programs.

PARAPRO ASSESSMENT

109 paraprofessionals or aspiring paraprofessionals sat for the Parapro examination at SMEC between July 2023 and June 2024. Many also participated in our Parapro prep course focusing on math skills during FY24.

SUMMARY

This annual report summarizes the activities of the Southeastern Massachusetts Educational Collaborative during the fiscal year ending June 30, 2024. The ongoing workforce crisis, as well as the current impacts of politics and social media on our schools and businesses, has brought unprecedented challenges to our students, staff and families. Our team has risen to the challenge and has put forth tremendous effort to ensure that we can conduct high-quality, student-centered services, teaching and learning.

We are very proud to serve the communities in the Southeastern corner of the Commonwealth and to be able to partner with a wonderful group of school districts and state agencies to ensure that a wide array of high quality services is available to meet the needs of all individuals. We are looking forward to many changes in FY25 and beyond, including the expansion of our multi-disability program to the high school level, which will allow us to strengthen and expand our services and instruction so that we can provide the very best in programs and support across all grade and age levels. We welcome and encourage the readers of this report to contact us or visit our website or Facebook page in order to truly see and hear about the great work that is done here.



Southeastern Massachusetts Educational Collaborative

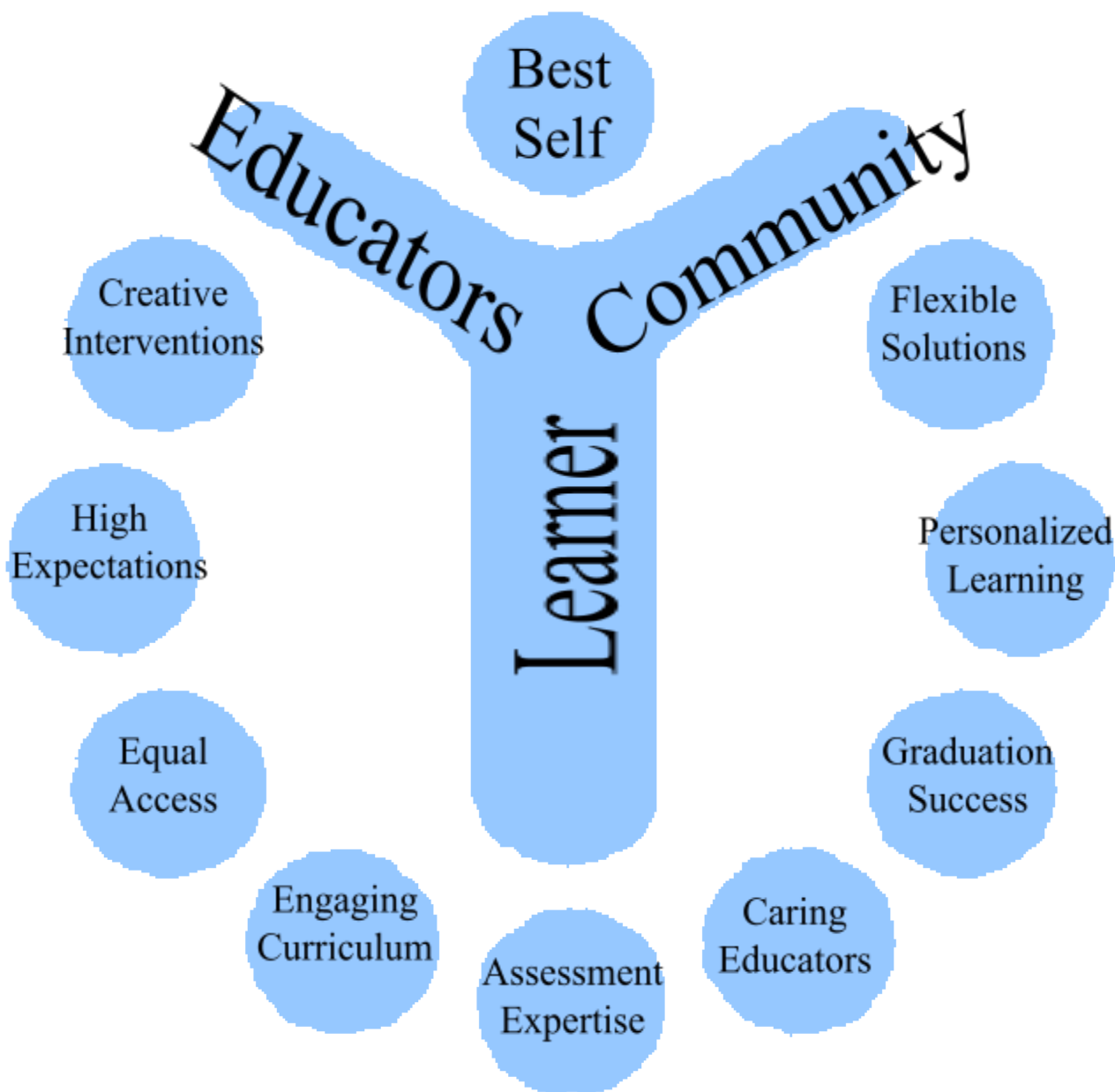
Visit us online at SMEECollaborative.org



November 2024 Annual Report for 23-24

READS Collaborative

Promoting the success and well-being of every learner since 1974



Regional Educational Assessment and Diagnostic Services (READS) Collaborative

105 East Grove St., Middleborough, MA 02346

READS Collaborative's mission is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

www.readscollab.org



Approved by the Board on Thursday, November 14, 2024

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 20 Member Districts.

Leadership at READS Collaborative

READS Collaborative is governed by a Board of Directors which consists of the superintendent from each Member District.

Executive Committee as of December 2024

President – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

Vice-President – Carolyn Lyons, J.D., Superintendent, Middleborough

Secretary/Clerk – Melissa Ryan, Superintendent, Berkley

- Felicia Moschella, Ph.D., Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Ryan Powers, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Priya Tahiliani, Ed.D., Superintendent, Brockton
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Jennifer O'Neill, Ed.D., Superintendent, Norton
- John Cabral, Superintendent, Taunton
- Mark Bodwell, Superintendent, West Bridgewater
- Jeffrey Szymaniak, Superintendent, Whitman-Hanson Regional

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Melanie Hart, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Jami Langley, Brockton
- Melissa Leary, Carver
- Marie-Juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Kelly Steele, Freetown-Lakeville Regional
- Jamie Curley, Ed.D., Marion, Mattapoisett, and Rochester
- Jennifer Healy, Middleborough

- Cassandra Russo, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathleen Marble, West Bridgewater
- Christine Godino, Whitman Hanson Regional

READS Collaborative Administration as of December 2024

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Rebekah Marchilena, Program Director, Deaf and Hard of Hearing Program
- John Dorn, Psy.D., Neuropsychologist
- Christine Shea, Technology Director
- Linda Woodcock, Clinic Manager

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Mission Statement

The mission of READS Collaborative is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

Guiding Beliefs and Core Values

- **RESPECT** for each other through strong connections to students and families fosters active engagement in the student's education.
- **ENCOURAGEMENT** of a sense of belonging and responsibility for the community is essential to student social and emotional well-being.
- **ACHIEVEMENT** promotes a sense of comfort, confidence and growth when an individual's needs are met. Continuous assessment of programs and services assures student learning, achievement and growth.
- **DETERMINATION** is an essential trait to cultivate in order for students to contribute to an increasingly diverse, complex, technological, and rapidly changing global society.
- **SUCCESS** of the students, and the organization, is accomplished through a respectful approach to shared decision-making, meaningful encouragement, recognition of achievement and determination to continuously improve.

Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of **READS**

Collaborative takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.

- **READS Collaborative** emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- **READS Collaborative** continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. **READS Collaborative** continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

READS Collaborative is a non-profit, public educational organization that specializes in the development of regional educational programs for children with low incidence disabilities. READS Collaborative provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. READS Collaborative provides comprehensive educational programming for students with emotional and/or social challenges and students who are Deaf or hard-of-hearing.

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 20 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

READS Collaborative builds connections between students, families, school districts and community services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service – 50
- Employees – 179
- 20 Member Districts:
 - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Brockton, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Middleborough, Rochester, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater, Whitman-Hanson
- Total Member and Non-Member Districts Served – 20 Members, 35+ Non-Members

Programs Sites

Norton, West Bridgewater, Middleborough, Taunton (Bristol-Plymouth VTHS)

Enrollment

- READS Academy – 96 students
- Deaf and Hard of Hearing Program – 52 students
- Family Success Partnership – 75 families
- District Services - approximately 500

Programs and Services Provided to Member and Non-Member Districts

● Administrative Mentoring
● Alternative Education/Therapeutic Intervention Program PreK -12+ Public Day Program - READS Academy Program
● Assistive Technology Assessments and Consultation
● Augmentative and Alternative Communication (AAC) Assessments and Consultation
● Clinical Evaluations (Neuropsychological, Risk Assessments, Personality, Psycho-educational)
● Deaf and Hard-of-Hearing Program (PreK-12+)
● District Services (Therapeutic Intervention and Multi-Disciplinary Support)
● Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)
● Educational Audiology Services (Central Auditory Processing Assessment, Educational Audiology Consultation, Environmental Assessment, and Audiological Assessment)
● Family Success Partnership (Wraparound Services)
● Grant Applications, as a collaboration of districts
● In-District Program Consultation
● Program Evaluations and Consultation to School Districts
● Program Evaluation
● Professional Development
● Social Emotional Learning and Behavioral Health Consultation
● Summer Programs
● Teacher of the Deaf Services (Consultation, Direct Service, Observational and Standardized Assessment, and Functional Listening Evaluation)

Staff Demographics **Indicates part-time or per diem staff*

Administrators/Directors Executive Director (1) Business Manager (1) Program Directors (3) Assistant Program Director (Academy)(1) Technology Director (1) Clinical Directors (Academy)(2) DHH Team Chair (1) Clinic Manager (1)	11	Administrative Support Personnel Administrative Assistant to Executive Director (1) Human Resources Coordinator (1) Accounts Payable and Receivable Coordinator (1) Administrative Secretary (1) Administrative Secretary to District Services Director (1) Admissions Coordinator - Academy (1) Technology Support Specialist (1) *Interpreter Coordinator - DHH (.5) *Payroll Clerk (.5) *Transcriptionist (.2)	8.2
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*35	Special Education Secretaries Program Secretaries	4
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	42	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	3
*Speech/Language Pathologists & Assistants	8	*American Sign Language Interpreters	14.5
*Clinical Psychologists	3	School Psychologists	3
*Audiologist	1	Bus Driver	0
*Assistive Technology and AAC Specialist	1	Substitutes	18
Facilities Manager	1	Treasurer	.5

Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

The **READS Collaborative Agreement** sets forth the purpose of the collaborative as:

“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide

diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

The focus of READS Collaborative is the provision and creation of special education programs and services in the least restrictive environment, the provision of diagnostic assessments for children within the local communities, and the delivery of professional development for educators.

The overall objectives of READS Collaborative are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;*
- 2. to improve the academic growth of students;*
- 3. to provide a range of diagnostic educational assessments for local districts;*
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers; and*
- 5. to expand programs and services in a manner consistent with the needs of the Member Districts.”*

The **READS Collaborative Strategic Plan** for 2021 -2024 sets forth the following priorities.

- Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- Enhance programs and services to better serve the students and families, our staff, and the member districts.
- Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

Residual Impact of the Covid-19 Pandemic

The 23-24 school year continued to be impacted by staff absences due, in part, to Covid-19 quarantine requirements of 5 days from a positive result through the majority of the school year.

The challenge has continued to be felt by all educators with regard to the significant increase in the social/emotional and mental health challenges that students are presenting. The high need for mental health services outside of school continues for our students. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having sufficient sustainable out of school support in place to improve their emotional wellbeing.

During the 23-24 school year, focus was balancing the needs for enrolled students and supporting staff while also working to increase overall student enrollment to maintain fiscal responsibilities.

Program Specific Progress Toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

The approval for the updated READS Collaborative Agreement by the Board, Members' School Committees and the DESE has resulted in the official addition of both Brockton Public Schools and Whitman-Hanson Regional School District effective July 1, 2024.

A brief overview of the actions taken in the past year to meet the 5 objectives of READS Collaborative as set forth in the Collaborative Agreement are:

- 1. To complement the educational programs and services of districts in a cost-effective manner;**
 - a. Grants received:** Capital Skills, Safe and Supportive Schools Grant, and the Mental Health Grant

- b. Two additional school districts, Brockton Public Schools and Whitman-Hanson Regional School District, obtained full membership
- 2. **To improve the academic growth of students;**
 - a. Enrollment by May 2024 included 100 students at the Academy for grades PreK-12+ including the West Bridgewater campus. .
 - b. Enrollment for the DHH Program by May 2024 included 50 Students from 25+ neighboring member and non-member school districts.
 - c. Students' academic learning and social emotional progress has continued despite the challenges of covid-related illnesses, increased acuity of students enrolled, and other factors.
 - d. A .5 reading teacher was added to meet the instructional needs of our students at the Academy.
 - e. The Academy took on providing its own nutritious and balanced daily breakfast and lunch to all students. READS Collaborative became a member of the National School Lunch Program, allowing for reimbursable meals to our students.
 - f. **The Academy had 6 students graduate with a high school diploma for the Class of 2024!** The Academy at Bedford Street location had five graduates and the West Bridgewater location had one.
 - g. **The DHH Program had one student graduate from Bristol Plymouth Regional Technical School in June 2024 and one student from Norton move on to the Norton 18-22 transition program.**
- 3. **To provide a range of diagnostic educational assessments for local districts;**
 - a. READS Clinic continues to offer valuable psychoeducational, neuropsychological, risk, and personality assessments. The Clinic has added the administration of the ADOS (Autism Diagnostic Observation Schedule), a standardized assessment used to diagnose autism spectrum disorder (ASD).
 - b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education, Central Auditory Processing, Functional Listening Evaluation, Educational Audiology, and Audiological Assessments, and other assessments as requested. Collectively, District Services staff completed over 220 evaluations for the 23-24 school year.
- 4. **To offer quality professional development opportunities to general and special education teachers and related service providers;**
 - a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Collaborative Problem Solving through MGH Think:Kids made accessible through the Mental Health Grant was provided to READS staff **and** several staff members from 4 member districts for training and coaching.
- 5. **To expand programs and services in a manner consistent with the needs of the Member Districts.**
 - a. The wraparound services known as Family Success Partnership have maintained the scope of support to families and school teams from the previous year. FSP clinicians continued to provide support to 75 families in 7 districts.
 - b. READS Academy continues its important work with Collaborative Problem Solving. READS has its own CPS certified Trainer as of June 2024. Plans are in place to add 4 more certified CPS trainers by June 2025. This is ensuring the plan for sustainability will be achieved by June 2025.
 - c. District Services added new contracts for the 2023-2024 school year for the following services and districts:
 - i. OT : Clarke School for the Deaf, East Bridgewater Public Schools
 - ii. PT : Braintree, New Heights Charter School

- iii. APE : Wareham, Silver Lake Regional
- ix. Speech : East Bridgewater Public Schools
- x. Psychoeducational Evaluations : Old Colony Regional Vocational High School
- xi. Home Care Related Services : Middleboro, Norton
- xii. Teacher of the Deaf Itinerant Services: Freetown-Lakeville, Monomy, North Attleboro, Norwood, Weymouth
- d. District Services also filled the short term coverage needs for the following services and districts in 2023-2024:
 - i. PT : Weymouth Public Schools (September 2023 - January 2024)
 - ii. OT : Whitney Academy (April 2024 - June 2024)
- e. In an effort to meet the growing needs of member and non-member districts, District Services hired an additional one full time Teacher of the Deaf, one part-time occupational therapist, one part-time speech and language pathologist assistant, two part-time occupational therapy assistants, and one part-time physical therapy assistant.
- f. DHH now has 15 ASL interpreters to address the growing need of individualized educational programming for its students, which includes maximum inclusive opportunities. This is an increase of 1.5 from the previous school year.

Progress Toward Achieving the Objectives in READS Strategic Plan

The READS Collaborative Strategic Plan for 2021 -2024 sets forth the following priorities.

- o Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- o Enhance programs and services to better serve the students and families, our staff, and the member districts.
- o Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

Progress toward the objectives in the Strategic Plan are included within the description of each corresponding program heading below.

READS Academy Program Overview

READS Academy's location at 44 Bedford St. in Middleborough consists of one public day school building that houses two schools: Academy PreK-6 and Academy 7-12+.

READS Academy is a therapeutic public day school that establishes strong connections within the school community. The Academy serves children and adolescents between the ages of 3 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their IEP goals. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized and small-group academic instruction, individual and group counseling, and individualized emotional support and intervention. Therapeutic services such as individual and group counseling, speech/language therapy, occupational/physical therapy, specialized reading support, and adaptive physical education are also available. READS Academy promotes student learning success within the Massachusetts Curriculum Frameworks and the MCAS. The school operates on

a 10-month calendar with an Extended School Year 5-week summer program.

The community at READS Academy cares for the students individually and collectively throughout the school year. This is especially evident during the holidays, which can be particularly difficult for students in the Academy. The Kindness Closet accepts donations and provides gift baskets, food items and gift cards to families in need. The Emporium is filled with donated items, including clothing, that students can select for themselves or wrap and gift to their family members.

Students' successes are measured and documented using READS Analytics. The READS Analytics tool gathers data for review by staff, students, and IEP teams in the following areas: Social Emotional Learning Skills, Employability Skills and Academic Skills. The analytics tool continues to provide data that is integral to instruction, assessment, intervention and team discussions around students' readiness to return to their home school district.

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. READS leadership model at READS Academy includes a full time Admissions Coordinator PreK-12+ whose sole responsibility is to process intakes / referrals from surrounding districts. This includes coordinating communication between READS, districts and families, providing program tours, and classroom visits.

READS Alternative Learning Program Supports (ALPS)

All READS students attend school in person with exceptions for those requiring short-term alternative programming due to safety and other circumstances requiring alternative learning program support (ALPS) interventions. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such support.

In addition, students may require and be provided with short-term tutoring support per the recommendation of the student's educational team.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (2), an additional 2 therapy dogs will make scheduled visits for students
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - Individualized and small group academic instruction
 - Technology Instruction PreK-12
 - MCAS preparation and support
 - Reading Intervention
 - Pre-vocational training

- o Fine Arts education opportunities
 - o Employability Skills (9-12+)
 - o Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings
- Consultation to referring school districts

READS Academy - PreK-6 School at Bedford St., Middleborough

READS Academy Program Director Erinn Fautuex supervised programming that serves the students, families and districts in preschool to grade 6. She was supported by the Program Advancement Director Deirdre Dodd-Pizzuto until her retirement in June 2024. In addition, the PreK-6 School was also supported by Clinical Director Carrie Smith. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development for this age group.

Therapeutic supports include individual counseling, group counseling, and classroom community building activities. In addition, counselors are available for daily check-ins as needed.

READS incorporates hands-on, project-based learning to engage students at all levels. The Academy is a Project Lead the Way school and has a dedicated makerspace that provides additional opportunities for students to engage in STEAM activities.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education, Class Dojo and other applications to provide families with access to student learning.

The elementary students continue to learn science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. High Impact Wonders ELA curriculum was purchased for grades K-6. Training for Wonders began in the Spring of 2024 with full implementation scheduled for September 2024. Students in grades PreK - 6 also participate in art and physical education classes.

READS Academy - 7-12+ School at Bedford St., Middleborough

READS Academy programming for grades 7-12+ was also led by Program Director Erinn Fautuex along with Program Advancement Director Deirdre Dowd-Pizzuto until her retirement in June 2024. Students in grades 7-12+ had their own Clinical Director Doreen Souza supporting staff and students. The READS Academy's specialized staff included 3 full time counselors as well as special educators and assistants with experience and specialized training in promoting self-regulation and social development. READS had 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

Students at READS Academy acquire empathy and a sense of social justice through organized student council activities to raise funds for worthy causes. The students and staff have raised hundreds of dollars for organizations such as the Hoyt Foundation, Jimmy Fund, Susan G. Komen Breast Cancer Fund and Hurricane Relief.

Community members donate new and gently used items to the school Emporium where students can use "READS bucks" earned for acts of kindness and behavior levels to purchase household items, clothes and gifts for themselves and family members. There has been a significant increase in the need to provide food and clothing directly to students and their families. In response, the Academy expanded the "Kindness Closet" to provide food staples that students can take home to share with their families.

READS Academy for grades 7-12+ has a one-to-one for Chromebooks for student use and utilizes Google

Apps for Education and other applications to provide families with access to student learning.

READS Academy 9-12+ offers pre-vocational tracks within the public day high school, such as:

- Industrial Technology:
 - 3-D and Laser Printing Lab
 - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.
- Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were introduced in the fall of 2022 and continued in the 23-24 school year.

Dual Enrollment

READS Academy offers opportunities for Dual Enrollment in partnership with Bristol Community College and Bay State College according to student interest.

Work-Based Learning Program

READS Academy offers a Work-Based Learning Program for high school students who seek prevocational and vocational training in the form of on-site internships and off-site work study placements. This component of the program offers career readiness, transitional services, and opportunities for students to experience real-life working expectations to build employability skills and helps them to strengthen community connections.

WBL Programming includes Employability Skills Classes, vocational counseling, job shadowing and coaching, on-site internships, and off-site work-study placements as well as focused tutoring for successful performance on MCAS and acquisition of a high school diploma.

Students participated in onsite work-based learning opportunities during the 23-24 school year.

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic. READS Academy staff continue to work toward building students' employability skills to be able to meet the criteria for off-site work-based learning opportunities in the near future.

READS Academy - 9-12 at West Bridgewater Middle Senior High School

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition

from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

READS Academy is continuously advancing services that support students in the Academy and students in their home districts. Program Advancement Director Deirdre Dowd-Pizzuto is the contact person for these services for providing resources to meet the mental health needs of students. The following are some of the services that have been put in place and have continued over the past year to respond to the needs of students, families and districts.

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities
 - Collaborative Problem Solving - Think:kids Program from MGH with Dr. Stuart Ablon
 - Social Resilience Model - Professional Development Offering
 - Mental Health First Aid - Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - inform IEP Teams in the development of goals and objectives
 - monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements
- A partnership with Bristol Community College nursing program for students to complete observation hours with READS Academy school nurses was established in 23-24.

READS Academy's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff, students, and families completed the surveys sent out by the Executive Director as part of her Entry Plan. Results showed increased focus needed on student and staff wellness. The Emergency Response Team continues to schedule 'table drills' to practice emergency evacuations in the event of an intruder. The leadership team continues to periodically review safety procedures.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social

Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work was established for the Academy program. In addition, the Safe and Supportive Schools grant award provided funding for an equity audit to support a defined action plan for future years. This audit was completed by IDEAS starting in January 2023 with a concluding report in June 2023 containing recommendations. Consultation through Dr. Carlos Hoyt continued in 23-24.

- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends improved in 23-24 since the impact of Covid-19. Due to the increasing in-district specialized programming, READS is seeing increased referrals for students with more complex social-emotional profiles. The enrollment reached 100 students for the Academy as a whole by May 2024.

Deaf and Hard-of-Hearing Program, PreK -12+, EI and Consultation

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Director, Evelyn Rankin, sits on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 44 years the program has educated hundreds of children with hearing loss. The program currently **(FY24) serves 50** students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

The DHH program offers flexible and wide-ranging programming options within public school settings. There are eight classrooms for children in Preschool through grade 12 located within the Norton Public Schools. There is a second high school classroom option at Bristol-Plymouth Regional Technical High School. The READS DHH program has the only program for Deaf students that is fully matriculated into a vocational high school. It has been stated that “the READS Deaf and Hard of Hearing Program is unmatched in the state.”

Program options range from self-contained classrooms with a Teacher of the Deaf providing maximum support in a small group, to full inclusion in general education settings with appropriate supports tailored to individual students. Instruction is accessible to students through the direct use of American Sign Language, interpreted ASL, use of spoken English, and a variety of specialized instructional techniques that enhance language and literacy for d/Deaf students.

The DHH preschool is a full-day program offering intensive language intervention (ASL and spoken language/listening, as appropriate), sensory-motor integration, Early Childhood Learning Standards and social-emotional skills. Students engage in play-based learning with an early literacy focus incorporating themes based on children’s literature.

Beginning in kindergarten and continuing through elementary grades, students receive academic and language instruction within self-contained classes with a Teacher of the Deaf while they also have opportunities to be included in general education classrooms. Students at this level join hearing peers for Specials classes (Art, PE, Computers, and Music (when accessible), and are increasingly accessing content in the general education classroom with interpreters or other accommodations and supports through the DHH program. Intensive literacy intervention and support is provided throughout the elementary years from two specialized Teachers of the Deaf.

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support

and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

Students at both Norton High School and Bristol-Plymouth Vocational Technical High School are surrounded with supports that assist them in meeting the competency requirements for a high school diploma or certification of completion. They are able to participate in all school activities including extracurriculars according to their interests. Students in the DHH program who do not have an additional diagnosis to hearing loss will typically graduate from high school within 4 years. Some students attend high school for an additional year or two depending on their IEP transition goals. Students with an additional diagnosis are able to continue with a transition plan that includes placement in the program until the age of 22 as appropriate. Transition planning for these students includes participation in in-school pre-vocational internships & off-site internships as students are ready to do so.

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

The DHH program provides each child with speech and language intervention that is specialized to their level of language acquisition, communication mode and type of amplification. The Speech and Language Pathologists and Assistants are fluent in ASL and have specialized skills in working with DHH students. The DHH program provides each child intensive literacy intervention in the early grades and continued support through high school. The Literacy Specialists have specialized training in providing literacy intervention to children with hearing loss and incorporate tools and assessments designed for children who are Deaf or hard-of-hearing.

The DHH program provides children with specialized counseling services through a structured social emotional learning program designed for children with hearing loss in the early grades and ongoing group or individual counseling support as needed at the secondary level.

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. Although unable to qualify for the Academic Bowl in 2024, efforts are being made to recruit and strengthen a Team for FY25.

In partnership with Norton Public Schools, students in DHH have access to one-to-one Chromebooks, Google for Education and other technology. READS has provided each classroom with a state of the art Promethean TouchScreen to replace outdated SmartBoards.

Again this year, READS DHH preschool has made available the opportunity for serving as a paid co-op placement for any interested student from Bristol-Plymouth Regional Technical High School as part of their Early Education and Care learning experience. This partnership provides the student with an opportunity for work experience and has provided the program with much needed support staff during a staffing shortage.

DHH students participated in the 8th grade trip to New York City with their peers. Students have participated in Norton Sports such as the soccer and basketball teams. One student is on the cheerleading team. Students attended the Woosox game in Rhode Island for Deaf Awareness Night. DHH students also participated in Norton High School's Unified Sports.

DHH Services Provided in All Locations

- Therapeutic support that includes:
 - ◇ Spoken language skill development
 - ◇ American Sign Language instruction
 - ◇ Speech/Language therapy
 - ◇ Specialized aural habilitation for children with Cochlear Implants and the full range of audition
 - ◇ Explicit literacy instruction
 - ◇ Small group and individual counseling
 - ◇ Educational Audiology consultation
- Academic Support to promote college and career readiness that includes:
 - ◇ Small group & individual instruction
 - ◇ General education classroom participation with supports
 - ◇ Educational Interpreters
 - ◇ School-to-work programming at the high school level
 - ◇ Opportunities to participate in extracurricular activities

Additional services may include:

- ◇ Extra-curricular support
- ◇ Intensive intervention
- ◇ One to one assistant (job coach, nurse, note taker)
- ◇ Occupational/physical/adaptive physical education as needed
- ◇ Vision consultation as needed
- ◇ Extended School Year
- ◇ Functional Listening Evaluations

DHH Early Intervention Specialty Service Provider

READS DHH Educators also serve as Specialty Service Providers through the Department of Public Health to meet the needs of families with children identified with reduced hearing or deafness from birth to age 3. These Early Intervention services focus on building the infant or toddler's communication skills while supporting parents and connecting them to resources and other families with similar experiences.

READS provides specialized instruction and support to children and families through contracts with several Early Intervention Offices. These services are provided per-diem and offer families in-home therapeutic intervention in areas that include: care of cochlear implants; American Sign Language instruction; behavioral intervention; language development; communication development (alternative and augmentative communication if needed); auditory attention skills; fine motor development for sign language proficiency and early literacy.

The number of children receiving specialized services from DHH staff through Early Intervention varies each year. There are currently 10+ children receiving in-home services and support to families. READS provides specialized Early Intervention in partnership with EI Centers in Brockton, Taunton, Fall River and others.

Deaf and Hard of Hearing Program's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic in collaboration with host school districts, Norton Public Schools and Bristol-Plymouth Regional Technical School.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. Dr. Carlos Hoyt met on a couple of occasions with the DHH Program Director and one of the Teachers of the Deaf (TOD) to review the Diversity, Equity, and Inclusion needs for DHH students and staff in order to establish priority areas of focus.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. The READS DHH program continues to have a stable enrollment of students and several new referrals each year. Increased inclusive opportunities are available to students with support from ASL interpreters. In response to the demand for consultation services, the additional need for increased staff to provide services for students in districts is continually being assessed and provided.

District Services

The District Services Program is a highly individualized program encompassing a wide variety of services, including consultation, evaluation, and direct services in response to the needs of students and districts in the following areas:

- ◇ Academic Tutoring in the Home
- ◇ Adaptive Physical Education
- ◇ Applied Behavioral Analysis, training and support
- ◇ Assistive Technology Assessments and Consultation
- ◇ Augmentative and Alternative Communication (AAC) Assessments and Consultation
- ◇ Central Auditory Processing Evaluations
- ◇ Educational Audiology assessment and consultation
- ◇ Family Success Partnership Counselor (wraparound services)
- ◇ Functional Behavioral Assessments, consultation and training
- ◇ Home-Care Services
- ◇ Occupational Therapy
- ◇ Orientation and Mobility Consultation
- ◇ Physical Therapy
- ◇ Professional Development
- ◇ Program Reviews
- ◇ Sensory Integration, evaluation/consultation

- ◇ Speech/Language Evaluation and Intervention
- ◇ Specialized Staffing, including counselors
- ◇ Summer services
- ◇ Teacher of the Deaf Itinerant assessment, consultation, and direct services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. This year, District Services added Teacher of the Deaf Itinerant services and Educational Audiology services under its purview. Services expanded within this calendar year include the Assistive Technology and Augmentative and Alternative Communication Evaluations, Teacher of the Deaf Itinerant services, home care services, speech and language therapy, adaptive physical education, and physical therapy services. The Family Success Partnership (FSP) program remained stable in supporting 7 districts and 75 families. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

Program Reviews are conducted for Member Districts at reduced cost. Past reviews have been conducted for Speech and Language services, Alternative Program models and Substantially Separate Program models.

District Services continues to coordinate and provide Assistive Technology and AAC services. The Assistive Technology/AAC Team is composed of a Speech Pathologist and Occupational Therapist with specialized expertise. This team can identify low, mid, and high-tech assistive/AAC tools that can support students with learning and communication. The AT/AAC team's expanded services include a software/equipment loan program and a model for sustained support for implementation after the initial assessment and recommendations are made.

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. (Please see noted coverages on page 9.) There were 30 AT/AAC evaluations completed during the 23-24 school year. District Services completed 146 evaluations (OT, PT, APE, and SLP [including 10 Independent Educational Evaluations]) and during the 2023-2024 school year to support 42 member and non-member districts, which is significantly greater than years past. In total, District Services conducted over 220 evaluations for the 2023-2024 school year.

All District Services referrals are carefully evaluated; goals and objectives are formulated; and a service/consultation delivery system is established by the service provider in coordination with the school/district.

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has continued to expand this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 120 students in their home schools/districts, across 42 school districts, with 21 evaluations conducted. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to increased demand, READS currently has 3 full time and 2 part-time Consulting Teachers of the Deaf.

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 65 in FY22 to 119 for FY23 and 176 in FY24, reflecting a trend of 5 straight years of increased contracts. There were 10 Central Auditory Processing evaluations and 13 Audiological evaluations. These services are billed through District Services.

District Service's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. District Services staff comply with all safety directives from both READS Collaborative and the host schools in which they work.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. The Director of District Services is a participant in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. District Services continues to offer services to students and families in their schools/homes and has seen an increase in contracts for services and a significant increase in requests for Family Success Partnership services and mental health providers.

READS Diagnostic Clinic and Ancillary Services Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special

Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 210 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 284 evaluations for students from Member and non-member districts during the 23-24 school year, up from 270 for FY23. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be offered by the clinic.

Districts are permitted to use up to 25% of their pre-committed evaluation slots for Risk Assessments (not to exceed 5). This expansion of Member's use of clinic slots reflects READS Collaborative's responsiveness to an increased need of the districts as indicated by the Special Education Administrators group and was adopted as general operational practice since the 2019-2020 school year.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of the 2023 - 2024 school year as a hybrid model via ZOOM to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

In addition, Dr. Estrella provided professional development and/or training. She presented "Partnering for Family Success" at the MASC/MASS 2023 Conference. Mr. Benjamin Coleman, special education teacher, and Mrs. Deirdre Dowd Pizzuto, Program Advancement Director, presented during the MassCUE Fall Conference on READS Analytics as a successful and comprehensive data collecting tool for student progress.

MOEC (Massachusetts Organization of Educational Collaboratives)

READS is an active member of MOEC. MOEC represents the 24 Collaboratives spread throughout the state of Massachusetts. Collectively, the 24 Collaboratives provide programming and services to over 300 member and nonmember public school districts. MOEC provides a wide variety of valuable resources to the state's Collaboratives. This includes, but is not limited to, professional development, sharing of resources, policy development and research, information exchange and networking, and field support and technical assistance.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY24

<i>PROGRAM</i>	<i>FY24 APPROVED BUDGET</i>
Administration	\$1,509,601
Clinic	\$318,909
Clinic Ancillary	\$136,275

Deaf and Hard-of-Hearing Program	\$3,426,353
Academy Program	\$6,539,394
District Services & Ancillary	\$1,690,356
Teacher of the Deaf	\$369,450
DHH Summer	\$82,867
Academy Summer	\$212,225
District Services Summer	\$39,461
Early Intervention	\$13,685
Professional Development	\$3,450
<i>TOTAL FY24 BUDGET</i>	<i>\$14,342,026</i>

The collaborative structure is designed to leverage cost savings on behalf of districts in the provision of programs and services to children with disabilities as well as other collaborations for services. The collaborative's process for the development of the budget provides for a thorough review of revenues and expenses in relation to tuition rates and fees for services. Budget subcommittees of the Special Education Administrators Advisory Group meet for an in-depth review of the following budgets: READS Academy, Deaf and Hard-of-Hearing, District Services and the Clinic. The Personnel Subcommittee and Finance Subcommittee of the Board of Directors and the President of the Board meet jointly to do a further analysis of the proposed budget. The Special Education Administrators Advisory Group meets as a whole to endorse the budget after another review of revenues, expenses, tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space as of September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location, but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process.

READS Collaborative sold the previous Academy property located at East Grove Street, Middleborough during the 2022-2023 school year. The proceeds of the sale were added to the general fund. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

READS Collaborative's educational programs provide interventions that promote a student's return to their home district to continue learning as appropriate. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma, most often within 4 years. Both of these programmatic goals result in reduced expenses for school districts as students spend fewer years in READS Collaborative, if appropriate, than they might spend in a private placement.

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 20 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

The costs of services and programs provided by READS Collaborative are highly competitive and result in cost savings to the Member and Non-Member Districts when compared to other out of district placements. The services would not be available in the area if the Collaborative did not coordinate them on behalf of the Board of Directors and in collaboration with the Special Education Administrators Advisory Group. A comparison of tuition rates with private schools and other collaboratives does not yield an accurate or informative description of the multi-faceted cost effectiveness of READS programs and services, but is provided in the appendices.

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY24 tuition for Member districts is \$61,200.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 24 for the majority of students placed in the DHH program is \$69,480.00. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

Due to the evolving nature of the communication and learning needs of students in the DHH program a revised 2 tiered tuition structure, which was developed in cooperation with the Special Education Administrators Advisory Group, was implemented in FY21 and continues to be in place.

The assessment of cost-effectiveness for programs includes several factors that cannot be measured in tuition alone such as:

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;

- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

In relation to fees for service, the Collaborative absorbs the liability of health insurance costs and unemployment benefits for specialized service personnel and support personnel. The Clinic, District Services and Ancillary Services (including professional development) are designed to merely recoup the cost of providing the service and compensate the collaborative for administrative costs.

The surplus funds from these services are typically returned to the Member Districts in the form of Clinic Credits and Tuition Credits in the subsequent year thereby providing an additional financial benefit and further reducing the cost of participation in programs and services.

Tuition Credits and Clinic Credits to Districts at the Close of FY24

The READS Collaborative was unable to provide any tuition or clinic credits to districts at the close of FY24.

READS has provided cost-effective solutions to Member Districts since 1974 and will continue to provide those solutions into the future in alignment with the mission statement **to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.**



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Appendix A

Strategic Planning Action Steps 2021-2024

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
 - Develop and Staff Elements of 3 Tiers of Support for Mental Health as identified for priority implementation by Special Education Administrators.
 - Enhance mitigation and prevention strategies to reduce the spread of illnesses such as COVID-19.
 - Form a Wellness Committee to develop action steps to address the ongoing physical and mental wellbeing of students and staff.
- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - Invite staff from across the collaborative to engage in initial conversations.
 - Form a Committee and develop a 3 year plan.
 - Embed [Antiracist Leadership Competencies](#) in Program Director and Leadership Team Agendas and Professional Development.
- **Priority 3** Enhance programs and services to better serve the students and their families, our staff, and the member districts.
 - Build on the skills learned during remote learning to provide flexible growth opportunities for students and staff, and engagement opportunities for families.
 - Develop a process for improvement that encompasses a balanced, 3-pronged approach to: Academics, College and Career Readiness and Personal Social Development.
 - Expand programs that prepare students to transition to a fulfilling adult life through opportunities for internships, certification leading to employment, college readiness and dual enrollment, building financial literacy, preparing for adult responsibilities, and building healthy relationships.
 - Review program staffing models to provide increased opportunity for advancement and leadership.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - Create supports throughout programs that result in improved focus on referrals and enrollment.
 - Engage in purposeful marketing of the Collaborative programs and services to attract more referrals to programs and more contracts for services.
 - Review the effectiveness of technology solutions to support students, staff and families in engagement, access, academics, college and career readiness, and personal social development.
 - Review Academy budget to align revenues and expenses related to staffing and the new building.
 - Develop a plan to allocate funds to the capital fund to prepare for an option to own 44 Bedford St. in the future.

Appendix B

Deaf and Hard of Hearing Tuition Comparison FY24

Tuition Comparisons for placements that DHH students have transferred from, or to, over the past decade. For reference only:

Deaf and Hard of Hearing Programs FY24						
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
Perkins School for the Blind	Intensive Day	Deaf/Blind/ Multi-Impaired	205	\$244,292.63	\$1,191.67	
Learning Ctr. for the Deaf	Day	Walden	216	\$179,178.28	\$829.53	
Perkins School for the Blind	Intermediate Day	Intermediate Day	205	\$211,799.00	\$1,033.17	
Perkins School for the Blind	Day	Day	205	\$163,392.29	\$797.04	
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$119,047.72	\$583.57	
READS DHH - Level 2 Intensive <i>3 Non-Member Students projected</i>	<i>Day - Level 2</i>	<i>Deaf and Hard of Hearing</i>	<i>180</i>	<i>\$102,240.00</i>	<i>\$568.00</i>	
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$107,097.78	\$540.90	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$116,184.86	\$537.89	
Walker, Inc.	Day	Walker School	216	\$112,562.96	\$521.12	
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$108,737.88	\$503.42	
Learning Ctr. for the Deaf	Day	Day	198	\$96,645.29	\$488.11	
Beverly School for the Deaf	Day	BSD	204	\$97,320.89	\$477.06	
Willie Ross School for the Deaf	Day	Day	180	\$79,444.99	\$441.36	
READS DHH - Level 1 18 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$79,920	\$444	
Clarke School for the Deaf	Day	Day Education	180	\$73,661.89	\$409.23	

Appendix C

READS Academy Therapeutic Day Program Tuition Comparison FY24

Therapeutic Day Programs FY24					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80
F. L. Chamberlain School, Inc.	Day	Day	216	\$125,060.10	\$578.98
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$116,184.86	\$537.89
Home for Little Wanderers	Day	Southeast Campus Day	216	\$115,405.90	\$534.29
Walker, Inc.	Day	Walker School	216	\$112,562.96	\$521.12
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$104,743.53	\$476.11
Stevens Children's Home	Day	Stevens Home	224	\$97,715.72	\$436.23
Justice Resource Institute	Day	Granite Day	202	\$81,493.58	\$403.43
New England Academy	Day	NE Academy	198	\$79,811.79	\$403.09
Pilgrim Area Collaborative	Day	All Programs	180	\$63,420	\$352.33
READS Collaborative Member	Day	READS Academy	180	\$70,380	\$391
Walker, Inc.	Day	Beacon High School	198	\$72,604.88	\$366.69
Justice Resource Institute	Day	Anchor Academy	198	\$68,257.93	\$344.74
North River Collaborative	Day	North River School	180	\$53,477	\$297.09