

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

March 20, 2025

Regular meeting of the Rochester School Committee was held on Thursday, March 20, 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 (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Howard Barber, Assistant Superintendent of Finance and Operations (in-person); Jaime Curley, Assistant Superintendent of Student Services (remote); Heidi Letendre, Principal (in-person); Charley West, Assistant Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 6:40pm 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 a moment of silence to honor the lives for former Rochester Memorial School students Alexis Zutaut and Jeremy Braz who recently passed away.

Open Comments

Chairperson Hartley stated the following:

Public Comment is governed by approved school committee policy.

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

There were no public comments.

FY2026 SCHOOL CHOICE PUBLIC HEARING

Chairperson Hartley opened the public hearing at 6:45pm.

Superintendent Nelson welcomed the school committee and community members present. He explained that school choice participation is an annual requirement that must be completed by all districts in the State. He reviewed the school committee previously discussed school choice at the last meeting in preparation for this public hearing. If Rochester elected to be a school choice district, the school committee may also set parameters on the amount of school choice students along with the grades they may be accepted into. The District would receive a reimbursement of \$5,000 per student, which is a non-negotiable rate set by the State, and has been such for many years. He continued that there is also a reimbursement of 70-75% of special education expenses for school choice students. Historically, Rochester has not participated in school choice.

Ms. Rounseville shared that it has been a rough budget season and she feels the class sizes are already larger than she would like and she does not support school choice at this time. She added that financially, the per pupil expense is not comparable to the reimbursement. Ms. Duggan agreed.

There were no public comments during the hearing.

Chairperson Hartley closed the hearing at 6:49pm.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of January 16, 2025.

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of January 16, 2025 as presented

SECONDED: Ms. Duggan

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

1. B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of January 16, 2025.

MOTION: Ms. Duggan to approve the Budget Subcommittee minutes of November 14 and January 16, 2025 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 January 16 and March 14, 2025.

MOTION: Ms. Rounseville to approve the Budget Subcommittee minutes of January 16, 2025 as presented

SECONDED: Ms. Fernandes

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

MOTION: Ms. Fernandes to approve the Budget Subcommittee minutes of March 14, 2025 as presented

SECONDED: Ms. Duggan

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

IV. General

A. FY2026 School Choice Vote

Recommendation:

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

MOTION: Ms. Rounseville to opt-out of school choice for the 2025-2026 school year due to budget and enrollment concerns

SECONDED: Ms. Duggan

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

B. Approval of Fundraiser

Recommendation:

That the School Committee hear fundraiser proposals from Ms. Tracey Forns on behalf of the PTO for canning in conjunction with Box Tops.

Ms. Forns explained the PTO hands out a Box Tops flyer at the Wareham Walmart to encourage people to support the Box Tops program for RMS. When this was done in the fall, many people wanted to provide a cash donation at that time, so they are looking for school committee approval to accept donations when passing out the flyers. If the school committee supports this, the PTO will also need approval from the Wareham Walmart. Superintendent Nelson added that there would be a tracking system by the PTO to ensure the money coming in went to student activities.

MOTION: Ms. Rounseville to support the collection of donations when passing out Box Top flyers as presented

SECONDED: Ms. Fernandes

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

C. Approval of Student Handbook Revisions

Recommendation:

That the School Committee review revisions to the 2024-2025 Student Handbook.

Superintendent Nelson explained that an audit of the Special Education department by DESE will be taking place in the spring. As part of the self-assessment, revisions are being recommended to the current student handbook. These revisions are additions to the handbook, but are already part of policies approved by the Joint School Committee or state law.

Ms. Fernandes asked to confirm that the suspension language is part of Massachusetts General Law. Superintendent confirmed that was correct and the Department of Education has been clear on including it in the student handbooks.

Mr. West reviewed the following revisions:

New Additions

Idling – page 10

Tobacco and Vaping – page 19

Changes/Updates

Student Code of Conduct – page 31

Disciplining students with disabilities – page 31

Disciplining students with 504s – page 32

Disciplinary investigations – page 33

Suspension – page 34

Suspension and extracurricular – page 34

Emergency removal – page 34

Removal

Student conduct – page 29

Procedures for disciplining students with disabilities – page 51

Procedural requirements – page 53

MOTION: Ms. Rounseville to approve the revisions to the 2024-2025 student handbook as presented

SECONDED: Ms. Fernandes

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

D. Marion Institute Grow Education Program

Recommendation:

That the School Committee review the Marion Institute's Grow Education Program as a supplement to the grade three Science curriculum using Project Based Learning.

Superintendent Nelson reviewed that Ms. Liz Wiley and Mr. Nate Sander previously presented to the school committee about the program. This item is to review moving forward with the program as the Marion Institute has applied for a grant for funding. The grant application has been updated to be a total of around \$15,000 as the original application included a pollinator garden and benches that will not be part of the RMS project. The application and gardens drawing was provide to the school committee for review.

MOTION: Ms. Rounseville to approve the Marion Institute's Grow Education Program as a supplement to the grade three Science curriculum using Project Based Learning.

SECONDED: Ms. Duggan

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 following donations:

- A donation of \$15,632 from the Marion Institute for the Rochester Memorial School gardens to be utilized for the Grow Education Program.

- A donation from the Feinstein Foundation of \$5,000 for Maggie Sommer winning a Golden Ticket.

- A donation of the following books from RMS PTO: *I Survived the Black Death* (I Survived Book Series, 24), *Are You Ready to Play Outside?* (Elephant & Piggie) by Mo Willems, *The Bad Guys* (Bad Guys: Color Edition, Book 1) by Aaron Blabey, *Pug's Got Talent* (Book 4) by Kyla May, *Duckie & Snaps: We Cannot Be Friends* by Ame Dyckman, *Branches: Pets Rule! Invasion of the Pugs* (Book 5) and *The Night of the Chipmunk* (Book 6), *Is This....Easter?* by Helen Yoon, *Construction Site: Garbage Crew to the Rescue!* By Sherry Duskey Rinker, *I Wish I had a Dragon with Marshmallows* by Diane Alber, *The Heart and Mind of Frances Pauley* by April Stevens, *Dog Man, Big Jim Begins* (Book 13) by Dav Pilkey, *Sheepish* (Wolf Under Cover) by Helen Yoon, *The Football Encyclopedia* by Alicia Williamson, *Big Book of Who: Women in Sports – Sports Illustrated*, *My Tooth is Lost!* by Drew Daywalt, *Eraser* by Anna Kang, *The Couch Potato* by Jory John, *Is it Real? The Lock Ness Monster* by Candace Fleming, *Flat Cat* by Tara Lazar, *I Survived the Great Molasses Flood, 1919* and *I Survived the Black Death, 1348* by Lauren Tarshis, *Baby-Sitters Littler Sister Book Series* (Book 7, 8 and 9) by Katy Faria, *Pokemon Visual Companion* by Simcha Whitehill, *Weird Little Robots* by Carolyn Crimi, *The Popper Penguin Rescue* by Eliot Schrefer, *Winterbone Home for Vengeance and Valor* (Book 1), *File Under: 13 Suspicious Incidents* by Lemony Snicket, *Typhon and the Winds of Destruction* (Heroes in Training Book 5) by Joan Holub, *The*

Curse of the Werepenguin by Allan Woodrow, *Who Could That Be at This Hour?*, *When Do You See Her Last?* and *Shouldn't You Be In School?* (*All the Wrong Questions*, Book 1, 2 and 3) by Lemony Snicket, *Sprite's Secret*, *The Greedy Gremlin*, *The Pet Store Sprite*, *The Halloween Goblin* and *The Angry Elf* (*Branches: Pixie Tricks*, Book 1, 2, 3, 4 and 5) by Tracey West and *Dragons and Marshmallows*, *Monsters and Mold*, *Merhorses and Bubbles* (*Zoey and Sassafras Series*, Book 1, 2 and 3) by Asia Citro. Superintendent Nelson added that these books had been reviewed by the library and the supporting documents were shared with the school committee.

MOTION: Ms. Duggan to approve a donation of \$15,632 from the Marion Institute for the Rochester Memorial School gardens to be utilized for the Grow Education Program as presented

SECONDED: Ms. Fernandes

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

MOTION: Ms. Fernandes to approve a donation from the Feinstein Foundation of \$5,000 for Maggie Sommer winning a Golden Ticket as presented

SECONDED: Mr. Trombly

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

MOTION: Ms. Rounseville to approve all of the above mentioned books as presented

SECONDED: Ms. Duggan

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

F. Approval of School Health Unit Application

Recommendation:

That the School Committee the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Ellen Murphy, RN, BSN, NCSN, School Nurse for Rochester Memorial School on behalf of the district. It has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee.

Superintendent Nelson reminded the school committee that this is an annual obligation to allow the nurse to delegate and train appropriate school personnel on the administration of student-specific pre-dosed epinephrine.

MOTION: Ms. Rounseville to approve the School Health Unit Application 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 \$465,115 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**
- \$ 6,708,349 – Obligations Paid Year to Date
- **\$ 465,115** - **Remaining Available Funds**

2. Record of Warrant(s)

The record of the warrant(s) of January 15 and 29, February 12 and 26, 2025 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.
- Successfully completed the Foodservice DESE Procurement Audit.

- Collaborated with MA Operational Services Division (OSD) and other MA Foodservice Directors to create a new statewide contract, specifically for the K-12 School Nutrition Products GRO42; launching the first part for fresh produce this month.
- Starting the process of procuring foods for the upcoming school year.
- Bulldog Café is looking for per diem (substitute) 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:

- Conducted semi-annual sprinkler inspection.
- Completed annual state elevator test and inspection.
- Conducted one snow/ice removal operation.
- Mass School Building Authority (MSBA) completed their facility survey.
- Commenced radio communication upgrade to digital.
- Completed required maintenance on facility systems and equipment.

Superintendent Nelson added that the solar canopy agreement between the company and the Select Board has been executed and the administration will share any updates when they are available.

D. Personnel

Jillian Tyndall was hired as an instructional assistant.

CHAIRPERSON'S REPORT:

Chairperson Hartley read her annual report for the school committee ahead of submitting it to the Town of Rochester for inclusion in their published annual report:

Report of the

ROCHESTER SCHOOL COMMITTEE

The Rochester School Committee is proud to submit our report for the year 2024. During the past year, Rochester Memorial School leaders, teachers, and staff have worked with dedication to the Old Rochester School District mission: "to inspire all students to think, to learn, and to care." Their collaborative work and effort is evident in the quality of the daily teaching and learning and the spirit of our students, teachers, and families.

2024 School Committee Members included Sharon Hartley, Chairperson, Kate Duggan, Vice Chairperson, Anne Fernandes, Robin Rounseville, and Jason Chisholm. In June, following the spring elections, Joshua Trombly was elected to the Rochester School Committee. At the June meeting, School Committee Members recognized and expressed appreciation for Jason Chisholm's thoughtful contributions to our school as a member of the Rochester School Committee from 2021-2024.

In September, at the beginning of new school year, School Committee Members welcomed new staff members: Dr. Jaime Curley - Assistant Superintendent of Student Services, Principal, Heidi Letendre, Alex Sylvaria - 4th Grade Teacher, Carla Correia - Lunch/Recess Aide, Geralyn Gherard - Paraprofessional, and Melissa Mills - Paraprofessional.

During the year, the School Committee approved and accepted the following grants:

- Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant in the amount of \$8,731
- Fund Code 125 Math Acceleration Academies Grant in the amount of \$50,000
- FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000
- FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$43,000
- FY24 Fund Code 165 High-Quality Instructional Materials Purchase Grant in the amount of \$27,992

The Rochester School Committee took the following actions during the year:

- Approved the School Health Unit Application
- Approved the READS Collaborative Agreement Amendment
- Awarded the transportation contract to Amaral Bus Company, Inc. as the responsive and responsible bidder
- Approved the Memorandum of Agreement between the School Committee and the Rochester Memorial Teachers' Association.
- Approved the Superintendent's Proposed Fiscal Year 2025 Budget in the total amount of \$7,418,359 for the Rochester School District. The total amount of \$7,418,359 recognizes the two (2) segments of its funding: 1. Rochester Elementary

General Operating in the amount of \$7,173,464, and 2. Bristol County Agricultural School District in the amount of \$244,895.

- Approved the 2024-2026 School Improvement Plan
- Approved the Student Opportunity Act (SOA)
- Approved the Double Good fundraiser for the 6th Grade Class
- Moved the Public Comment to the beginning of School Committee Meetings

During the year, the School Committee gratefully accepted many generous donations:

- Many books from the RMS PTO and the Joseph H. Plumb Memorial Library.
- The donation of \$1,000 from community member, William Goldsmith, for the purchase of gym equipment. This donation was made in recognition of the accomplishment of RMS students as the winners of the 2023 Cranberry Country PMC Kids Ride “Challenge Within A Challenge”
- 70 toothbrush kits for Kindergarten students from All Hands Dentistry and Sullivan Family Dental and 62 toothbrush kits for first grade students from Aspire Dental
- Two ukuleles for the music department from Madeline Duarte
- One clarinet for the Music Department from Christina Robichaud
- One drum set for the Music Department from Betsy Pimental

At each meeting, Committee members hear reports from District Administrators informing us about progress with teaching and learning, student services, school finance, food services, and facilities.

As the year came to a close, we recognized the following staff members who are retiring:

- Lisa Mazucca, Academic Interventionist
- Lynda Parker, Paraprofessional
- Linda Arruda, Paraprofessional

Thank you for your many years of hard work, friendship and care for RMS students.

Beyond the work and accomplishments described above, throughout the year we recognize that daily life at Memorial School involves a variety of activities and events that contribute to the rich and vibrant culture of our school. Students, teachers, staff, and leaders participate in morning meetings, all school meetings, literacy nights, academic showcases, celebrations, concerts, performances, Project 351 initiatives and town events to learn, connect, and celebrate. These events and moments inspire us all and make a difference in our lives.

In closing, we are grateful for the dedication of our leaders and staff, the spirit of our students and their families, and the continuing support of the Town of Rochester.

Respectfully submitted,
Sharon Hartley, Chairperson
Kate Duggan, Vice Chairperson
Anne Fernandes
Robin Rounseville
Joshua Trombly

MOTION: Ms. Rounseville to approve the submission of the annual report with the staffing amendments as reviewed above

SECONDED: Ms. Duggan

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

Next, Chairperson Hartley stated the following: *During the past few weeks, I've been asked about the upcoming school committee race. This caused me to stop and think about the yings and yangs of the question. First, I love schools and I particularly love RMS Rochester Memorial School. It's where I began my career in education – where I learned the rich rewards of teaching young children. And reflected on my experiences as a member of the RMS School Committee. I realized that for over 50 years I have been involved with and supporting the town of Rochester and our schools in many ways; as a teacher here at RMS for many years, as a member of the School Committee for many years and, for a few years, I served as a representative on the Rochester Building Committee for the big two-story RMS addition. Honestly, I've loved every minute of my time at RMS. And after lots of reflection about beginnings and endings--- I want to let you know that I've decided not to run for re-election to our School Committee this year.*

CENTRAL OFFICE ADMINSTRATOR’S REPORT:

Superintendent Nelson thanked Chairperson Hartley for her remarks and shared it is hard to imagine not having her sitting next to

him at school committee. He knows how much of her heart is here at RMS. He highlighted the Superintendent's Newsletter and also thanked Ms. Letendre and Mr. West for their on-going communication and weekly newsletters with the school community. He shared with the school committee to follow up on the resolution set forth by the school committee at the last meeting, was included in the most recent weekly newsletter to the RMS families.

Dr. Fedorowicz highlighted the following: *The new math committee, consisting of approximately 25 general and special education teachers with K-6 representation from each district and grade level met at the end of January to vet 3 out of 10 potential HQIM to pilot this spring. The initial 10 math programs were selected from Curate and/or Edreports. Over the December break, I was able to work with vendors to get material samples for each grade level for teachers to review. With the assistance of Looney Math Consultants using a rubric, the Math Committee narrowed it down to three HQIM, which were Reveal Math by HMH, Envisions by Savvas, and Illustrative Math by Imagine Learning. All high quality materials. Then, each individual grade level collaborated with Looney consultants to review the programs by grade level and select units to pilot based on where they were at in their scope and sequence to provide a seamless pilot for students. Teachers are currently piloting and will be completing the pilot and filling out the rubric at the beginning of April to select a new HQIM math program. Stay tuned!*
New teachers met today and we had some activities and collaborated on having better conversations and communications with students, peers and families in order to build relationships and make connections.

At the most recent professional development day, we continued with the Science of Reading in Literacy. The math teachers were able to meet and collaborate with each other on the new math programs, and of course we had OpenSciEd and Investigating History. Health and PE continued working on the crosswalk document and we will be meeting soon to review the findings. The purpose is to help us recognize and navigate what specifically has changed, been removed or added.

FORM Concerts were amazing! Our students are so talented and it is wonderful to have such a large group of students with an interest in music. Our teachers did a phenomenal job with our students yet again this year.

RMS has their last Learning Walk next Tuesday, which will be the last one of the year. We will use this data as an administrative tool to discuss PD and steps for teaching and learning next year.

Dr. Curley shared the following: *We are happy to partner with SMEC again this year to present the Community Talks on 3/24 at 6:30pm via zoom (new IEP for parents) with a representative from Mr. Allan Blume's company. Our Bullying and Harassment Prevention and Intervention Plan has been updated. We would like to extend our gratitude to parents, guardians, local law enforcement, and community members for their contributions through School Council meetings, the Open Forum, and feedback provided through the link shared in newsletters and on the District website. Fly Five is a companion program for Responsive Classroom which supports academic and behavioral outcomes. Ambassadors have been chosen at each building to pilot the program for this year. Thank you to them! They have completed their onboarding and a parent information session will be held on April 14 where an overview of the program will be presented along with a sample lesson and materials available for review.*

Superintendent Nelson added that the satellite office that the school committee agreed upon with the Rochester Police Department is currently in use and the information about this partnership has been shared out with the school community.

PRINCIPAL'S REPORTS

Principal Letendre reported the following:

Project 351:

- Our Project 351 students have been busy preparing their ideas for RMS. There were three groups of students working collaboratively.
- One group was revising and creating scenarios for each grade level. Another group was creating positive posters, finishing bulletin boards and hanging up quotes, and the final group was creating positive inclusive tasks for everyone to do for the next month on Task Tuesday or Thoughtful Thursday. This group of students have so many great ideas and are a great team.
- These students also attended the Project 351 Playbook Workshop on Wednesday, March 19th.

Read Across America Week:

- Reading quotes by famous authors were read each morning by 6th graders.
- Throughout the week, there were guest readers during library.
- There was a Drop Everything and Read Day on Friday, March 7th.

March into Music Month

- We had our trumpet line of students and our flute students perform during morning announcements the week of March 3rd and March 10th.

- 1st grade students were learning to compose music and test their skills during music class
- The Annual FORM Concerts took place on Tuesday, March 11th and Tuesday, March 18th. It is always amazing to hear our band and chorus come together to perform.
- Kudos to Ms. Audette, music teacher and Mrs. Laprise, Band Teacher.

Celebrations Committee:

- The Celebrations Committee Organized the Soup-er Bowl Luncheon.
- Staff also engaged in the Valentine Gnome Game, which is a competition to see who ends up with the 12 gnomes when the game is called to an end.
- The Celebration's Committee Meeting met Wednesday, March 19th and will be meeting again on April 2nd.

Staffing Updates:

- RMS recently hired Jillian Tyndall as a paraprofessional for second and fourth grade and this person also serves as a bus monitor.
- Congratulations to Jacqueline St. Thomas who delivered her second baby.

Curriculum and Assessment Updates:

- School-based Literacy Leadership Team (SLLT) meetings run monthly and are facilitated by Mrs. Letendre and Mrs. McIlmail. During the most recent meeting, staff analyzed fall to winter benchmark data to identify noticings, wonderings and hypotheses as well as to create action steps.
- The district-wide progress monitoring data meetings took place the last three days. Grade level teams met to discuss student progress and action steps for tiered instruction.
- During the professional development day on March 5th, literacy teachers were completing their science of reading modules.
- Mr. West and Mrs. Letendre trained our paraprofessionals and office staff in ALICE as well as MCAS Security Training, as applicable to grades 3-6.
- Educators implementing math curriculum and/or science worked within their content areas as well.
- Staff MCAS training was held on Wednesday, March 12, 2025.
- Report Cards are going home on Friday, March 21, 2025.
- Each grade level is implementing a unit from three different math curriculums that are being piloted across the district. This team attended professional development with Susan Looney, Math Consultant where teachers analyzed several math programs and narrowed down their pilot to three publishers.
 - McGraw Hill-Reveal Math
 - Illustrative Math-Imagine Math
 - Envisions-Savvas
- MCAS Testing starts on March 26th and the faculty have been trained on the test security protocols.

MCAS Testing Dates:

ELA:

Grade 6: ELA Wednesday, March 26th and Thursday, March 27th

Grade 5: ELA Monday, March 31st and Tuesday, April 1st

Grade 4: ELA Monday, April 7th and Tuesday, April 8th

Grade 3: ELA Thursday, April 10th and Friday, April 11th

Math:

Grade 5: Wednesday, April 30th and Thursday, May 1st

Grade 6: Thursday, May 8th and Friday, May 9th

Grade 3: Tuesday, May 13th and Wednesday, May 14th

Grade 4: Monday, May 5th and Tuesday, May 6th

Science:

Grade 5: Monday, May 19th and Tuesday, May 20th

PTO Updates:

- The PTO is looking for new board members for next year.
- They held a PTO informational meeting on Tuesday, March 4th and there was a great turn out.
- PTO members are currently working with staff to plan the Fun Run, Fitness Fun Day and the 6th grade Carnival, and are organizing the next book fair for STEAMapalooza.
- On Friday, March 14th, all of RMS attended the Taiki Thunder Assembly.

Upcoming RMS Events:

- Thursday, March 27th: Kindergarten Orientation at 6:00 PM
- Wednesday, April 2nd: Celebrations Committee at 3:05 PM
- Tuesday, April 8th: PTO meeting
- Friday, April 11th: Grade 1 Movie Night
- Thursday, April 17th: Grade one “Save the Animals” performance at 2:00 for parents. 9:30 performance for grades PG, K and 2.
- Tuesday, April 29, 2025: Kindergarten community helper field trip to Police Station, Post Office and Plumb Library 10-12

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – no report.
2. ORR District School Committee – Ms. Rounseville reported they met recently to approve donations, student handbook revisions and the program of studies, which included a statistics course and unified peer support along with civics and financial literacy. We also had a budget update.
3. SMEC – Ms. Fernandes reported they met on January 29th and approved minutes and staff appointments. They reviewed spending projections, policy revisions and voted to approve new position - Assistant Director of Student Services and the strategic plan. The next meeting is March 31st.
4. READS – Superintendent Nelson reported the met on February 6th and March 13th. He explained that the READS Deaf and Hard of Hearing program has been integrated into the Norton Public Schools for the past ten years and is one of the flagship programs in the state. Norton is unable to house the facility any longer so READS is looking into either relocating the program or purchasing a sub separate building in Norton. He reviewed the information items provided to the school committee including a letter from READS and a question and answer sheet regarding the potential purchase of a DHH building.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they meet again on March 25th.
6. Early Childhood Council – Ms. Duggan reported they last met Wednesday, March 5, 2025. It was a small and brief meeting where we confirmed the details for the Early Childhood and Community Fair, which was held on Saturday, March 15, in the ORR Junior High Gym. I was unable to attend, but from everything I heard it was a great event! We discussed some ongoing opportunities for children of preschool age, including continued recruitment for open slots in the Parent Child+ program, and new contacts and resources for families in need supplied by DCF. Additionally, notifications of acceptance were recently sent to applicants to the Project Grow and Tri-Town Early Childhood programs for the coming school year. We talked about the plans for welcoming incoming kindergartners, including the orientation next week, on March 27 at 6 pm at all Tri-Town elementary schools. Parents should have all their paperwork in, so anyone with questions should contact the RMS front office. The next meeting of the Early Childhood Council will be Wednesday, May 21, 2025.
7. Policy Subcommittee – Mr. Trombly reported they have not met since the last meeting and will meet again on May 22.
8. Equity Subcommittee – Ms. Duggan reported last met on January 23, 2025. At this meeting, we received an overview of the updated Equity Action Plan. Some highlights included the day of community service held the day before Thanksgiving, where all high school students were able to select an opportunity to give back; assemblies exposing students to various cultures are planned all around the district, including an assembly at RMS on African storytelling held in February; the Credit for Life fair for grades 11 & 12 focused on financial literacy will take place in April; and RMS and other district staff have been piloting new units of the OpenSciEd curriculum. Next, Dr. Fedorowicz described her experience as a participant in EF’s Professional Development Service Learning program. She had been selected for this all-expenses paid trip to Panama where she helped clean a beach and engaged in other cultural and community service activities, making connections with colleagues from across the globe and helping to foster a culture of international-mindedness that she brought back with her to our district. Finally, we learned more about the Feinstein Leadership School Program, which seeks to empower elementary school students to help others through kindness and doing good deeds. All 3 ORR elementary districts had to apply to become a Feinstein school, and the resulting opportunities help our students with skills like communication, teamwork, and problem-solving. They also come with benefits to students such as discounted admission to museums and the Golden ticket program, which has already benefited at least 3 schools in the Tri-Town, including RMS as we saw at our last School Committee meeting. The next meeting of the Equity Subcommittee will be June 12, 2025.

IX. Future Business

A. Timeline

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

Rochester School Committee

May 1, 2025

Hybrid Format

March 20, 2025 - Rochester

Joint School Committee

June 12, 2025

Hybrid Format

B. FUTURE AGENDA ITEMS

- 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, #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. Fernandes to enter executive session at 7:56pm 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 only 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 8:07pm to return to regular session only to adjourn.

SECONDED: Ms. Rounseville

ROLL CALL

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

XIII. Information Items

Recommendation:

That the School Committee review the READS Quarterly Report, READS DHH Letter for School Committees, the final version of the Bullying and Harassment Prevention and Intervention Plan and the 2025-2026 School Calendar recently approved by the Joint School Committee.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:08pm.

MOTION: by Ms. Fernandes to adjourn at 8:08pm

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:

January 16, 2025 Draft Minutes, January 16, 2025 Draft Minutes – Budget, March 14, 2025 Draft Minutes – Budget

Fundraiser Flyer

Student Handbook Revised March 2025

Marion Institute Application

RMS Garden Design

Feinstein Donation

Book Donations

School Health Unit Application

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

READS Quarterly Report

READS Proposed Purchase of DHH Building Question and Answers

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

March 20, 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

FY2026 SCHOOL CHOICE PUBLIC HEARING

- I. Approval of Minutes**
 - A. Regular Session: January 16, 2025**
 - B. Executive Session: January 16, 2025**
 - C. Budget Subcommittee: January 16 and March 14, 2025**
 - II. Consent Agenda**
 - III. Agenda Items Pending**
 - IV. General**
 - A. FY2026 School Choice Vote**
 - B. Approval of Fundraiser**
 - C. Approval of Student Handbook Revisions**
 - D. Marion Institute Grow Education Program**
 - E. Approval of Donation(s)**
 - F. Approval of School Health Unit Application**
 - 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
- XI. Executive Session**
- XII. Information Items**
- ADJOURNMENT**

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: March 18, 2025
RE: Agenda Items

The following items are on the agenda for March 20, 2025.

FY2026 SCHOOL CHOICE PUBLIC HEARING

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

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of January 16, 2025. Please refer to “RSC 03202025 January Minutes”.

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of January 16, 2025. 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 January 16 and March 14, 2025. Please refer to “RSC 03202025 January Budget Minutes” and “RSC 03202025 March Budget Minutes”.

IV. General

A. FY2026 School Choice Vote

Recommendation:

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

B. Approval of Fundraiser

Recommendation:

That the School Committee hear fundraiser proposals from Ms. Tracey Forns on behalf of the PTO for canning in conjunction with Box Tops.

C. Approval of Student Handbook Revisions

Recommendation:

That the School Committee review revisions to the 2024-2025 Student Handbook. Please refer to “RSC 03202025 Student Handbook”.

D. Marion Institute Grow Education Program

Recommendation:

That the School Committee review the Marion Institute’s Grow Education Program as a supplement to the grade three Science curriculum using Project Based Learning.

E. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- A donation of \$15,632 from the Marion Institute for the Rochester Memorial School gardens to be utilized for the Grow Education Program.
- A donation from the Feinstein Foundation of \$5,000 for Maggie Sommer winning a Golden Ticket.
- A donation of the following books from RMS PTO: *I Survived the Black Death* (I Survived Book Series, 24), *Are You Ready to Play Outside? (Elephant & Piggie)* by Mo Willems, *The Bad Guys (Bad Guys: Color Edition, Book 1)* by Aaron Blabey, *Pug’s Got Talent (Book 4)* by Kyla May, *Duckie & Snaps: We Cannot Be Friends* by Ame Dyckman, *Branches: Pets Rule! Invasion of the Pugs (Book 5)* and *The Night of the Chipmunk (Book 6)*, *Is This....Easter?* by Helen Yoon, *Construction Site: Garbage Crew to the Rescue!* By Sherry Duskey Rinker, *I Wish I had a*

Dragon with Marshmallows by Diane Alber, *The Heart and Mind of Frances Pauley* by April Stevens, *Dog Man*, *Big Jim Begins (Book 13)* by Dav Pilkey, *Sheepish (Wolf Under Cover)* by Helen Yoon, *The Football Encyclopedia* by Alicia Williamson, *Big Book of Who: Women in Sports – Sports Illustrated*, *My Tooth is Lost!* by Drew Daywalt, *Eraser* by Anna Kang, *The Couch Potato* by Jory John, *Is it Real? The Lock Ness Monster* by Candace Fleming, *Flat Cat* by Tara Lazar, *I Survived the Great Molasses Flood, 1919* and *I Survived the Black Death, 1348* by Lauren Tarshis, *Baby-Sitters Littler Sister Book Series (Book 7, 8 and 9)* by Katy Faria, *Pokemon Visual Companion* by Simcha Whitehill, *Weird Little Robots* by Carolyn Crimi, *The Popper Penguin Rescue* by Eliot Schrefer, *Winterbone Home for Vengeance and Valor (Book 1)*, *File Under: 13 Suspicious Incidents* by Lemony Snicket, *Typhon and the Winds of Destruction (Heroes in Training Book 5)* by Joan Holub, *The Curse of the Werpenguin* by Allan Woodrow, *Who Could That Be at This Hour?*, *When Do You See Her Last?* and *Shouldn't You Be In School? (All the Wrong Questions, Book 1, 2 and 3)* by Lemony Snicket, *Sprite's Secret*, *The Greedy Gremlin*, *The Pet Store Sprite*, *The Halloween Goblin* and *The Angry Elf (Branches: Pixie Tricks, Book 1, 2, 3, 4 and 5)* by Tracey West and *Dragons and Marshmallows*, *Monsters and Mold*, *Merhorses and Bubbles (Zoey and Sassafras Series, Book 1, 2 and 3)* by Asia Citro.

F. Approval of School Health Unit Application

Recommendation:

That the School Committee the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Ellen Murphy, RN, BSN, NCSN, School Nurse for Rochester Memorial School on behalf of the district. It has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee. Please refer to “RSC 03202025 School Health Unit Application Guidance” and “RSC 03202025 School Health Unit Application”.

V. New Business

1. Financial Report

Recommendation:

That the School Committee hear a report. Please refer to “RSC 03202025 Financial Report Memo” and “RSC 03202025 Financial Report General Operating”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of January 15 and 29, February 12 and 26, 2025. Please refer to “RSC 03202025 Warrant(s)”.

2. Food Services Report

Recommendation:

That the School Committee hear a report. Please refer to “RSC 03202025 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report. Please refer to “RSC 03202025 Facilities Director Report”.

D. Personnel

Jillian Tyndall was hired as an instructional assistant.

IX. Future Business

A. Timeline

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

Rochester School Committee

May 1, 2025

Rochester Memorial School

16 Pine Street

Rochester, MA 02770

Joint School Committee

June 12, 2025

ORR Jr. High School

133 Marion Road

Mattapoisett, MA 02739

B. FUTURE AGENDA ITEMS

- 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 READS Quarterly Report, READS DHH Letter for School Committees, the final version of the Bullying and Harassment Prevention and Intervention Plan and the 2025-2026 School Calendar recently approved by the Joint School Committee. Please refer to “RSC 03202025 READS Quarterly Report”, “RSC 03202025 READS DHH Letter for School Committees”, “RSC 0320225 Bullying Plan” and “RSC 03202025 2025-2026 School Calendar”.

If you have questions about any of the recommendations above, please contact the Superintendent’s Office.

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 Hammonds town, 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

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
January 16, 2025 at 5:00 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 or via zoom.

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

ABSENT: None

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

Ms. Hartley called the meeting to order at 5:05 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson and Mr. Barber shared with the school committee the second draft of the FY2026 budget of level service with 6.11% or an increase of \$438,418 as was presented at the last meeting. Superintendent Nelson explained the goal of this meeting was to discuss and determine a number to share formally with Town Officials. He recommended sharing the level service preliminary budget and include the list of additional items excluded from the operating budget for the Town Officials to review as well. Dr. Curley and Ms. Letendre reviewed their requests submitted earlier in the budget season along with enrollment projections.

School Committee Feedback:

The School Committee discussed the current need of students in Special Education. Ms. Fernandes discussed a previous position of 'inclusion facilitator' but this type of position is challenging because of the structure of the individual districts. Superintendent Nelson shared future options are to consider programing for all districts or a shared service model. He continued that keeping students in-district is most fiscally responsible. He reminded the subcommittee the \$300,000 from last budget season, which was allocated for separately by the Town, must now be incorporated into the operating expenses moving forward. Ms. Rounseville and Ms. Fernandes agreed with sharing level service along with additional priorities to make sure community members understand what is being done without.

Motion by Ms. Rounseville to submit a level service draft budget with additional priorities as discussed.

Motion Seconded by Ms. Fernandes

Motion Passed 5-0.

Meeting was adjourned at 5:50 p.m.

Motion by Ms. Fernandes

Motion Seconded by Ms. Rounseville

Motion Passed 5-0

Respectfully submitted,



Michael S. Nelson, Superintendent of Schools

**ROCHESTER SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES
March 14, 2025 at 12:00 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 or via zoom.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Katherine Duggan (remote), 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; Shari Fedorowicz, Assistant Superintendent of Teaching and Learning; Jaime Curley, Assistant Superintendent of Student Services; and Heidi Letendre, Principal.

OTHERS PRESENT: Cameron Durant, Town Administrator

Ms. Hartley called the meeting to order at 12:03 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson informed the school committee that a meeting was held earlier this week with Town Administrator, Cameron Durant, Finance Director, Suzanne Szyndlar, Mr. Barber and himself to discuss the 2025-2026 proposed budget for Rochester Memorial School. At this meeting, they discussed the proposed \$7,611,882 as last reviewed by the school committee. Town officials expressed the need to reduce the proposed budget by \$360,000. He shared Mr. Durant and Ms. Szyndlar are supportive of a one-time article outside of the operating budget to support a three year license for new math curriculum at \$70,000 and recommended a separate item of \$300,000 to support special education expenses as was done last year. Although all parties agreed this is 'kicking the can' down the road for a recurring expense, Superintendent Nelson supported this at this time, in order to reduce the overall proposed budget. Lastly, he recommended not filling the full-time academic interventionist position, which is vacant due to a retirement. Principal Heidi Letendre supported this as to minimize impact of reductions on positions of current staff.

Mr. Durant, Town Administrator, shared that the school district was asked to reduce about \$360,000 and the Town will be reducing by a similar amount throughout its departments. He explained the Town is seeing similar increased expenses in health insurance, mandated expenses, liability insurance and more.

School Committee Feedback:

The School Committee thanked Mr. Durant for attending the meeting. Ms. Duggan expressed concerns for the fiscal longevity for the Town. Superintendent Nelson shared that he and many others met with state representatives on Monday when they were in Rochester to share concerns. Ms. Fernandes shared wanting to make sure the faculty and staff know the school committee supports them and these are tricky times financially.

Motion by Ms. Rounseville to support not filling the academic interventionist position and cutting \$300,000 from the operating budget to put in a one-time article at Town Meeting instead

Motion Seconded by Ms. Fernandes

Motion Passed 5-0

Roll Call: Hartley (yes); Fernandes (yes); Duggan (yes); Rounseville (yes); Trombly (yes)

Meeting was adjourned at 12:47 p.m.

Motion by Ms. Rounseville

Motion Seconded by Ms. Fernandes

Motion Passed 5-0

Roll Call: Hartley (yes); Fernandes (yes); Duggan (yes); Rounseville (yes); Trombly (yes)

Respectfully submitted,

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

Michael S. Nelson, Superintendent of Schools

The RMS PTO would like to accept donations during their time at Walmart in Wareham when they are distributing information in regards to Box Tops For Education. This happens in the Fall only. Permission from Walmart must be granted as well.



OCTOBER 2024 EDITION

RMS BOX TOPS

Easy ways to make a difference for our school.



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Offers are valid in a single transaction between 10/01/2024-10/31/2024



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Trick-or-treat
snacks*



Buy 2, Earn 4
on participating
refrigerated cookie
dough products*



Buy 2, Earn 4
on participating
Monster Cereals*



Buy 2, Earn 4
on participating
Chex & Chex Mix
products*



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frozen waffles*

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Rochester Memorial School

2024 - 2025 Student Handbook



Our Mission:

To inspire all students to think, to learn and to care.

Our School Rules:

Take CARE of Yourself

Take CARE of Others

Take CARE of Our School Environment

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

August 2024

Dear Rochester Memorial School Families,

We would like to welcome everyone to a new school year! As a school, we are very excited to be able to share each day with your child. Our goal is to create and maintain a positive, inclusive and safe learning environment that values each student.

The Rochester Memorial School Handbook has been designed to share information regarding school policies, and general school information. We hope that you will find the information contained in this handbook to be a useful reference throughout the school year.

We look forward to this new school year and continuing to work with each family. Working together is important and is essential in supporting all students.

Thank you for your continued support!

Sincerely,

Heidi Letendre
Principal

Charles West
Assistant Principal

Central Office Administration

Michael S. Nelson – Superintendent of Schools

Sharlene Fedorowicz – Asst. Supt. of Teaching and Learning

Howard Barber – Assistant Superintendent of Finance and Operations

Dr. Jaime Curley – Assistant Superintendent of Student Services

Eugene Jones – District Facilities Director

Jill Henesey – Food Service Director

Doreen Lopes – Early Childhood Coordinator

Susana Cunningham – Human Resources Manager

Rochester Memorial School Committee Members

- Sharon Hartley, Chairperson
- Katherine Duggan, Vice-Chairperson
- Joshua Trombly
- Anne Fernandes
- Robin M. Rounseville

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Rochester Memorial School Staff

2024-2025

Heidi Letendre - Principal

Charles West - Assistant Principal

Ellen Murphy - School Nurse

Alison Guard - Principal's Administrative Assistant

Kim Amato - Special Education Administrative Assistant

Project Grow, Preschool:

Ms. Pacheco

Ms. Garcia - Speech-Language Pathologist - Project GROW

Kindergarten:

Mrs. Baronas

Mrs. Staier

Mrs. St. Yves

Mrs. Weigel

Ms. Derderian

Grade 1:

Mrs. Beson

Mrs. Lenahan

Mrs. Nelson

Ms. Dederian

Grade 2:

Mrs. Alves

Mrs. Bradley

Mrs. Hedblom

Mrs. Realini

Mrs. Russo

Grade 3:

Mrs. Banno

Ms. Higgins

Ms. Hunter

Mrs. Koepfel

Grade 4:

Mrs. Cabral

Mrs. Cyr

Ms. Griffin

Mr. Sylvaria

Ms. Coelho

Grade 5:

Ms. Campbell

Mrs. Rogers

Ms. Houlihan

Ms. Harper

Mr. Forns

Grade 6:

Mr. Cote

Mrs. Forns

Ms. Teves

Mrs. Wollenhaupt

Specialists Areas:

Mrs. Audette - Music

Mrs. Guertin - Health

Mrs. Hemenway - Art

Mrs. Laprise - Band

Mrs. Sollauer - Media Center

Mr. Woodward - Physical Education

STEM (Science, Technology, Engineering & Math Specialist)

Mr. Huckabee

Academic Interventionist:

Mrs. Mazzuca

Reading Specialists:

Mrs. Johnson

Mrs. McIlmail

School Social Workers:

Mrs. Cruz

Mrs. Pacheco

English Language Learner Teacher:

Mrs. Keogh

School Psychologist:

Mrs. St. Thomas

Speech Pathologists:

Mrs. Lambert-Matos

Mrs. Bejtlich

Physical Therapist:

Mrs. Hasbrouck

Occupational Therapist:

Ms. Souza

Paraprofessionals:

Mrs. Bateman

Mrs. Cisco

Mrs. Gherard

Mrs. Harding

Mrs. Henrie

Mrs. Mills

Mrs. Miranda

Mrs. Moniz

Mrs. Ovian

Mrs. Sims

Mrs. Sharp

Mrs. Sousa

School Nurse:

Mrs. Murphy

Maintenance Supervisor:

Mr. Leonardo

Technology Support:

Mr. Ashley

Mrs. Bednarczyk

Mr. Houde

Mr. Simmons

Ms. Wheeler

Cafeteria Staff:

Mrs. Gonet - Head Cook

Mrs. L'Heureux Asst. Cook

Mrs. Randall

Mrs. Pimentel

Lunch/Recess Monitors:

Mrs. Correia

Mrs. Furtado

GENERAL INFORMATION

School Hours: 8:40 AM - 3:00 PM

Transportation Information

Bus Transportation

Bus routes for the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Eight buses transport our students. Routes are slightly modified each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District's transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at amaralbustritown@gmail.com or Phone: (508) 324-0551. Press 1 (for Amaral Bus Co). Then press 2 (for Tri-Town District).

At this time, changes in student transportation plans are strongly discouraged. Please Contact the main office with any questions or requests. For Rochester Routes, please use the following link. <https://rms.oldrochester.org/families-students/transportation>

Buses

The following safety precautions will be followed on school buses:

- Windows on buses will be kept open to circulate fresh air;
- Seating arrangements will account for students with disabilities who require close contact with adults.
- Routine cleaning of buses will be implemented.

There will be 8 Rochester bus routes this year and buses will continue to use the front loop of the building. Students will be encouraged to safely disembark from the bus.

Arrival

Upon entering the building, students will proceed directly to their classrooms.

Students will disembark in the following manner:

- Kindergarten and First Grade Teachers/Staff will gather their students from each bus.
- Kindergarten will enter the building through the K/Project Grow entrance and First Grade will enter through the middle entrance.
- Grade levels 2-6 will disembark their buses one grade level at a time as directed by their bus driver. Grade levels will disembark beginning with Grade 2; and then the other grades will respectively follow.
- Grades 2 will enter through the middle doors and will proceed down the hallway between the media center and the courtyard.
- Grades 3, 4, 5 & 6 will enter through the main entrance and will proceed

directly to their individual classrooms.

Departure

1. Students will be dismissed following the afternoon announcements and will depart through the same doors they entered the building in the morning.
2. Students will be dismissed by grade level beginning with grades 5 & 6 and progressing to Kindergarten.
3. Kindergarten and First Grade Teachers/Staff will escort their students to each bus.
4. Grades 2-6 teachers/staff will escort their students to the exits of the building.
5. Once all buses are fully loaded, they will be allowed to depart.

Parent/Guardian Drop-Off & Pick-Up

In an effort to facilitate the safest and smoothest transition for our students who are not riding the bus at the beginning and end of the day, we ask that you please adhere to the following safety precautions.

- Parents/Guardians may park their vehicle and walk their child to their respective grade level drop off location. (K-2 drop off/pick up @ main entrance with black bollasts, 3-6 drop off/pick up @ door near the structure)
- Please use the crosswalks at all times when walking your student(s) to and from your vehicle
- Staff will be stationed at the two rear entrances to support students' transition into the building.
- Please do not pull around and pass other parent/guardian vehicles during this process. Your patience is greatly appreciated.

Arrival (Drop Off)

- Parents/Guardians will drop-off their students in the back loop starting at 8:35 AM.
- Students in Grades K-2 will be dropped off and enter the building through the main rear entrance.
- Students in Grades K&1 will safely line up at a designated area outside or inside weather permitting. Once all students have arrived a staff member will walk them to their classrooms.
- Students in Grades 2 will go directly to their classrooms.
- Students in Grade 3-6 will be dropped off and enter the building through the rear entrance of the C Wing near the playground structure. These students will go directly to their classrooms.
- In order to ensure that other cars may pull in behind, parents/guardians will be encouraged to pull their vehicles all the way up to the end of the building.

Departure (Pick Up)

- Parents/Guardians will pick their students up in the back loop beginning at 2:55 PM.

- Parents/Guardians may park their vehicle and meet their child at their designated grade level location.
- Students in Grades K-2 will be picked up at the main rear entrance.
- Students in Grade 3-6 will be picked up at the rear entrance of the C Wing.
- As cars depart, please continue to pull your vehicle forward.
- Please refrain from pulling around and passing other vehicles during this process.
- Please stay in your car while your children are loading and please avoid allowing them to board on the passenger side of your vehicle.

Idling

School buses and personal motor vehicles are strictly prohibited from idling on school grounds.

Student Emergency Information or Status

Parent Notification to RMS

To ensure student safety, changes in family situations, addresses, or cell and telephone numbers **must be** reported to the school office ***immediately***. It is important that all our records are up to date. Please fill out the Student Information Update Form, included in your Power School profile online documents immediately. This form serves as an annual 'affidavit', attesting to a student's residency in our town. Families moving from the town should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the "new" school before any records will be forwarded.

Attendance

School attendance is compulsory. Attendance law states that:

- The Commonwealth of Massachusetts G.L. c. 76 sect. 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.
- Under G.L. c. 76, sect. 1, necessary absences by a student may not exceed 7 full-day or 14 half-day sessions in any 6-month period.
- Under G.L. c. 76, sect. 1, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

All Massachusetts schools are accountable for student achievement. Every Student Succeeds Act (ESSA) mandates particular indicators of success for all schools with one being "chronic absenteeism." "All students are considered "chronically absent" if

they miss 10% of the school year.

Full days of attendance are essential to the learning process. If a child is to be out of school, parents/guardians should call the School Nurse's office at **508-763-2049 ext. 2019** before 9:00am on the morning of the absence. Please provide the following information in the message that you leave on the answering machine: **student's name, teacher, and reason for absence**. If a call is not received and a student is absent, the School Nurse uses the *Blackboard Connect* messaging system to contact parents/guardians at home or work.

Absences are "excused" for only the following reasons:

- Bereavement
- Hospitalization
- School-sponsored trip
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a note (Five days or more of continuous absence for medical reasons must be corroborated by a physician's note).
- Weather so inclement as to endanger the health of the child

A child may also be excused for other exceptional reasons with approval of the Principal or designee. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Excessive absenteeism can occur because families take vacations during school time. This is strongly discouraged. Teachers **will not** provide assignments prior to vacations taken during school time. Upon students return, missed assignments will be made up as soon as possible. Missed assignments are factored into students' grades.

When Absences Exceed Three or More Days

On the third day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student's home. Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school

staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

On the eighth day of an unexcused absence, the school attendance officer will be notified and a complaint for Failure to Cause School Attendance pursuant to *G.L. c. 76, sect. 2* may be filed in Wareham District Court.

If the students' absences or tardiness occur on a regular basis and impede their academic progress, the school, as a mandated reporter, must consider filing a Child Requiring Assistance (CRA) report. Depending on circumstances, the school district may choose to file a 51A with the Massachusetts Department of Children and Families.

Tardiness

Tardiness negatively impacts the educational progress of all students. Therefore, the above policy will also be followed for excessive tardiness.

Dismissals

All dismissal policies are developed with students' learning and safety in mind. Policies are developed with input from the Rochester School Committee and town safety officials.

Dismissals During the School Day

No child will be dismissed from school during the day unless an authorized adult comes to the office to dismiss the student. This applies to daily, or occasional, pickup arrangements. Students being dismissed before the end of the school day must bring a note to the homeroom teacher that morning. Students will be called from class *when the parent/guardian arrives*.

Any Change in Dismissal Routine

To ensure each child's safety, a note from a child's parent/guardian must be provided before a child is allowed to leave school with any adult other than a parent or if the student is normally transported by bus. There must be a note for each change to a child's routine. Bus changes are allowed for childcare purposes only, not for play or party dates. Parent(s)/Guardian(s) must arrange with the office prior to a bus switch.

Riding Bicycles to School

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. **A blanket permission note is required before students begin riding to and from school.** Bikes must not be ridden on sidewalks just outside school where children and adults are

walking. Students not following safety rules may have their riding privileges revoked. A bike rack is available in front of the cafeteria. Students are encouraged to lock their bicycles.

School Breakfast & Lunch - Food Service

Full student breakfast and lunches are available at no cost. A la carte menu choices are available at a variety of prices. *Free and Reduced Lunch Assistance* forms are sent to all families electronically and are also posted to the RMS webpage. Paper applications may be sent home at the start of the school year if a family requires a paper version and are also available at the school office. Applications are accepted throughout the year.

Lunch Protocol

Students will come to the cafeteria line. The child's meal choice (hot or cold) is placed on the counter, and the student takes their meal package and proceeds to the cashier. Lunch monitors clean and sanitize desks after children leave prior to the next group entering.

Lunch Menus

Lunch menus will be posted on [Rochester Memorial School](#) website in the Families and Students menu, and the [Food and Nutrition](#) website.

In August 2023, Massachusetts enacted permanent universal free school meals. This means that breakfast and lunch will continue to be served at no cost to all students. However, students choosing only milk is not part of the free program and will be charged. A la carte items are not part of the free meal and students will be charged for any a la carte item they chose. Families that need assistance should complete a Free and Reduced Lunch Application immediately. Each application can be downloaded and emailed to the Food and Nutrition Director or by clicking the link and applying online. Online applications will be processed much faster than paper applications. The application for Free and Reduced Lunch can be found on the [District Food & Nutrition Website](#). Even though lunches are free, we still need to maintain our accounts in good standing with a debit balance. If students want an extra milk or snack, there will be a charge for those items and the student's account will be used. There are settings to automatically replenish your account once the balance reaches a minimum amount. Here is a link to Titan: <https://family.titank12.com/>

Bringing Lunch from Home

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold

source.

Please note the District Life Threatening Allergy Policy Below:

[Life Threatening Allergy Policy](#)

School Safety and School Visits

All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*. Office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's office. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.

Parents or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit. Visitors are asked to park in the lot at the rear entrance of the school. Do not park in the driveway or on the road in front of the school. Cars parked on either side of Pine Street during school hours will be ticketed.

Video Cameras

The School Committee, after carefully considering the privacy rights of students and drivers and the District's duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

Student Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Rochester Memorial School has a no head-adornment policy while students are in the school building, including but not limited to hats and hoods. Head adornments worn for medical, religious and/or cultural reasons are permitted.

Decorative footwear and flip-flops can create a safety issue when students play at recess and during Physical Education classes. Therefore, flip-flops or any other type of open-toed shoes are strongly discouraged for safety reasons.

Recess

Outdoor recess is held whenever possible. Please be sure that your child is properly dressed. During inclement weather, recess is held inside. The playground is supervised; however, the responsibility for appropriate behavior rests with the students. The playground and indoor recess expectations are discussed in school and students are expected to treat the playground with respect and to behave with consideration for other students. It is our policy that if a child is well enough to go to school, he or she is well enough to participate in all school activities, including recess. A child requires a doctor's note for temporary excuse from physical education or outdoor recess.

Student Valuables & Sports Equipment

It is strongly recommended that students do not bring large sums of money, hand-held video games, cell phones, smart watches, toys, Pokemon Cards, sports equipment or stuffed animals to school.

Inclement Weather: Cancellations and Delays

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities. We utilize the "BlackBoard" communication program that is capable of contacting all RMS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call. As a result of all district schools utilizing the BlackBoard system,

storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station.

The dispatcher reports they receive many calls which interfere with their ability to handle actual emergencies. If the decision is made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact parents, using all emergency contact numbers within the “BlackBoard” system. In the event of a non-weather emergency, we will contact all families using the same system.

Home/School Communication

Telephone Calls

No school telephone in any office may be used by students unless authorized by faculty. If students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the front office. In cases of illness or emergency, calls will be made by the school nurse, an administrator, social worker or personnel in the main office.

Cell Phones/Smart Watches

A student may carry or keep a cell phone in their backpack if authorized by the school office. The phone must be shut off and kept in the child’s locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents/guardians and administration. The phone and/or electronic watch may not be used to receive or send messages anytime during school hours or on school buses. Student phones/watches used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

Students with Smartwatches or the like, may wear them in school, but they are not to be used for anything other than telling time during the school day or during school sponsored activities without parents/guardians being present. In the event that a student uses the watch for other purposes, it will be confiscated and held in the front office until the end of the day.

Homework and Independent Reading

The School Committee has established homework guidelines that all teachers follow. Your child’s teacher will establish homework routines appropriate to the student’s grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become “Reading Partners” with our students. Research shows the more children read, the better readers they become.

We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, student reading logs are sent home for students and/or parents to initial.

Photographs of School Activities for Local Papers

Opt-Out Procedure for Parents Who Do Not Want Their Child's Picture to Appear:

As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way. You must make this request in writing by completing a FERPA Privacy Form and returning it to the Principal before September 3rd. If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website

OPT Out for Library Books

If you prefer that your child does not check out a specific library book, you may opt out of having your child check out the book by emailing your school's librarian with the exact title of the book and the author's full name. If no email was sent to opt out, your student will have full access to the variety of books available in the library. Here is the link to the library book platform Alexandria: <https://rmstwogether.weebly.com/search.html>

Parent/Guardian Involvement & Concerns

1. Being actively involved in your child's school is helpful to both your child and the school community. The Parent Teacher Organization (PTO) meets for an hour once a month in the PTO Office at RMS.
2. School Council - In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993. Section 59C of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTO, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September and parent volunteers are needed to be a part of our School Council. Representation from primary and intermediate grade students' families, as well as special education families (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month.

3. The Rochester School Committee sets its meeting schedule at the start of the school year. These meetings are typically held on Thursday evenings about once per month. Meetings are typically held at the Rochester Memorial School and are televised. Meeting schedules, resources and minutes are available on the [school committee webpage](#).
4. Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary.

Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

Mrs. Letendre, Principal, is available to all RMS families each month before PTO or School Committee meetings and at other times during the school day by appointment. Please call the school office or contact the principal directly via email: heidiletendre@oldrochester.org.

All teachers are accessible via the school's e-mail carrier as well. Go to our school website, <https://rms.oldrochester.org/> to access a list of staff/teacher email addresses.

Health Information

Health Records

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in PreSchool, Kindergarten, 1st grade, 3rd grade, and 6th grade.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

Dispensing Medications

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

First Aid/Emergencies

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Rochester EMS will be called for transport to the hospital.

Tobacco and Vaping

Paraphernalia or possession/use of tobacco and/or vaping within school buildings, facilities, on school grounds, and on school buses is prohibited. See School Committee Policies [ADC](#) and [JICH](#).

Additional Services Available

Rochester Memorial School offers all students General Education support and accommodations including:

- Title I Services
- Social Work/Counseling Services
- Availability of the School Psychologist
- Reading Specialist Support
- STEM Specialist
- Academic Interventionist
- Others as outlined in the Rochester Memorial School Curriculum Accommodation Plan.
- Rochester Memorial School provides many Special Education services to students (who are eligible) including:
 - Inclusive support in regular classrooms
 - Pull-out instruction when warranted
 - Speech and Language therapies

- Occupational and physical therapies
- School Social worker small group/individual support

Health and Guidance Curricula

District Health and Guidance Curricula have been implemented across all grade levels at RMS. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

Growth & Development Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development. As a part of the Growth and Development curriculum, the 5th graders will participate in a program which focuses on the changes students go through during puberty. A parent letter will be sent out prior to the presentation.

Nutrition Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Social & Emotional Health Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and positive coping skills.

Family Life Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

Interpersonal Relationships Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

Disease Prevention & Controls Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

Safety & Injury Prevention Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and

will assess the factors that contribute to intentional and unintentional injury, including fire safety.

Violence Prevention Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence. If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.

General Student Information

The Massachusetts Comprehensive Assessment System (MCAS) Testing

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2024-2025 school year will take place at the following times:

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA Testing Window: Math Testing Window: Science Testing Window:	March 24–April 18 April 28–May 23 April 28–May 23

It is highly recommended that all students must be present during MCAS testing.

Student Records

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, and Special Education records are given to the student upon graduation or destroyed within five years after the student leaves the school system. In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being made. Copies of any part of the record may be requested and a reasonable fee may

be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

Report Cards and Parent-Guardian Conferences

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and the student's own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress. Rochester Memorial School operates on a three-term grading cycle as noted below.

Term	Period Covered	Number of Days	Marks Close	Report Cards Issued
<u>1st</u>	Wednesday, Aug. 28th to Friday, Nov. 22nd	60 days	Friday, November 22, 2024	Friday, Dec. 6, 2024
<u>2nd</u>	Monday, November 25th to Friday, March 7th	59 days	Friday, March 7, 2025	Friday, March 21, 2025
<u>3rd</u>	Monday, March 10th to Wednesday, June 11th	61 days	Wednesday, June 11, 2025	Monday, June 11, 2025 Day 180

Regular communication between school and home is important if we are to be successful. Conferences between parents and teachers are scheduled once during the school year, but if questions about your child's progress should arise in any curricular area, initiate a conversation with teachers at any time.

Promotion/Retention of Students

It is expected that students' progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

Student Enrichment:

RMS offers various ways for students to enrich their academic learning. Below are some examples:

- Student Ambassadors with 5th & 6th grade representatives and officers
- Project 351 Program
- Annual Talent Show
- Steam-A-Palooza
- 6th Grade Student vs. Staff Basketball Game
- 4th Grade Chorus: Students participate in a music-based production that is presented in January.
- 5th and 6th Grade Chorus: Groups meet once a week during school, several performances each year including the *FORM* concert which showcases all choruses in the district.
- 4th Grade Band: Students select an instrument for in-school instrumental instruction. In January, students come together as a beginner band.
- 5th and 6th Grade Band: Weekly instrumental instruction continues and the students meet as a band once a week.
- Jazz Band: Auditions are held in the fall and the band meets before school once a week.
- After School Activities: There are three enrichment/athletic sessions each year: one in the fall; two sessions in the spring. Each session lasts 8 weeks and offers a variety of elective programs. Brochures are sent home with students.

Field Trips

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon the student's school. Misconduct will not be tolerated. A permission slip must be signed by one of the student's parents or guardians before a student can participate in the field trip. The form must be returned to the teacher-in-charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a field trip based on poor academic performance or inappropriate behavior.

Party Invitations:

In keeping with RMS's C.A.R.E.S. philosophy, and as a result of not wanting any child to feel hurt or excluded, we remind parents of the insensitive practice of students bringing party invitations to school. Uninvited students, as well as the inviter, may be in unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day. The Rochester Blue Book is a great reference for parents to find addresses. We ask that you not call the office for this information.

Internet Use Policy

An Internet user agreement is given to students at the beginning of their elementary experience. Students and parents sign and return the agreement and it is kept on file.

Student Fee, Fines and Charges (Approved by the Rochester School Committee)

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges. A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

- ***Charge students enrolled in a certain course for the cost of materials used in projects that will become the property of the student.***
- ***Charge for lost and damaged books, materials, supplies and equipment.***

Students who are experiencing financial hardship are exempt from paying fees. However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District. Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

Replacement Fee Recommendation

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00

Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

School Rules and CARES

Rochester Memorial School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling of the adults around them. Students, teachers, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Students are expected to follow the school-wide rules that follow. These rules apply at all times, in all areas of the school.

- **Take CARE of Yourself**
- **Take CARE of Others**
- **Take CARE of Our School Environment**
- **Everyone C...A...R...E...S!**

COOPERATION:	We work, learn and solve problems together, with our friends and teachers.
ASSERTIVENESS:	We assert ourselves appropriately and respectfully.
RESPONSIBILITY:	We make good choices about our behavior and our learning. We respect one another and ourselves throughout the day.
EMPATHY:	We think of our friends and their feelings; we care about how others will react to us.
SELF CONTROL	We stop to think about what it is we'll say or do - in class, on the bus, on the playground - everywhere.

School Staff Role in Establishing High Behavioral Expectations:

Teachers and support staff model and reinforce positive behavior and compliance

with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

These classroom policies are submitted to the Principal for review. After administrative review, teachers will send home written classroom rules and consequences for family discussion. Students and parents/guardians and teachers will sign the Student Conduct Agreement that will be kept on file in the classroom. Teachers follow all disciplinary steps outlined in their program on a consistent basis. This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents who have ongoing concerns about a student's behavior have several sources of support - the School Social Workers, Administration, and the Building-Based Support Team (BBST).

Responsive Classroom

Rochester Memorial School utilizes the Responsive Classroom approach in supporting our students in the learning process and throughout the school day. All RMS teachers and administrators have participated in Responsive Classroom training.

Responsive Classroom is a way of teaching and leading that creates a safe, challenging, and joyful classroom and school wide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important.

Elementary teachers create an environment that responds to all of those needs so that your child can do their best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

School Bus Conduct Rules

1. Treat your bus driver and other passengers with respect and courtesy.

2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward.
4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with their permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.
9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

Bus Expectations

The driver of the offending student will report violations of bus rules to the student, the school principal and the student's parents in writing promptly. Violations may result in the loss of bus privileges or application of discipline sanction up to and including suspension.

- 1st Offense – Warning
- 2nd Offense – Detention or Assigned Seat at Front of Bus – *This will be strictly enforced in conjunction with changes to our bullying policy*
- 3rd Offense - bus suspension
- Repeated Offenses* - Consideration of permanent exclusion
- *Including exclusion from the bus for the balance of the school year. Complete copies of the Transportation Policy are available upon request and for all new incoming students.

The Rochester School District has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. School buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Copies of the Rochester School District Bus Policy are available at the RMS office.

Student Behavior Expectations

Student Behavior Expectations

Old Rochester Regional School District's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

The ultimate goal of our school discipline philosophy, including restorative practices, is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction and learning.

Rules for behavior in school are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Rochester Memorial School discipline policy is corrective; it is to encourage students to improve their conduct.

The school's discipline code is designed to assist students to show respect for others and their property, as well as for themselves. We ask our students to take a look at themselves and their actions. Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals throughout their school day. Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to address behavior at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during after school activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles

Our intentions for school discipline are aligned with the following objectives:

- Students, parents/guardians/caregivers, and school personnel, are provided with a clear understanding of the various administrative responses to discipline as described in the student handbook.
- Utilization of discipline practices that are progressive and tiered by design.
- The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
- No student has the right to disrupt the educational process within a school or designated learning environment.
- Provide students with ample restorative opportunities to change behavior and nurture relationships when possible.
- Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.
- Every reasonable effort will be made to keep students actively engaged in their learning environment as much as possible.
- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

Each day in our schools, we support our students' social emotional learning and development, while employing practices to help strengthen our learning community. We are focused on building healthy, positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain committed to the idea that harmful and disruptive behavior shall not be permitted to interfere with other students' access to learning. Families are encouraged to reach out to classroom teachers, school social workers or school administration with any questions or concerns.

Student Conduct

~~The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.~~

~~The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.~~

~~The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.~~

~~Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.~~

~~If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.~~

~~LEGAL REFS.: M.G.L. 71:37H and 37L; 76:16 and 17~~

~~Chapter 380 of the Acts of 1993~~

~~Chapter 766 Regulations, S. 338.0~~

~~Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994~~

Student Conduct and Discipline

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Behavior

Level 1

- Disrupting class
- Invading personal space and boundaries
- Excessive noise
- Not using materials or equipment properly
- Not completing class work/homework
- Noncompliance to adult request
- Dress code violation

Level 2

- Defiance
- Disruption in any area
- Disrespect of others
- Obscene language
- Physical contact without intent to harm
- Leaving classroom or assigned area without permission
- Throwing objects at others
- General or peer conflict
- Taking someone else's property (stealing)
- Documented persistent Level 1 behavior
- *Property destruction
- *Social media impacting the learning community
- *Purposefully harmful to self or others

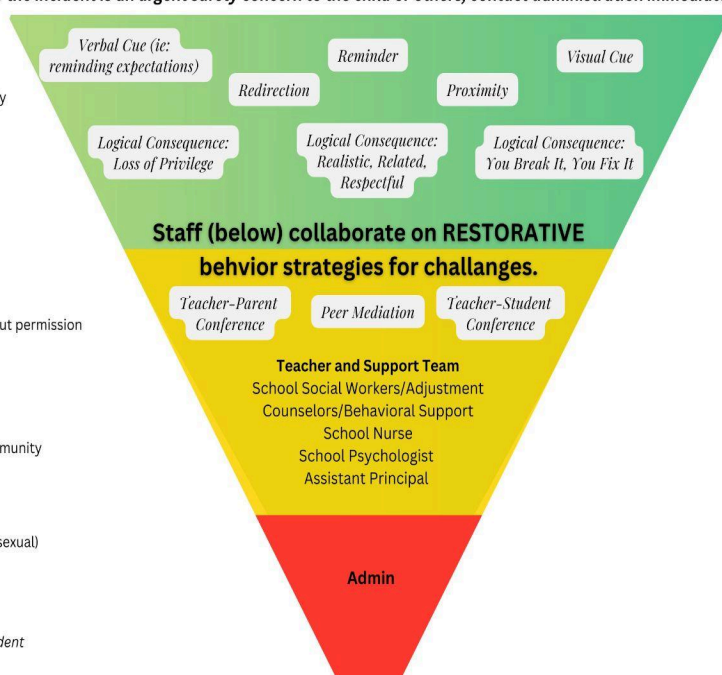
Level 3

- Assault (physical, biting, hitting, spitting, sexual)
- Documented persistent Level 2 behavior

**Could be Level 3 based on severity of incident*

Behavior Intervention Guide

If the incident is an urgent safety concern to the child or others, contact administration immediately.



Possible Outcome

Level 1

- Re-teach the rules
- Review expectations
- Verbal reminders
- Reflection sheet
- Conference with student
- Conference with parent

Level 2

- Logical consequences
- Re-teach rules and expectations
- Parent meeting
- Behavior Contract (Teacher and Student)
- Develop Student Support Plan
- BBST Referral
- SRST referral
- Meeting with administration

Level 3

- Parent, teacher, admin meeting
- Develop or update Safety and/or Support Plan
- Individual behavior monitoring and/or contract
- Detention
- Suspension
- Police and/or legal involvement

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Student Code of Conduct: (Standards for due process, as set forth in M.G.L. c. 71, §§ 37H, 37H½ and 37H¾.)

In addition to providing students with academic rigor and educational opportunities, the staff and community of the Old Rochester Regional School District & MA Superintendency Union #55 strive to support students' conduct and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due.

Conduct expectations are based on a system of progressive discipline, where an administrator has the discretion to significantly increase penalties in cases of second or subsequent offenses, or in cases where the severity of the infraction requires it. In addition, student discipline might be provided not only to hold students accountable for inappropriate behaviors but also to teach students about their responsibilities for good citizenship. Students may participate in a community service project or other alternative remedy as a means of accountability. Alternative remedies may include (but are not limited to): lunch detention, structured school day, collaborative problem solving, removal of privileges, referral to outside support (e.g. counseling).

The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Disciplining of Students with IEPs

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability. Such modifications will be described in the student's IEP.

As provided for in state and federal regulations:

- Any eligible child may be suspended up to 10 school days in any school year.
- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a “Manifestation Determination” meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP.
- If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.
- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise
- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is “substantially likely” to injure himself or others.
- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student’s behavior directly to the director of student service or other supervisory personnel.

Disciplining of Students with 504s

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or expelled, they are entitled to oral or written notice of

charges and an appeal for the opportunity to tell their side. Expulsion or suspensions of 10 or more days are considered a change of placement and must follow the procedures designated by the Americans with Disabilities Act (ADA).

When students with 504 plans are excluded from their program for more than 10 school days in the school year, it must be determined if the behavior was a result of the students' disability (manifestation determination). If it is determined that the behavior was related to the disability, students may not be excluded from the current educational placement until a new plan is written. The behavioral intervention services and modifications in the plan should address the behavior violation so that it does not recur.

If the student's misconduct is determined not related to their disability then the district may discipline in the same way as other students would be disciplined. 504 students do not have to be provided with a free and appropriate public education (FAPE) during expulsion or suspension for behavior not related to the disability. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

When the placement of students with disabilities is changed for disciplinary reasons, the students and parents are entitled to the procedural protections required by Section 504 and the ADA. A school district may employ due process procedures that meet the requirements of IDEA to comply with the Section 504 and ADA requirements for procedural safeguards. These protections include appropriate notice to parents or guardians, an opportunity for their examination of records, an impartial hearing with the participation of parents or guardians and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parents disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

A school district is not prohibited from employing its normal, reasonable procedures short of a significant change in placement for dealing with 504 students who are endangering themselves or others. When students present an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the students for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

Disciplinary Investigations

Nothing shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident. After a behavior complaint is made, an investigation will take place. This investigation, in accordance with M.G.L Ch 76, Section 5, will be nondiscriminatory, and will take into account explanations from involved parties and witnesses. Student discipline shall be addressed on an individual basis with each student, and may range from a conversation with the student to an expulsion, depending on the infraction. Individual student discipline will only be discussed with the family/guardians of the child directly involved. No information regarding students or their discipline will be given to anyone who is not a parent or guardian of that child. If the disciplinary procedures herein

have been implemented and have been unsuccessful in changing the unacceptable behavior of a student, the parents/guardians will be contacted by the administration and may be asked to come into school to meet with their child's team of teachers and/or the administration.

Suspension

In-School Suspension: removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively for multiple infractions during the school year.

Short-Term Suspension: removal of a student from the school premises and regular classroom activities for 10 consecutive school days or less. May be served in school, at the Principal's discretion.

Long-Term Suspension: removal cumulatively 10 to 90 days from the school premises and regular classroom activities. A Principal may, in his or her discretion, allow a student to serve a long-term suspension in school.

- Long-term suspension may not exceed 90 days (becomes expulsion)
- Suspension may not extend beyond the end of the school year in which the suspension is imposed

Suspension and Extracurricular Activities

Students, who are suspended from school, whether that suspension is an in-school or out-of-school suspension, are ineligible to participate in or to attend any extracurricular activity until the first day they return to school. For example, if a student's suspension runs through close of school on Friday, that student is not eligible to participate or to attend any school-sponsored activities, whether they are on or off school property, until the student has re-entered school on Monday. Furthermore, if a student's suspension runs through the close of school on Friday and a vacation period or school cancellation follows, the student is not eligible to participate in or to attend any school-sponsored activities, on or off campus, until the student has re-entered school.

Emergency Removal

Emergency Removal: temporary removal from school, not more than 2 school days following date of removal, when student is charged with offense, and where continued presence poses danger or presents material and substantial disruption, and in the principal's judgment there is no alternative.

SOURCE: MASC - August 2022

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 76:21

603 CMR 53.00

603 CMR 53.10(3) through (5)

603 CMR 53.13(1)Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

Suspension

In every case of student misconduct for which suspension may be imposed , a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the Principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident,

determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for

filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and

report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

Special Offenses

Massachusetts General Laws, Chapter 71, Section 37H

G.L. Chapter 71, §37H

Offenses:

On school premises or at school-sponsored events or activities:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

Consequence:

- Exclusion for amount of time up to expulsion;
- Principal may suspend and not expel as he or she deems appropriate

Due Process:

- Constitutional due process;
- Prior notice to student of charge and written notice of right to hearing;
- Right to representation at hearing; and to present evidence and witnesses at hearing.

Appeal from Principal's Decision:

- Right to appeal expulsion decision to superintendent
- Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence.

Provision of Education Services:

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to make up assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and the parent with a list of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

Discipline Collection and Reporting:

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine
- extent of disciplinary removals and the impact on such populations; adjust practice as appropriate
- The Department will provide assistance to school(s) if the Commissioner identifies school(s) in districts that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year.

See 603 CMR 53.14 for details.

G.L. Chapter 71, §37H ½**Offenses:**

1. A felony charge or felony delinquency complaint against a student.
2. Conviction, adjudication, or admission of guilt with respect to such felony.

Consequence:

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal if the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.
2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) if the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.

Due Process (for either suspension or expulsion):

- Constitutional due process;
- Written notice of the charges and of the reasons before the suspension takes effect;
- Principal may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the superintendent;
- Suspension remains in effect pending appeal to the superintendent.

Appeal from Principal's Decision to Suspend or to Expel:

- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold a hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- Superintendent may overturn or alter the decision.

A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

G.L. Chapter 71, §37H ³/₄

Offenses: Any offense that is not addressed in 37H or 37H ¹/₂.

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.
- Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect.
- Consult 603 CMR 53:08 for details on notices.
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process

- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.
- Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.
- Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.
- Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.
- Before any out-of-school suspension of a student in preschool or grades K – 3, the principal must notify the superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

Appeal from Principal's Decision:

- Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted.
- The superintendent must hold a hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent.
- The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing.
- The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.
- The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

Discrimination

The Rochester School District adheres to the following Anti-Racism Resolution:

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 create a welcoming community for ALL students.

WHEREAS, it is the responsibility that every district provides to all district staff, including:

School Committee members annual professional development on diversity, anti-racism, equity and inclusion; WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce.

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based.

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives.

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

RESOLVED: that the Rochester School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff. We must ensure our own school culture and that every district in the Commonwealth is actively anti-racist.

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of their membership in a protected class.

The Rochester School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

Bullying Prevention

The Old Rochester/MA School Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds

- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JIC, Student Discipline

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

SOURCE: MASC Updated 2023

Approved by the Joint School Committee on September 28, 2023.

School Contacts:

Heidi Letendre, Principal (508)763-2049 ext.2010

heidiletendre@oldrochester.org

Charles West, Assistant Principal ext. 2224

charleswest@oldrochester.org

Sharon Cruz, School Social Worker ext. 2015

sharoncruz@oldrochester.org

Jamie Pacheco, School Social Worker ext.1116

jamiepacheco@oldrochester.org

Harassment

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school related event, function or activity relating to an individual's action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

Retaliation

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

Hate Crime

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of their actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Sexual Harassment

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of the student's participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If a student or employee believes that they have been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that they have witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable. A complaint of

sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment will be accurate and may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

~~Procedures for the Discipline of Students with Disabilities~~

~~If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, the school must convene a TEAM meeting before the expiration of the ten-day period.~~

~~At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long-term suspension or expulsion may not be imposed.~~

~~If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/program placement, or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will...~~

- ~~(1) enable the student to continue to participate in the general curriculum;~~
- ~~(2) enable the student to receive services listed in the last agreed upon IEP, and~~
- ~~(3) include any services and modifications designed to address the student's behavior.~~

~~The parents/guardians have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.~~

~~Procedural Requirements Applied to Students not yet determined to be Eligible for Special Education:~~

- ~~1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:~~
 - ~~• The parent had expressed concern in writing; or~~
 - ~~• The parent had requested an evaluation; or~~
 - ~~• District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.~~
 - ~~• The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.~~
- ~~2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.~~
- ~~3. If the student is found eligible, then the student receives all procedural protections subsequent to the finding of eligibility.~~

Conflict of Interest Law and Gifts for Teachers

The Commonwealth's conflict of interest law, G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of 'substantial value'* which is given for or because of an official act or act within the public employee's official responsibility. Similarly, under section 3(a), no one may give or offer such gifts to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state's general laws and language surrounding gifts.

****Anything worth \$50.00 or more is considered to be "of substantial value" for the purposes of the conflict of interest law.***

The full content of the State Ethics Commission law is available from the school office or online at <http://www.mass.gov>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55

135 Marion Road, Mattapoisett, MA 02739

Tel. (508) 758 -2772 FAX (508) 758-2802

www.oldrochester.org

NON-DISCRIMINATION POLICY

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of

harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that they may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights
John W. McCormack Post Office and Courthouse
Room 222
Post Office Square
Boston, MA 02109

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester, Massachusetts**

August 1, 2024

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.



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

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

www.oldrochester.org

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

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

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

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

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

Memo

To: School Committee Members of the Rochester School District

From: Michael S. Nelson, Superintendent of Schools

Date: March 20, 2025

Re: Marion Institute

Motion:

To approve the Marion Institute's Grow Education Program as a supplement to the grade three Science curriculum using Project Based Learning.

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



MARION INSTITUTE

Advancing a Culture of Health Through Food Equity

CONNECTOR
SERIES

FROGFOOT FARM
NEIGHBORS FEEDING
NEIGHBORS

GROW
EDUCATION

SOUTHCOAST
FOOD POLICY COUNCIL

BIOMED
PROGRAMS

GREENHOUSE
INITIATIVES

Meet Liz Wiley & Nate Sander

Liz Wiley

Executive
Director at the
Marion
Institute



Nate Sander

Grow
Education
Program
Manager at
the Marion
Institute





Building Outdoor Classrooms/Gardens
at Each Elementary School



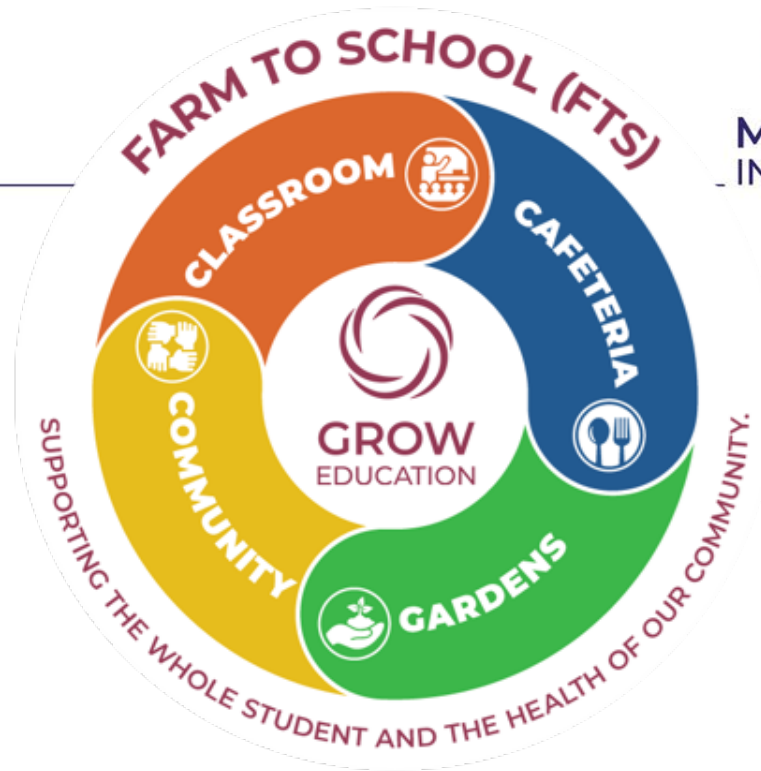
Partnering with Food Service
to Rebuild Cafeterias



Implementing Educational
Programming



Bridging Program Development
with the Community



MARION
INSTITUTE

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

Farm to School - Regional Model



FoodCorps:

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



Marion Institute:

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

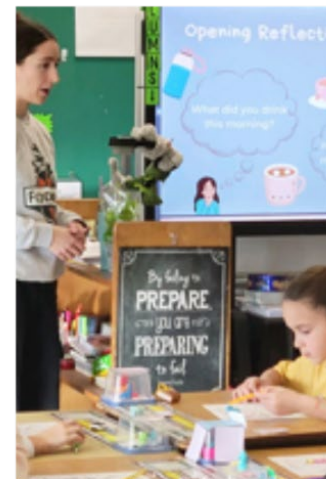


School Districts:

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

Grow Education Snapshot:

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



MARION INSTITUTE'S GROW EDUCATION PROGRAM

Planting Knowledge, Cultivating Community



MARION
INSTITUTE

DECEMBER:

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

NOVEMBER:

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

OCTOBER:

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

SEPTEMBER:

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

AUGUST-SEPTEMBER:

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

AUGUST: (FIRST TWO WEEKS)

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

First day of school - 8/31

Vacation - 12/25-1/1

Vacation - 2/19-2/23

Vacation - 4/15-4/19

Last day of school - 6/14

Summer programs - 7/5-7/30



JANUARY:

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

FEBRUARY:

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

MARCH:

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

APRIL:

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

MAY-END OF SCHOOL YEAR:

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

JUNE-JULY:

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



Theory of Change

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

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

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

What we mean when we say...



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



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



**MARION
INSTITUTE**

Anti-Racism in Action

OUTCOMES

FoodCorps operates as an anti-racist and social justice organization



Partner-Driven Work

OUTCOMES

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



Centering Justice



Power Building



AmeriCorps Members in Schools and Districts

OUTCOMES

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

Partners adopt and sustain food education and nourishing school meals

Families value and support food education and nourishing school meals



Leadership Development

OUTCOMES

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



Movement Building



Policy and Advocacy

OUTCOMES

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



Public Participation

OUTCOMES

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



**GROW
EDUCATION**

Creating impact in more school communities in the Southcoast Region



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

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

What was accomplished Year 1

Grow at Sippican

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



Garden Before:



Garden Now!



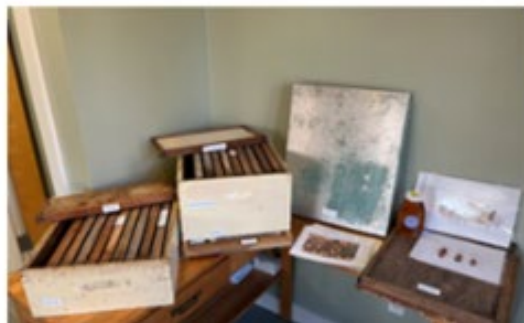
Teacher Professional Development



In the Classroom



MARION
INSTITUTE



Garden Workshop



Looking Towards the Future...

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



State Leaders, Local Change Makers



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



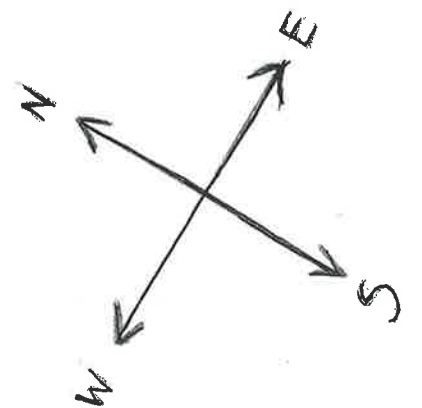
LEAVE (4) 8' SECTIONS OF FENCE

STEEL EDGE →

8'

↑ PLAYGROUND ↑

REMOVE FENCE
TO BUILDING



WOOD CHIPS OVER
WEED BARRIER

STEEL EDGE →

Hose Reel

H₂O

Door

WINDOW

WINDOW

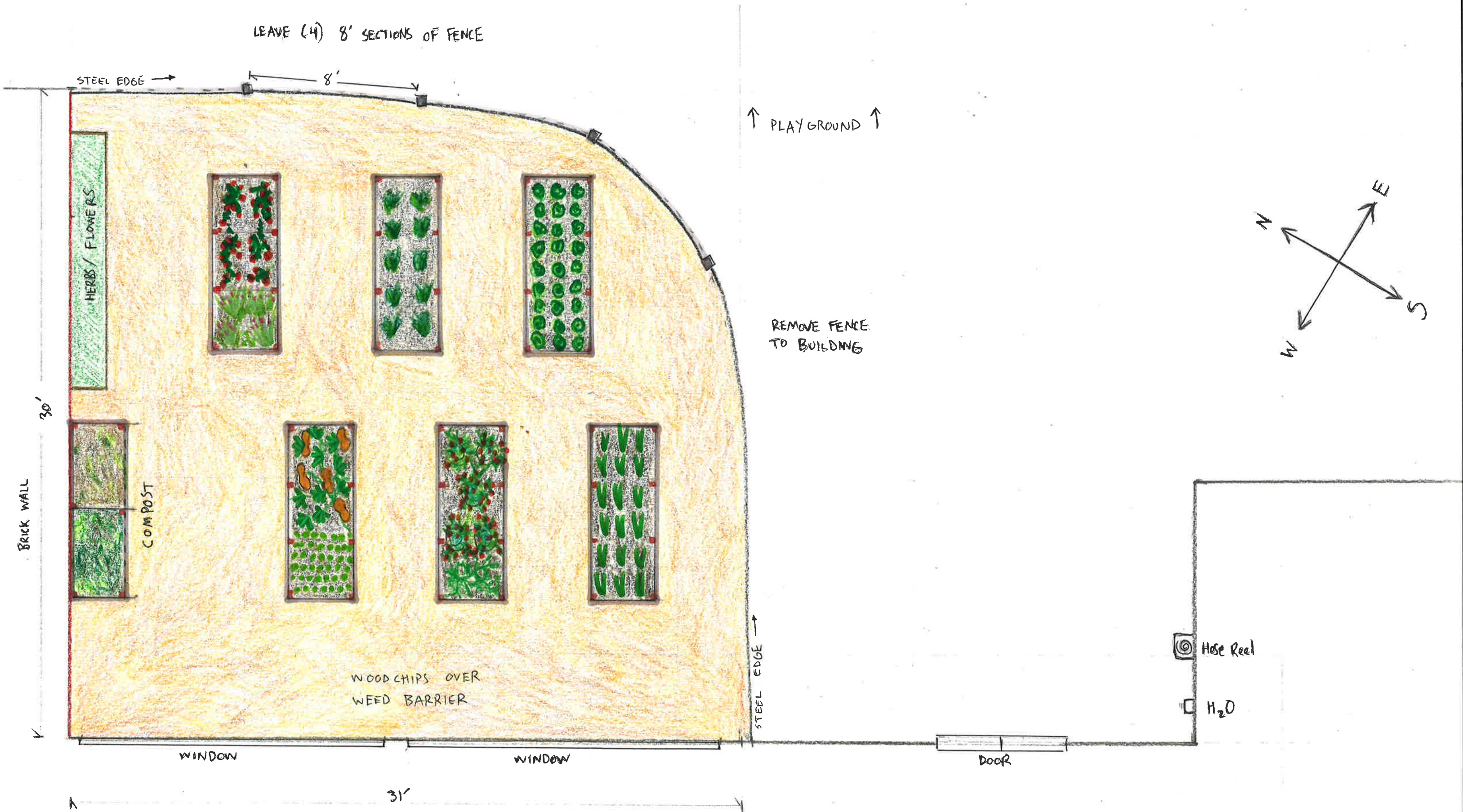
31'

30'

BRICK WALL

COMPOST

HERBS / FLOWERS





Project Title

Establishing Outdoor Garden Classroom Site to anchor the Marion Institute's, Grow Education Farm-to-School (Grow FTS) Program at Rochester Memorial Elementary

Brief Project Summary

This project seeks funds to build sustainable, school-based community gardens at Rochester Memorial Elementary School in Rochester, MA, and to add outdoor classroom spaces and community-use features on the school garden site while improving the school campus' greenspace.

Narrative

Anchored by outdoor garden classrooms that serve as microcosms of regional farms, the Marion Institute's elementary school Grow FTS program connects students and schools to enrichment science lessons on plant lifecycles, our regional climate, and the health benefits of eating fresh produce.

Designed for 3rd grade students and adaptable for other grades, Grow FTS provides enriching classroom lessons and two years of intensive teacher and cafeteria support to help the program take root permanently within a school community.

Our Grow FTS Program Manager works closely with each school to introduce and lead implementation of the programming in year one. In year two, teachers and cafeteria teams are supported by Grow FTS's FoodCorps service members who assist the school-based teams as they further integrate the program into the school's culture and on a path to sustainability.

We are working with Rochester Memorial Elementary School's administration, teachers, and food service director, to plan for the program's launch. We will spend the upcoming school year 2024-2025 (SY24-25) building out the outdoor classroom/garden site and planning with these stakeholders for the program to rollout the subsequent school year.

We seek funding from First Citizens' Federal Credit Union to build a sustainable outdoor garden classroom with high quality composite decking and cedar that is resistant to splintering, rot, insect damage, and UV rays with outdoor classroom picnic table features on the school property.

Raised Bed Gardens

Garden beds are built three feet high and constructed with rot resistant cedar, stainless steel hardware and solid PVC trex planks that should last at least a decade with minimal maintenance needed. Importantly, the height of the garden beds serves to address any accessibility issues, protect the garden vegetation, and provide for easier irrigation maintenance. When watered just twice a week during high temperatures, the moisture held within the depths of the garden bed sustain plant growth.



Objectives

Actionable targets to achieve these goals include:

- Building six three-foot high garden beds that are made of rot resistant cedar, stainless steel hardware and solid PVC trex planks that should last at least a decade with minimal maintenance needed.
- Add two, durable picnic tables made of recycled plastic to provide seating and eating space, and outdoor community learning and seating space for use by students, residents, and visitors.

Project Benefits

This project counts many community benefits including:

- Improving the essential character of Rochester Memorial Elementary School, and doing so with materials that are sustainable.
- During the summer months, the growing gardens have the potential to be seeded to grow produce that can be harvested and donated to area food pantries, reaching under-served populations in and around Rochester with fresh, nutritious, locally grown food.
- The Marion Institute's (MI) extensive experience improving over 20 community-school garden sites in nearby communities, and the MI's willingness to spearhead this improvement with a landscape team at the ready, makes the project both feasible and practical.
- The cluster of gardens will serve as outdoor classrooms and an anchor to Grow FTS's curriculum that engages Rochester Memorial students in curricular lessons that focus on the plant lifecycle, health-building habits, the environment, and local food system with these lessons reinforced in the classroom, cafeteria, and community.
- The MI is committed to leveraging a First Citizens' Federal Credit Union investment with philanthropic funds to implement Grow FTS for students, as well as maintain and harvest gardens for the local food pantry, for a period of two years, during which time plans to sustainably operate the school gardens will be identified – most likely via a volunteer regional Gleaning Program that is being launched by the MI.
- Providing the public information via leaflets and a placard on how these community gardens connect to the broader regional food system and environment.

Action Plan and Timeline

The following action plan and timeline takes into consideration the garden site design process.

July 2024 – June 2024	<ul style="list-style-type: none"> Develop and finalize garden site plan Develop and finalize SY24-25 activities and SY25-26 activities related to launching the Grow FTS program at Rochester Memorial School Source all materials with a focus to identify most economical pricing Communicate with landscape team to tee up dates for constructing new garden beds Meet with Rochester Memorial community members regarding the Grow FTS curriculum and use of community gardens as outdoor classrooms Prepare soil, and build out all raised bed outdoor garden classrooms Continue to partner/communicate with Rochester Memorial community members, which will be ongoing <p>At this point the project's construction will be complete and funds spent</p>
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Financial Data

We kindly request a total of \$20,432 to fully fund this project. Garden build expenses are offered at a discounted nonprofit rate by a credible local landscaper, and based on similar community garden projects in New Bedford, Westport, and Marion. Picnic table expenses are provided directly from the local supplier. Village signs will complete the signage.

First Citizens' Federal Credit Union Project Application Projected Budget to Establish Core Grow Education Outdoor Classroom		
Materials: Raised Beds	Quantity	Total
3" SS trimhead screws	14	\$455
4x4x12' B/C cedar post	14	\$1,218
5/4 x 6 x 12' SE slate grey Azek	28	\$1,645
5/4 x 6 x 16' SE slate grey Azek	35	\$2,741
DeWitt Pro 5 weed barrier 5' x 250'	1	\$190
Pro-Trade 6' sod staples (100)	2	\$18
Subtotal: Raised Beds		\$6,267
Materials: Fence		
4 x 4 x 12' PT posts	5	\$142
5/4 x 6 x 16/ PT prem decking	16	\$438
Subtotal: Fence		\$580
Materials: Loam, Seeds, Plants		
Loam \$35/yard	20	\$700
Loam delivery	1	\$275
Seeds (native mix)	1	\$150
Seeds (vegetables)	1	\$30
Veg transplants	1	\$50
Native plant plugs	1	\$1,000
Subtotal: Loam, Seeds, Plants		\$2,205
Labor		
Demo and disposal	1	\$2,625
Bed construction	7	\$2,450
Site work, delivery, and install	1	\$2,205
Subtotal: Labor		\$7,280
Subtotal: Signage		\$300
Subtotal: Picnic table/outdoor classroom tables (\$1900 each)	2	\$3,800
Total		\$20,432

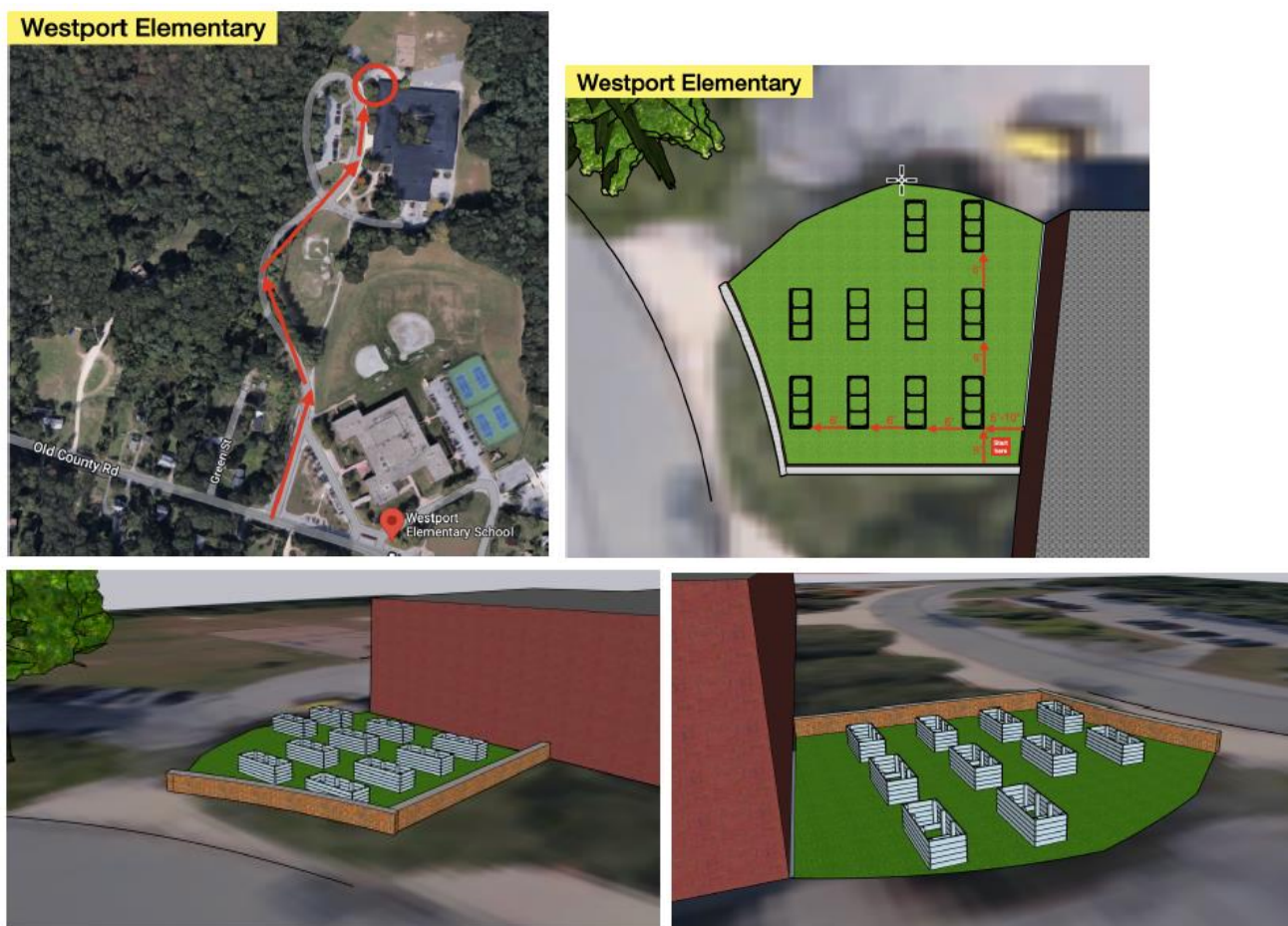
Project Team

Liz Wiley, the MI's Executive Director, provides strategic direction to Grow FTS programming. Originally trained as a biologist, Liz is a lifelong advocate for the environment and food system justice. Her diverse background includes working in the environmental, workforce development, food security, farming, fisheries, aquaculture, and social responsibility fields. Liz holds a M.Sc. from Antioch University and a BS from Bridgewater State University. She is the Board President of the Southeastern Massachusetts Agricultural Partnership and on the Board of the Wareham Library Foundation.

Nate Sander, the MI's Grow Education Program Manager has over 20 years of experience in the public education and holistic agriculture sectors. He taught and worked with Seattle Public Schools and the Gates Foundation to implement a school and community partnership initiative. More recently, Nate was the Education Manager at Round the Bend Farm, where he focused on land-based systems, sustainable design, and beekeeping. Nate holds a degree in Fine Art from Appalachian State University.

Appendix A

Following is an example of the community garden design at Westport Elementary school. A similar rendering will be developed for the Rochester Memorial Elementary School site.





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Rochester Memorial School

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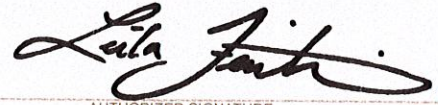
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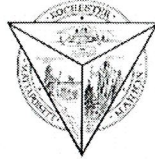
Golden Ticket Winner!



AUTHORIZED SIGNATURE

MP

⑈031799⑈ ⑆011000138⑆ 466005639078⑈



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

Date of Receipt:	December 16, 2024
Name of Donating Individual/Group:	RMS PTO, <i>This book was on backorder from the Scholastic Fall Book Fair, October 2024</i>
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	December 18, 2024
Title and Author of Book:	I survived the Black Death, 1348 (ISurvived, Book 24)
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>School Library Journal (December 1, 2024)</i></div> <div>Gr 3-5-A small English village faces death and disease in Tarshis's 24th historical page-turner in the popular series. Eleven-year-old Elsie and her best friend, Humphrey, are hunting in the forest outside their small village when they encounter a group of outlaws conspiring with a corrupt sheriff. The two friends share the news with Jonah, a family friend who has just returned from traveling. While helping Jonah with the fabric he has brought back to sell, Elsie gets several flea bites and narrowly avoids a rat hiding in his wagon. Shortly afterward, as rumors circulate about a deadly new disease racing through Europe, Jonah falls ill and dies, Elsie and Humphrey narrowly escape the sheriff, and Elsie herself gets terribly sick. Tarshis is a master of bringing in just enough details of the horrific, frightening, and true events of history to keep kids hooked. She has skillfully constructed a story of the plague, while also providing a glimpse into everyday life in a medieval village. Background information on the plague and Tarshis's research process is appended. VERDICT Recommended for purchase in all collections, especially where the rest of the series is popular. © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div>

Criteria for Selection of Library Materials

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾



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

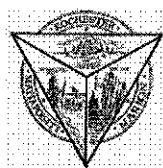
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Reason:

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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Are you ready to play outside? (Elephant & Piggie) by Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status</p> <p><i>School Library Journal (December 1, 2008)</i> PreS-Gr 2-In a refreshing reversal of their usual roles, the often-despondent Gerald proves to be a valuable friend to exuberant Piggie when her own naturally sunny disposition fails her. Fretful about the sudden rain that threatens to ruin an afternoon of running, skipping, and jumping, Piggie declares emphatically that she is "not a happy pig." Poor Gerald patiently weathers the rain and her brief tantrum and, as readers might expect, the pair soon make the most of the situation. Alive with movement and feeling, the illustrations tell the story, setting the tone and adding depth to the simple text. The words themselves are manageable for young readers, and these endearing and distinctly developed characters have great child appeal. With a cameo appearance by the Pigeon on the final endpaper, this is a winning addition to the author's canon. -Neala Arnold, St. Francis Elementary School, MN Copyright 2008 Reed Business Information.</p> <p><i>Booklist (November 15, 2008 (Vol. 105, No. 6))</i> Preschool-Grade 2. Gerald the elephant and his friend Piggie are outdoors and ready to play when a drop of rain falls "PLINK!" on Piggie's head. Watching her high-spirited mood dive precipitously through annoyance toward despair, Gerald extends an ear to shelter her. Soon, though, two ecstatic worms cavorting in the rain inspire them to find happiness in wet-weather play. The characters quickly shifting moods provide plenty of laughs, as well as food for thought, in this amiable entry in the Elephant and Piggie beginning-reader series. Willems again combines simplicity and wit to create a child-pleasing text that works beautifully with the cartoon-style illustrations.</p>

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

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

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

Reason:

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

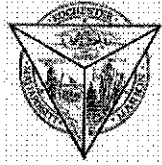
Signed: *Susan L. [Signature]*



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Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	<ul style="list-style-type: none">• The Bad Guys (Bad Guys: Color Edition, Book 1) by Blabey, Aaron
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>School Library Journal</i> (November 1, 2016) Gr 2-4-Be prepared to hear laughter, and lots of it, as students plunge into this graphic novel hybrid. The story opens with Mr. Wolf speaking directly to the audience. Despite his "big, pointy teeth," his "razor-sharp claws," and his suspicious rap sheet filled with familiar "Three Little Pigs" and "Little Red Riding Hood" references, he implores readers to believe he is not a bad guy. Mr. Wolf is on a quest to persuade his carnivorous friends to be part of the Good Guys Club. Their first mission is to rescue a cat from a tree, and even though his friends think Mr. Wolf has lost his mind, they agree to help. Illustrations exaggerate the animals' sharp teeth and wide smiles as they stare up at the terrified kitty. After a few bumps in the plan (namely, Mr. Snake eating Mr. Piranha), an accidental success ensues and they move on to their grand plan of freeing 200 dogs from the pound. Expressive illustrations and typography will captivate budding readers' attention and aid in comprehension. Witty and slapstick humor coupled with menacing animal faces on a bright orange cover ensures this book will appeal to a wide audience. VERDICT Reminiscent of Aaron Reynolds's <i>Carnivores</i> and Jon Scieszka's <i>The True Story of the Three Little Pigs</i>, this humorous title is highly recommended for all libraries. -Beth Parmer, New Albany Elementary Library, OH © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div> <div><i>Kirkus Reviews</i> starred (October 1, 2016) Four misunderstood villains endeavor to turn over a new leaf... or a new rap sheet in Blabey's frenzied romp. As readers open the first page of this early chapter book, Mr. Wolf is right there to greet them, bemoaning his reputation. "Just because I've got BIG POINTY TEETH and RAZOR-SHARP CLAWS and I occasionally like to dress up like an OLD LADY, that doesn't mean... / ... I'm a BAD GUY." To prove this very fact, Mr. Wolf enlists three equally slandered friends into the Good Guys Club: Mr. Snake (aka the Chicken Swallow), Mr. Piranha (aka the Butt Biter), and Mr. Shark (aka Jaws). After some convincing from Mr. Wolf, the foursome sets off determined to un-smirch their names (and reluctantly curbing their appetites). Although these predators find that not everyone is ready to be at the receiving end of their helpful efforts, they use all their Bad Guy know-how to manage a few hilarious good deeds. Blabey has hit</div>



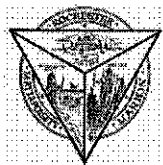
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the proverbial nail on the head, kissed it full on the mouth, and handed it a stick of Acme dynamite. With illustrations that startle in their manic comedy and deadpan direct address and with a narrative that follows four endearingly sardonic characters trying to push past (sometimes successfully) their fear-causing natures, this book instantly joins the classic ranks of Captain Underpants and The Stinky Cheese Man. We challenge anyone to read this and keep a straight face. (Fiction, 7-11)

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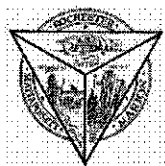
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Reason:

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Signed: _____

David Hall



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Pug's got talent (Branches: Diary Of A Pug, Book 4) by May, Kyla
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="border: 1px solid black; padding: 5px;"> This book is part of a series. The review below belongs to other titles review... N/A </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Review Status: School Library Journal (December 1, 2019) K-Gr 2-May's next title in the "Diary of a Pug" series is a hilarious and heartwarming tale of a dog's first snow. When Bella tells Bub that she is wishing for a snow day this winter, Bub has no idea what she means. Bella gets her wish, and the pair venture out into the snow for the first time where new experiences abound. Suddenly, monstrous sounds can be heard across the fence. Bella and Bub have to confront their fear of the unknown to find out the cause-a moving truck and new friends! The pair learn that being brave and confronting your fears can have great rewards. Extremely attractive color illustrations will grab readers from the beginning. Animal lovers will delight in following Bub's thoughts throughout the story. The diary entry format is a creative way of engaging early chapter book readers. The comprehension questions at the end are a wonderful addition to enhance engagement. VERDICT Readers new to chapter books will love the unique diary format and vibrant illustrations. Perfect for early learners who love animals, and a wonderful wintry choice for any elementary school library.-Elizabeth Pelayo, St. Charles East High School, IL © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. </div>

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



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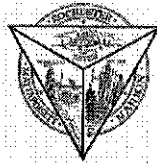
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Reason:

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

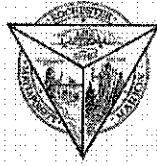
Signed: _____



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Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 11, 2025
Title and Author of Book:	Duckie & Snaps. We cannot be friends by Dyckman, Ame
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>Kirkus Reviews (January 1, 2025)</i> A duckling and a young alligator defy expectations as they make friends. A young duck with a pink bow hatches; soon after, a gator emerges from a nearby egg. Though the more reserved alligator attempts to say goodbye immediately, friendly Duckie coaxes the gator to stay—and even gives the reptile the nickname "Snaps." Duckie proposes that they be friends and play together. A larger alligator overhears and informs the young ones that this isn't possible: "We. EAT. Duckies!" "What's a Duckie?" asks the clueless bird. "YOU'RE a Duckie," the big gator responds. "Little yellow duckies are TASTY! FRIED DUCKIE, DUCKIE SMOOTHIE, DUCKIE PIE..." Now their roles reverse, and it's Duckie who wants nothing to do with Snaps. Not giving up easily, Snaps calls Duckie back and forbids others from eating the duckling. The two embrace. Just then, Snaps' stomach growls, and Duckie must find a way to distract the gator. Though this is a bit of a one-note story, little ones will enjoy the repetitive elements, while the minimalist design choices, such as single-tone colors and a flat illustration style, along with the characters' cartoonlike expressions, give the book a comic feel. A kooky tale of unlikely friendship. (Picture book. 4-8)</div> <div><i>Publishers Weekly (October 28, 2024)</i> This tale, a series kickoff, begins when a duck egg plops into a crocodile nest, and a duckling hatches simultaneously with a baby croc. But Duckie, who sports a bright pink bow right out of the shell, is no ordinary bird. "I'm HERE!" the duckling announces, and immediately plans to befriend its nestmate, whom it dubs "Snaps." Not so fast: "We. EAT. Duckies!" interjects an adult croc wearing a bow tie ("FRIED DUCKIE, DUCKIE SMOOTHIE, DUCKIE PIE"). Duckie is ready to call off the friendship ("I DON'T WANT TO BE A PIE!"), but Snaps, convinced a relationship is possible, vehemently protests against the adult's interference—until hunger strikes and Duckie is suddenly the proverbial bird in hand. Fortuitously, a "Little. Yellow. TASTY" alternative is quickly found, and the new BFFs realize that conventional wisdom about a croc-eat-duck world is ripe for overturning. With jaunty, clear-line ink cartooning, Miller (Izzy Paints) gives the goings-on a sketch comedy feel, while Dyckman (Campingland) provides read-aloud-with-relish repartee. Ages 2-6. Author's agent: Scott Treimel, Scott Treimel NY. Illustrator's agent: Steven Malk, Writers House. (Feb.) © Copyright</div>



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Criteria for Selection of Library Materials

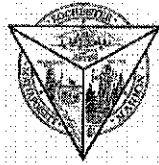
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9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information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

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

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

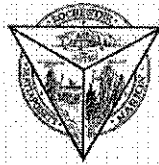
Reason:



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: *Samuel Schmitt*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

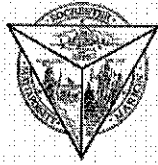
Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 11, 2025
Title and Author of Book:	Branches: Pets Rule! Series: Invasion of the pugs (Book 5) The night if the chipmunk (Book 6)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book is part of a series. The review below belongs to other titles review... N/A Review Status: - <i>Kirkus Reviews (May 1, 2022)</i> A rescue dog takes on the neighborhood scourge to get one step closer to world domination. When the Chin family brings home new Chihuahua Ember, he immediately boasts of his plans for a kingdom takeover. Unfortunately, none of the household's humans understand their would-be overlord's barks. Not even his "favorite minion," Lucy, seems phased. The "not cute" but "EVIL" Chihuahua tries his luck with the other pets—a hamster named Steve, a bird named Neo, and a beetle named BeBe. As luck would have it, someone already rules the neighborhood: a mean squirrel named Masher. To get to the top, Ember needs to take Masher down—and brave some very scary trash cans in the process. Is this the "great and terrible destiny" he has been dreaming of? Told in 13 chapters from Ember's first-person point of view, this early chapter book expertly cultivates a larger-than-life pseudo-antihero. Tan's tone is light, with bursts of high drama and action. Tan Shiao Wei's black-and-white cartoon illustrations further enhance the comedy, creating dissonance between the pup's expectations and reality. The Chin family is cued Chinese. Future installments are already in the works. An infectiously silly series starter. (questions and activities) (Humor. 6-8)

Criteria for Selection of Library Materials

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1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria



Old Rochester Regional School District
Massachusetts Superintendency Union #55

2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
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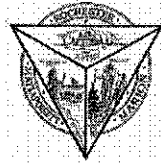
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This book meets the criteria for inclusion in the library collection. ▾

Reason:

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

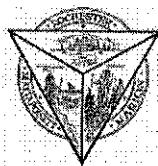
Signed: _____



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 10, 2025
Title and Author of Book:	Is this... Easter? by Yoon, Helen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: -</p> <p><i>School Library Journal</i> (December 1, 2023) PreS-Gr 1-Why do we have Easter eggs? What is their purpose? Why do we paint them? None of those questions will be answered in the most hilarious way in Yoon's newest book. A huge bear wearing a tiny set of bunny ears and poofy cotton tail places an egg ever-so-gently on the ground. Two groups of dogs find the egg and commence fighting over what to do with it. Eat it? Or paint it? This seemingly basic story can cause quite the debate in families, human or canine, and Yoon tackles the subject in a humorous way that kids and their adults will enjoy. The illustrations are simple yet expressive in nice spring colors. Again, no definitive answers are given in the book, but both groups of pooches are content in the end. Sort of. VERDICT A fun Easter romp that tackles a strange tradition, which might prompt a bit of family togetherness searching for answers! A playful boost to holiday collections.-Cassie Veselovsky © Copyright 2023. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews</i> starred (November 15, 2023) The discovery of an egg ignites a fierce debate. A hulking bear wearing a dainty pair of bunny ears leaves an egg in the grass. Some dogs and coyotes sniff it out and begin to argue. Should it be decorated for Easter, or should it be devoured? The dogs declare, "IT'S BEAUTIFUL!" while the coyotes shout, "BREAKFAST IS BEAUTIFUL!" The bear returns and takes the egg from the warring factions. Patiently, the bear shows them how to poke a hole in the egg and blow out the insides (which the bear cooks up for a tasty treat). The outer shell then becomes a gorgeous pastel masterpiece. Readers may assume that each group will be eager to possess (or consume) what they've been after for the entire book, but then what's more tantalizing than what someone else has? Yoon's charming and simple illustrations carry the simple text. These playful, expressive creatures are sure to elicit giggles from little readers. The stylized, pop-eyed, thick-lined illustrations brim with child appeal, but Yoon also folds in a subtle message about compromise; caregivers can help little ones see connections with real-world situations. The layers to this story, combined with delightful art, should earn this tale a prominent place on bookshelves. An instantly rereadable holiday must-have. (Picture book. 3-5)</p>



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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
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Reason:

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Signed: S. Sam



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 11, 2025
Title and Author of Book:	Construction site: garbage crew to the rescue! by Rinker, Sherry Duskey (Goodnight, Goodnight, Construction Site)
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></div> <div>School Library Journal (September 1, 2024)</div> <div>PreS-K-Rinker and Ford, no strangers to two preschooler favorites-vehicles and construction-celebrate surprising heroes at the site: the garbage crew. The larger project is the renovation of a row of pretty little homes, now fallen into disarray. But the tractors and backhoes can't handle the piles of garbage that are everywhere. Sanitation trucks are brought in, the usual stinky jokes are made, but Roll-Off Truck is not messing around as it sets a large dumpster into place. Container Delivery Truck leaves smaller dumpsters so that garbage now has a place to go. Flatbed and Skid Steer bring and set up large plastic garbage cans, and Front Loader makes a cameo, getting the dumpsters ready for another round. Builders and painters descend upon the homes and fix them up; an author's note covers the inspiration for the book, which was renovating her old house. Children will be ready to point and name, and while the rhyme doesn't always scan, the pure cheerfulness and goodwill of the endeavor keeps the pages turning. Ford's illustrations, from sun-up to sundown, include funny details and friendly ones, as when the vehicles collaborate on a goal. VERDICT For the construction shelf, for story hours, for busy toddlers to pore over, this is one rescue that everyone will want in on.-Kimberly Olson Fakhri © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div>

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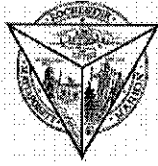
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: _____



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Massachusetts Superintendency Union #55

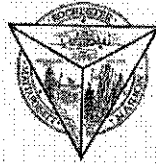
Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 11, 2025
Title and Author of Book:	I Wish I Had a Dragon With Marshmallows by Alber, Diane
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>Kirkus Reviews (January 15, 2025)</div> <p>A youngster's spontaneous wish comes true. While playing in the yard one day, a child finds a lizard that resembles a dragon. The two begin playing, and when the young narrator's stomach rumbles, a wish bursts forth... for "a DRAGON with MARSHMALLOWS!" Plop. Suddenly, the lizard runs off, and there in the middle of the grass is a large, dumpy, blue-green dragon (the same coloring as the lizard), clutching a bag of marshmallows. There's only one problem: The dragon is sad. And as the youngster correctly surmises, a sad dragon can't produce fire—and that means no toasted marshmallows. What would make the dragon smile? The child comes up with a string of ideas, but after trying all of them, the two fall to the ground, exhausted, to take a nap. Upon awakening, the child can't find the dragon—but the lizard is back! Was the whole thing a dream? A plate of toasted treats suggests otherwise. Rendered in black and white, Alber's round-headed youngster (with skin the white of the page and rosy cheeks and red shorts and sneakers for a spot of warmth) stands out against the geometrically splashed colored backdrops. The plot feels a bit clunky, awkwardly meandering from one event to the next, but young dragon lovers will relate to the wish and will happily make their own scaled friend using the appended sock puppet instructions. Fire-breathing fun for dragon enthusiasts. (discussion questions) (Picture book. 3-6)</p>

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

Reason:

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

Signed:

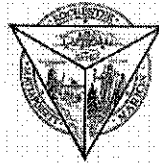
Samuel Smith



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	The heart and mind of Frances Pauley by Stevens, April
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> <p><i>School Library Journal (November 1, 2017)</i></p> <p>Gr 4-6-Fifth-grader Frances, who prefers to be known as Figgrotten, likes to observe nature and delight in her only friend, Alvin, the ancient school bus driver. Stevens makes clear that Figgrotten's solitude brings her joy and allows her to pursue her science investigations and other passions. As far as Figgrotten is concerned, she is just fine. Her school role as the smart one with the answers is mitigated by her observation that this is not always appreciated by her classmates, and she carefully cuts back on the hand-raising. But things do not stay the same. Various problems emerge—most significantly, Alvin suffers a heart attack and Figgrotten's older sister makes some really mean comments. To top it off, a new boy at school seems to have charmed their teacher Mr. Stanley, so Figgrotten has competition. Coping requires Frances to come out of her shell and modify her routine, but she remains true to herself by appreciating solitude while finding companions. The plot is not the point here, although it serves to make the characters' growth gradual and believable. VERDICT Introverts who are comfortable in their skin and want to see themselves portrayed with respect will appreciate Frances. -Carol A. Edwards, formerly at Denver Public Library © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (November 1, 2017 (Vol. 114, No. 5))</i></p> <p>Grades 4-7. Figgrotten (or Frances to just about everyone else) is perfectly fine being alone, wearing the same wool hat and coat every day, idolizing anthropologist Margaret Mead, and spending every afternoon on a rocky ledge behind her house. But changes, some big and some small, upend the 11-year-old's routine. First, her sister is being unusually cruel. Then, a new boy comes to class who doesn't seem to recognize how his know-it-all behavior alienates their classmates. And finally, her wise, kind old bus driver ends up in the hospital. In a lively, distinctive voice, Stevens movingly narrates Figgrotten's emotional growth, as she gradually becomes less satisfied with being by herself and more invested in her friends and family. The changes are fairly subtle, but Stevens gracefully emphasizes that those small transformations signify something much more profound. Stevens' deft handling of her characters—everyone of them vividly multidimensional—is a particular high point, especially Figgrotten, who is at turns grumpy, stubborn, jealous, grief-stricken, and compassionate. This is classic middle-grade coming-of-age</p>



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territory, but it has surprising, pithy depth.

Criteria for Selection of Library Materials

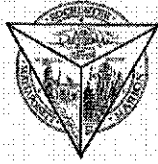
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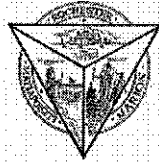
Signed: *Samuel Scott*



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	<ul style="list-style-type: none">• Dog Man, Big Jim begins (Dog Man, Book 13) by Pilkey, Dav
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> <p><i>Kirkus Reviews (February 1, 2025)</i></p> <p>An endearing new character joins the Pilkeyverse. Big Jim is a large, cheerful purple cat. He shares a cell in Cat Jail with the irascible Grampa, greeting every new day with a song, much to his cellmate's annoyance. By night, Big Jim "fight[s] for Liberty... and Cupcakes" as Commander Cupcake. Every superhero needs an origin story, and Big Jim's is this: When he was a baby, a UFO dropped a note declaring Big Jim a chosen one, who would grow up to "fulfill SUPA ANCIENT prophecies." (Readers will note that Grampa's origin story reveals some gaps in Big Jim's.) After deputizing Grampa as sidekick Sprinkles, Big Jim leads them out the Cupcake Exit to "save the world" (Big Jim) and "get out of jail" (Grampa). Mayhem ensues, involving a band of evil Space Cuties From Space and Dog Man in his Scarlet Shedder persona. Punctuated by flashbacks filling out Big Jim's story and Flip-O-Ramas aplenty, and referencing both Mr. Rogers and Monty Python, this outing is characterized by both Pilkey's trademark frantic pace and his gentle philosophizing. Big Jim's life hasn't been an easy one, which gives his sunny outlook resonance. Even at the story's close, it "has more loose ends than a spaghetti dinner," as Grampa complains. Fortunately, a sequel beckons. Human characters display a range of skin tones. Full of laffs and food for thought, in equal measure. (cast of characters, notes, drawing tips) (Graphic fiction. 8-12)</p> <p>Taken from the Hardcover (library binding).</p> <p><i>School Library Journal Xpress starred (December 6, 2024)</i></p> <p>Gr 2-5-Though Dog Man takes a backseat in this 13th installment, the perennially bestselling series does not suffer from his absence. Rather, the colorful ensemble cast of familiar Supa Buddies and side characters, this time led by the effusively optimistic Big Jim (alias Captain Cupcake), only enhances the series' wild appeal. In this volume, we learn about Big Jim's unlikely origin story, as told to his roommate in "Cat Jail," Grampa, who humorously serves as Jim's cantankerous counterpart. Readers may remember Grampa as a villain in previous volumes, but here he reluctantly dons a pink sparkle unitard and joins Captain Cupcake in battle against the "Space Cuties from Space"-a species of adorable aliens who lure all of the heroes in with promises of free cake only to use their laser beams to transform everything into cuteness. Captain Cupcake,</p>



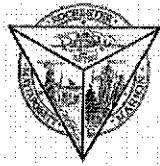
Old Rochester Regional School District **Massachusetts Superintendency Union #55**

who only eats CUPcakes, steps up to save the day. Through Pilkey's trademark absurdist humor, imaginative characters, and entertaining flip-o-ramas, readers will find depth in a very poignant backstory about the loss of Jim's parents and a hopeful message inspired by Fred Rogers's famous reminder to "look for the helpers." VERDICT A must buy for school libraries; kids will be clamoring for the continuation of Big Jim's story. -Catherine Cote © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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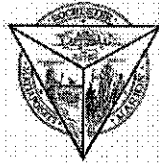
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Reason:

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Signed: S. Salas



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Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Sheepish : (wolf under cover) by Yoon, Helen
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> <p><i>School Library Journal (January 1, 2021)</i> K-Gr 3-What's for dinner? A famished wolf with a stealthy plan spies on an unsuspecting herd of sheep as they finish their chores before dinner. With the use of an obviously homemade sheep costume, the wolf successfully sneaks in among them. The sheep grow suspicious as the wolf grabs a tray and slides into line for dinner. After that, the wolf helps out with the dishes, laundry, and chopping wood, winning the sheep's trust through friendly games of shuffleboard and bedtime stories. Everything is going according to plan until a goodnight kiss from a tiny lamb ruins everything. The wolf is struck with the realization that eating these new fluffy friends is no longer an option. Plot thwarted, the wolf flees for home in the middle of the night. Missing the sheep, the wolf sits down with a cup of tea and new vegetarian cookbooks to peruse. VERDICT This hilarious story of finding friends in unlikely places will surely entertain and surprise early elementary-age children, and given the cartoon-style illustrations, pique an interest in graphic novels. Share this one along with Morag Hood's <i>Brenda Is a Sheep</i> and Lucky Platt's <i>Imagine a Wolf</i> for a silly story time. -Emily Brush, Novi P.L., MI © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist starred (January 1, 2021 (Vol. 117, No. 9))</i> Preschool-Grade 2. At sunrise, a stealthy wolf disguises himself as a sheep, scoots across the fields, and joins a nearby flock crowding into their cafeteria. His costume does not fool the sheep, but they play along with his deception. After breakfast, the wolf carries out his nefarious plan to gain their trust. He washes dishes, participates in aerobics, and plays shuffleboard with them, while dreaming of the feast to come. After he reads a picture book to the lambs, a little one shyly kisses his cheek. Startled, disarmed, and befuddled, he runs home, muttering "NOPE NOPE NOPE NOPE NOPE NOPE." The next day, he's reading about vegetarianism when the sheep arrive at his door in hastily made wolf costumes to tell him, "We missed you!" Amusing and endearing in equal measure, the detailed mixed-media illustrations use light beautifully in the outdoor scenes and effectively in the cafeteria-line picture, where the wolf's shadow reveals his identity. The straightforward story unfolds with simplicity, wit, and a certain irony based on the sheep's knowledge of the wolf's secret. While their awareness of his duplicity gives them the upper hand, their decision to befriend a would-be enemy makes them completely lovable. A well-crafted</p>



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picture book that's great fun for reading aloud.

Criteria for Selection of Library Materials

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

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

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

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

Reason:

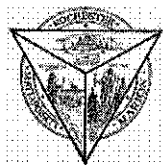


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Due to positive professional reviews, this book meets the criteria for our library collection. *

Signed: _____

David Allen



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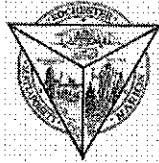
Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Book Fall 2024
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 11, 2025
Title and Author of Book:	The football encyclopedia (Kingfisher Encyclopedia) by Williamson, Alicia - Kingfisher, 2024
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book comes from a publisher known for quality children's books. It is ... N/A Review Status

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7. Library materials shall be current and up-to-date.	Item Meets Criteria
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable



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

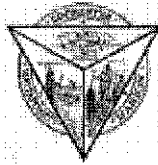
This book meets the criteria for inclusion in the library collection.

Reason:

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

Signed: _____

Sarah Kelly



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 11, 2025
Title and Author of Book:	Big book of who. Women in sports :the 101 athletes every fan needs to know. (Sports Illustrated Kids: Big Book of Who series)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book comes from a publisher known for quality children's books. It is ... N/A Review Status:

Criteria for Selection of Library Materials

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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable



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

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

Reason:

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

Signed: *David L. L...*



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	My tooth is lost! (Monkey And Cake, Book 3) by Daywalt, Drew
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status:</p> <p><i>School Library Journal Xpress (September 20, 2019)</i></p> <p>PreS-Gr 2-In the style of Mo Willems's "Elephant and Piggie," Monkey and Cake arrive on the scene complete with colored word bubbles, humor, drama, and an unexpected ending. When cheerful Cake finds a depressed Monkey mourning the loss of his tooth, Cake reassures him with a story of the tooth fairy and a monetary reward. But Monkey is horrified and insists that he wants his tooth back so he can eat with it, which confuses Cake. All is cleared up when Tooth, whose name is Kevin, arrives and they head off to eat pie. The controlled text is humorous and effective, and the clever twist ending will have readers laughing. Monkey has Gerald-esque concern and drama in his responses, playing off calm, philosophical Cake. Each character's word bubbles are a unique color, aiding readers. The dark pencil and acrylic cartoon-style art portrays the characters in full color, while the primarily white backgrounds contain the occasional tree or prop. Stubby-legged Cake is pink with confetti stripes, chocolate frosting, and a cherry. Gangly Monkey is brown and sports a red baseball cap, while Kevin wears star-shaped sunglasses. The characters all have simple, expressive faces, with large white eyes and dot pupils. With simple lines, Tallec captures movement, personality, and a variety of emotions. VERDICT While clearly reminiscent of Mo Willems's work, Daywalt and Tallec capture that sweet spot of humor and accessibility that makes an effective beginning reader.-Amy Lillien-Harper, Wilton Library, CT © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

	Select a Response
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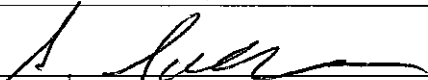
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: 



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Eraser by Kang, Anna
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: <i>School Library Journal (June 1, 2018)</i></p> <p>PreS-Gr 2-Eraser is tired of cleaning up after bossy and arrogant Pencil; she knows she is destined for more. She shares her desire to be creative with her encouraging friends Ruler and Sharpener. When the school supplies begin working on a big science project, Eraser may get her chance to shine. Educators will identify and appreciate Eraser's growth mind-set and all readers will find comfort in the opportunity to embrace second chances. The story is reminiscent of the Drew Daywalt's <i>The Day the Crayons Quit</i>, but with different perspectives and complexities. Pastel illustrations and the use of curvy two-dimensional shapes bring everyday school supplies to life. VERDICT A delightful picture book that emboldens readers to embrace mistakes and elevates the eraser to hero status. A fun addition for storytimes and classroom read-alouds. -Jewelee Painter, Springfield Elementary School, Rileyville, VA © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (August 2018 (Vol. 114, No. 22))</i></p> <p>Preschool-Grade 2. Finally, the mighty Eraser gets her own book and distinctive voice in this desktop drama. While other anthropomorphic school supplies (Pencil and her friends are smart and creative, Tape and Glue get everyone to stick together, etc.), the disgruntled, pink rubber Eraser spends life actively sweeping up art and math mistakes as part of the cleanup crew. When the others gather round for a science project meeting, a hurt Eraser is denied a place at the tissue-box table. Tired of being Pencil's "pooper-scooper," Eraser leaves in a huff, landing in a trash can full of crumpled first drafts on heaps of paper, who chortle, "Mistakes . . . make us GREAT!" Puns abound in the clever writing. The lively and expressive cartoon characters' features and figures are done in ink, watercolor, and brush pens, which animate their pedestrian functions into art. Fun for kids who spend important learning time with these objects. A cool companion to Drew Daywalt and Oliver Jeffers' now classics <i>The Day the Crayons Quit</i> (2013) and <i>The Day the Crayons Came Home</i> (2015).</p>

Criteria for Selection of Library Materials

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



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

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

Reason:

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

Signed: _____



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	The couch potato by John, Jory
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="margin-bottom: 10px;"> N/A - N/A - </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Review Status: </div> <p><i>Booklist (November 1, 2020 (Vol. 117, No. 5))</i></p> <p>Preschool-Grade 2. A self-satisfied spud, Couch Potato spends any free time slouching on an upscale couch (equipped with robotic arms that supply snacks) and facing a wall of screens offering multiple electronic entertainment options. One day, when the electricity fails and the house suddenly goes dark, the potato ventures outdoors. Surprised by the sun's brightness, Couch Potato likens the real world to "a high-resolution 156-inch curved screen, but even more realistic." The chirping sound isn't a ringtone; actual birds are nearby! Soon the formerly sedentary potato is hiking, biking, playing board games, and hanging out with friends. Upon reflection, Couch Potato decides to live his life "in person." Written with a light touch, the story is amusing and appealing, while the lively, increasingly colorful illustrations portray the settings and the main character with expression. From the writer and illustrator of <i>The Bad Seed</i> (2017), <i>The Good Egg</i> (2019), and <i>The Cool Bean</i> (2019), this picture book certainly has a point to make, but it does so with disarming wit and abundant charm.</p> <p><i>School Library Journal (December 1, 2020)</i></p> <p>K-Gr 3-The term couch potato was coined in 1979 to describe kids who spent more time on the couch than outside playing. John's book toys with that concept in this exaggerated story of an anthropomorphic potato who pridefully shows the reader every device it owns. Each of them is designed to make sure Couch Potato never gets off the couch. When one last device is delivered and is plugged in, the lights go out. Couch Potato opens the curtains and notices what they haven't seen in ages: the outdoors! With nothing else to do, Couch Potato ventures outside and finds there is plenty to do. The COVID-19 pandemic has kept children in isolation indoors and developing couch potato tendencies through no fault of their own; this tale is timely and helps make the point that a balance of technology and old-school fun might be the way to go. The cartoonish art serves the story well, reaching for every last pun and bit of wordplay.</p> <p>VERDICT A goofy story about the dangers of too much of one thing, and a lighthearted lesson for all.-Joan Kindig, James Madison Univ., Harrisonburg, VA © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>



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

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

Reason:

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

Signed: _____



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Is It Real? The Loch Ness Monster by Fleming, Candace
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> <p><i>Publishers Weekly (January 6, 2025)</i></p> <p>"You are an investigator for the Black Swan Scientific Investigation (BSSI) team," Fleming (The Enigma Girls) declares in the opening chapter of this interactive foray into unraveling "the natural world's greatest mysteries"-in this instance, the legend of the Loch Ness Monster. Transitioning from a cheeky second-person POV through which readers receive their mission into fluid third-person reimaginings of historical events, portrayed as the audience's "case file," the author launches budding cryptid sleuths into their investigation. The provided information ("Case File: What Lurks in the Loch?") features the history of the Loch Ness Monster and its purported sightings, as well as gathered evidence including the footprints discovered by game hunter Marmaduke Wetherell and surgeon Robert Kenneth Wilson's infamous photo of the creature. Subsequent sections detail later investigations of the legend between 1958 and 1970 using sonar equipment and DNA testing. Utilizing a handy BSSI Investigator's Handbook-a critical thinking guide covering topics such as evidence, bias, and questionable witnesses, included via insets-the audience is encouraged to evaluate the case of the Loch Ness Monster. It's a clever, attention-grabbing read that fosters critical thinking skills and scientific methodology. Ages 8-12. (Mar.) © Copyright PWxyz, LLC. All rights reserved.</p> <p><i>Booklist starred (January 1, 2025 (Vol. 121, No. 9))</i></p> <p>Grades 3-7. Fleming approaches the Loch Ness monster question with a well-organized collection of evidence for readers to evaluate, practical ways of doing so, and an attitude of skepticism. In the book's fictional framework, the reader, "an investigator for the Black Swan (BSSI) investigative team," receives an envelope full of interviews, news articles, and other documents related to Nessie, the Loch Ness monster, and one question to answer: "Is it real?" Addressing the reader in second person, Fleming offers advice on types of evidence and how to evaluate them. Although several photos were taken of "monsters" in Loch Ness, they did not prove Nessie's existence. The book's black-and-white illustrations include many photos and a few pertinent drawings. From the first sightings in 1933 to the arrival of a famous big-game hunter (who incorrectly identified a hippopotamus footprint as that of the monster) to Fleming's warning to doubt any evidence leading to conclusions that you particularly want, this well-organized book offers an opportunity to learn about the Loch Ness Monster while becoming more skilled and skeptical when</p>



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evaluating so-called experts and opinions voiced as facts. In short, this account of the history of Loch Ness monster sightings and theories is entertaining, informative, and useful for practical applications as well.

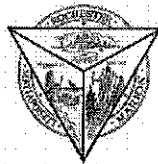
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This book meets the criteria for inclusion in the library collection. ▾



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Reason:

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

Signed:

Samuel Allen



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	Flat cat by Lazar, Tara
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: -</p> <p><i>Booklist starred (August 2023 (Vol. 119, No. 22))</i></p> <p>Preschool-Grade 2. Imagine a flat cat. How flat? He can slither beneath doors. He can float like a kite among the clouds. He can nap beneath the underwear in a drawer. He's smart, detached, and infinitely cool. But one day, he is accidentally sent through the washing machine, along with the dirty clothes. When he emerges from the dryer, Flat Cat is no longer flat. He has become "the most adorable puffy, furry, fuzzy-wuzzy feline you ever did see!" His desperate attempts to reflatten himself are futile, until Aunt Harriet sits on him. Suddenly slim, he misses being a hug magnet. After another washer/dryer ordeal, he emerges puffy, endearing, and content. Best known for creating Hike (2020) and the art for Jory John's The Bad Seed (2017) and other Food Group series titles, Oswald brings Flat Cat to life in digital pictures incorporating gouache textures. Drawn with quiet humor, the expressive, imaginative illustrations contrast the cat's self-sufficient demeanor with his inner need for affection. Lazar's narrative shifts in tone as the cool cat is transformed into an adorable one and back, until he realizes what he really wants. As the narrator comments in closing, "Smooth moves, Flat Cat!" This amusing picture book is fun for reading aloud.</p> <p><i>Publishers Weekly (July 10, 2023)</i></p> <p>The "slick, sly" feline protagonist of this picture book is two-dimensional and loving it: his "smooth moves" involve roaming anyplace he pleases and snoozing "in any nook and cranny," including, as purple-tinted, thick-lined digital art by Oswald (Sleepy Sheepy) shows, draped over a towel bar. But when Flat Cat is accidentally mixed up with the laundry, he emerges from the dryer as round as a basketball-or, as text from Lazar (Bloop) coos, as "the most adorable puffy, furry, fuzzy-wuzzy feline you ever did see!" At first, Flat Cat can't wait to return to his independent 2-D state, but when exuberantly affectionate Aunt Harriet, portrayed with pale skin, inadvertently sits on him, a return to his previously flat state slowly prompts a realization that "he wasn't keen to be totally unseen." In fact, he now believes that the three-dimensional life has its rewards in connection-feeling "warm, comfy-cozy, or even the teensiest bit rosy." Maybe, as long as Aunt Harriet and a clothes dryer are handy, he doesn't have to choose? Featuring groovy text, it's a Flat Stanley-flavored take on rolling with the punches and fluidly embracing newfound facets and friends. Ages 3-7. Author's agent: Ammi-Joan Paquette, Erin Murphy Literary Agency. Illustrator's agent: Kirsten</p>



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Massachusetts Superintendency Union #55

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

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

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

Reason:



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Massachusetts Superintendency Union #55

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

Signed: David A. Allen



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February, 12, 2025
Title and Author of Book:	I Survived the Great Molasses Flood, 1919 (I Survived, Book 11) by Tarshis, Lauren
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status</p> <p><i>School Library Journal (February 1, 2025)</i></p> <p>Gr 4-8-Based on the book by Tarshis, the newest graphic novel adaptation in the "I Survived" series details a snapshot of 1919, featuring both the impending molasses flood in Boston and the Great Influenza pandemic. Carmen and her father left Italy after an earthquake and flood, and moved to Boston, MA, for the opportunities that America could provide. They settle into general comfort alongside another family and Carmen finds friendship with Tony, who is of similar age. The two go to school together, visit an old horse in a stall close by, and take swipes of molasses off of the large and unstable vat that sits near their home. Then, the catastrophe occurs and the tank bursts, killing many and destroying their neighborhood. The chronology of events paints a vivid picture of the time with complementary illustrations to the historical narrative. The delivery is easy to follow, making this graphic novel a useful look into the past for younger readers, bolstered by the art. Readers are endeared to Carmen and Tony from the start, so when tragedies befall their families, it's emotional without being gratuitous. A glimpse into the disaster occurs at the beginning, creating a buildup of anxiousness in the lead-up to the event and its catalyst. VERDICT Each graphic novel in this adapted series brings history to the forefront in enlightening ways, and the books remain consistently popular among their intended audience. Purchase this installment where the series is frequently circulated. -Alicia Abdul © Copyright 2025. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

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

Reason:

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

Signed: David Sullivan



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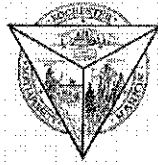
Library Book Donation Review (Form 2)

Date of Receipt:	December 16, 2024
Name of Donating Individual/Group:	RMS PTO, <i>This book was on backorder from the Scholastic Fall Book Fair, October 2024</i>
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	December 18, 2024
Title and Author of Book:	I survived the Black Death, 1348 (ISurvived, Book 24)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: - <i>School Library Journal</i> (December 1, 2024)</p> <p>Gr 3-5-A small English village faces death and disease in Tarshis's 24th historical page-turner in the popular series. Eleven-year-old Elsie and her best friend, Humphrey, are hunting in the forest outside their small village when they encounter a group of outlaws conspiring with a corrupt sheriff. The two friends share the news with Jonah, a family friend who has just returned from traveling. While helping Jonah with the fabric he has brought back to sell, Elsie gets several flea bites and narrowly avoids a rat hiding in his wagon. Shortly afterward, as rumors circulate about a deadly new disease racing through Europe, Jonah falls ill and dies. Elsie and Humphrey narrowly escape the sheriff, and Elsie herself gets terribly sick. Tarshis is a master of bringing in just enough details of the horrific, frightening, and true events of history to keep kids hooked. She has skillfully constructed a story of the plague, while also providing a glimpse into everyday life in a medieval village. Background information on the plague and Tarshis's research process is appended. VERDICT Recommended for purchase in all collections, especially where the rest of the series is popular. © Copyright 2024. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

Criteria for Selection of Library Materials

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

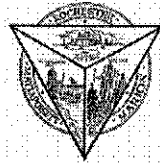
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

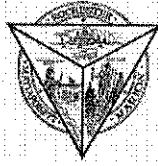
Signed: S. Salter



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 10, 2025
Title and Author of Book:	Baby-Sitters Little Sister Book Series [Graphic Novels] by Faria, Katy Karen's Haircut (Book 7) Karen's Sleepover (Book 8) Karen's Grandmothers (Book 9)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed. N/A</p> <p>Review Status: -</p> <p><i>School Library Journal</i> (October 1, 2019) Gr 2-5-Every other weekend, Karen and her brother Andrew spend time with their dad and stepfamily. Karen suspects that her dad's next door neighbor, Mrs. Porter, is actually a witch named Morbidda Destiny. Although there is a strict no-spying rule, Karen and her best friend Hannie set out to prove that Mrs. Porter is a witch and catch her in the act of hosting a witch meeting. This graphic novel adaptation of the first installment in the "Baby Sitters Little Sister" series follows closely in the vein of the comics remakes of the "Babysitters Club" and is sure to be just as popular. The full-color illustrations are bright and detailed, and the story is fast paced and relatable. The "Little Sister" series is a bit simpler and more accessible to those who are not quite ready for the "Babysitters Club" series. It will also likely entice adults who have fond memories of the original books. VERDICT This reimagining of a beloved series will appeal to readers young and old and will attract fans of the highly popular "Babysitters Club" graphic novels as well. -Ellen Conlin, Naperville Public Library, IL © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (January 1, 2020 (Vol. 116, No. 9)) Grades 2-5. There is a witch living next door to Karen's dad's house, she's sure of it. Despite the house rule against spying, Karen and her beleaguered friend Hannie surveil Mrs. Porter's house, searching for evidence that will confirm Karen's belief in Mrs. Porter's sinister plans for the neighborhood. Ultimately, Karen isn't really punished for her actions and she's not terribly sorry for them either, setting the story up for a sequel. Following the plot of the prose version beat for beat, this adaptation introduces the Baby-Sitters Club universe as seen by one of the kids being babysat. The artwork and colors in this spin-off are similar to those found in the original series, but chibi-fied (i.e. the characters are more rounded and have cartoonishly large eyes) to make the characters look younger, cuter, and more innocent. Shorter in length and using vocabulary that is more manageable for less experienced readers, this book offers younger readers</p>



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a doorway into an extremely popular franchise.

Criteria for Selection of Library Materials

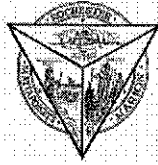
The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

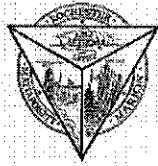


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This book meets the Criteria for Selection of Library Materials rubric for selection of library materials. ▾

Signed: _____

[Handwritten signature]



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Library Book Donation Review (Form 2)

Date of Receipt:	February 7, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Winter Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	February 10, 2025
Title and Author of Book:	Pokemon visual companion (DK Publishing) by Whitehill, Simcha DK, 2024
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: - This book comes from a publisher known for quality children's books. It is ... -

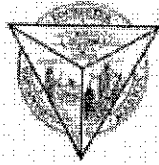
Criteria for Selection of Library Materials

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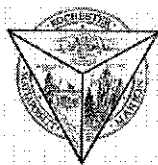
Signed:



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Library Book Donation Review (Form 2)

Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 29, 2025
Title and Author of Book:	Weird little robots by Crimi, Carolyn
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (October 1, 2019)</i></p> <p>Gr 3-5-Eleven-year-old Penny Rose's new home is a bit lonely. She appreciates her kind and loving parents, but she doesn't have any friends yet. She makes a wish while she's working on building robots out of recycled materials and meets the girl who lives closest to her, Lark. Lark is kind of strange, but it turns out they have a lot more in common than Penny Rose thought. Lark likes to find materials and build birdhouses. When Lark sees Penny Rose's robots, they decide to build a Robotown for the robots. Then the robots come to life. The girls agree that no one else should know about this, but when Penny Rose gets an invitation to join a secret science club, she's intrigued enough to show the club members the robots. When Lark realizes what Penny Rose has done, she feels betrayed. This book is an unusual combination of modern technology and fairy tales. The language feels old-fashioned even though the subject matter is current. The friendship theme and connections to technology, persistence, and problem-solving will appeal to a variety of students, though the artwork depicts all characters as white. VERDICT This would be a solid addition to an elementary library that wants to add books about STEAM or friendship. -Debbie Tanner, S D Spady Montessori Elementary, FL © Copyright 2019, Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (September 15, 2019 (Vol. 116, No. 2))</i></p> <p>Grades 3-6. Eleven-year-old Penny Rose loves creating little robots from discarded bits and pieces. She creates Sharpie from dentures, iPam from a cell phone, and Fraction from a calculator. Still, she's lonely. When she overcomes her shyness and befriends Lark, they share a fascination with science and with making things. Soon they also share a remarkable secret: the robots are alive! At school, Penny Rose receives cryptic messages from the Secret Science Society, which she hopes to join, though she's not allowed to discuss it—even with Lark. The resulting rift in their friendship leaves Penny Rose lonelier than ever until she finds a way to make things right. The author of many picture books, Crimi offers a heartfelt first novel that combines real-world problems faced by many children with magical elements. Clear, concise, and direct, the writing includes dialogue that shows the characters' personalities while moving the story along. Each chapter includes at least one full-page illustration. Created in ink, pencil, and</p>



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gouache, they portray human, robot, and animal characters expressively. An endearing chapter book.

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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

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

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

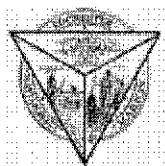
Reason:



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

Signed: Robert L. Smith



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Library Book Donation Review (Form 2)

Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 31, 2025
Title and Author of Book:	The Popper penguin rescue by Schreier, Eliot
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A -</p> <p>N/A -</p> <p>Reviews available and posted here -</p> <p><i>Booklist (October 1, 2020 (Vol. 117, No. 3))</i></p> <p>Grades 3-5. The Popper family—distant relatives of the penguin-loving Poppers of decades past—live in a rundown former penguin-petting zoo, but young siblings Joel and Nina make the best of the unusual situation, eagerly exploring the grounds. After happening upon two penguin eggs, the pair decide to incubate their findings. To their delight, two healthy chicks burst from the shells, and the Poppers decide to reunite the hatchlings with the Popper penguin crew, now flourishing in the wild on an arctic island. After chartering a boat and captain (Yuka, a knowledgeable and affable Inuit doctoral student), the modern-day Popper crew set out on their crazy quest through perilous storms, heaps of penguins, an eventful reroute to the Antarctic, and ultimately, a happy ending. There are plenty of affectionate callbacks to the original Popper tale, but Schreier's story is an entertaining adventure of its own, and the comical penguin antics are just the tip of the narrative iceberg. Despite the completely preposterous premise, it's a joy to have Popper penguins back to play.</p> <p><i>Kirkus Reviews (August 15, 2020)</i></p> <p>Joel, Nina, and their mother, Mrs. Popper, are distantly related to the family whose penguins made the town of Stillwater famous years ago. In nearby Hillport, Mrs. Popper has purchased an abandoned house that had once been a penguin petting zoo. While exploring their new home, the children discover two intact penguin eggs in the basement. They care for the eggs surreptitiously, without telling Mom. Once the eggs hatch, the baby penguins, now named Ernest and Mae, are mischievous and clever, and the secret is soon out. The family decides to bring Ernest and Mae to join the original group of penguins that was relocated to Popper Island in the Arctic—never mind that penguins' habitat is the Antarctic. They travel by boat, with Yuka, an Inuit doctoral student in zoology, as their guide and leader. Journey highlights include a penguin-caused glitch in the boat's computer systems, a vicious Arctic storm, and lively interactions with the island-based penguins. Due to a puffin problem they decide to haul all the penguins to Antarctica, their rightful habitat. Schreier clearly greatly admires the beloved, more-than-80-year-old classic, Mr. Popper's Penguins, keeping readers informed by referring to its characters and events</p>



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while adding a modern, eco-friendly viewpoint and lots of fun and laughs. Joel and Nina are sweet, resourceful, and wonderful

Criteria for Selection of Library Materials

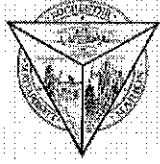
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This book meets the criteria for inclusion in the library collection. ▾

Reason:

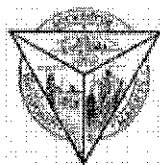


Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Signed: _____

Samuel S. S. S.



Old Rochester Regional School District
 Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 30, 2025
Title and Author of Book:	Winterborne Home for vengeance and valor (Winterborne, Book 1)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A</p> <p>N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (February 1, 2020)</i></p> <p>Gr 4-6-Whenever one mystery is solved, it usually unearths countless more questions, like a ball of yarn slowly unraveling but filled with knots. April, an independent and scrappy orphan, is whisked away to gloomy and ostentatious Winterborne Home after her involvement with a fire. Questions abound as April is warmly welcomed into the colossal yet grim mansion whose family namesake, Gabriel Winterborne, has been missing for over a decade. April quickly realizes that the key her mother left her bears the Winterborne insignia and an unknown wanderer lurks in the shadows at night. Potential connections and even more surprises emerge as April must gather the courage to ask for help from her new acquaintances while diving headfirst into adventure and mystery. A modern thriller flavored with classic adventure, this novel is well suited for middle grade sleuths. Carter drops hints, yet her writing forces readers to create their own inferences about both the plot and the main characters. Highly descriptive writing intensifies the action, while an infusion of pop culture slang and sass keeps the text upbeat and modern. By the end, gumshoes may groan in anticipation as Carter skillfully answers some questions, yet unveils a plethora more, leaving the door wide open for further books in a potential series. VERDICT Readers will further enjoy the fast pace of this book filled with short chapters and cliff-hangers. Strongly recommended for school libraries. -Mary-Brook J. Townsend, The McGillis School, Salt Lake City © Copyright 2020. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (March 1, 2020 (Vol. 116, No. 13))</i></p> <p>Grades 4-7. Orphaned April didn't mean to burn down the Winterborne exhibit, so she is shocked when, instead of getting in trouble, she hears from a "Miss Nelson," who invites her to live at Winterborne House, home to the billionaire family beset by tragedy, including the disappearance of their heir, Gabriel. At the house, she meets four other children—Sadie, an inventor; Violet, a quiet girl; Tim, Violet's companion; and Colin, a former thief—but April is determined to learn everything she can about the Winterbornes. When she discovers Gabriel hiding in caverns beneath the mansion, she must convince him to reveal himself before the family declares him dead. New York Times best-selling Carter's middle-grade debut will excite a new generation of fans—even if they do see the bad guy coming from a mile away. The characters are likable and endearing, and the final paragraph, with its subtly shocking revelation, will leave readers</p>



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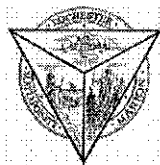
demanding to know when the second book is coming. Hand this one to those who enjoy action, mystery, and kick-butt characters. **HIGH-DEMAND BACKSTORY:** The ever-popular Carter's middle-grade debut, supported by a seven-city author tour, is sure to draw interest.

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

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



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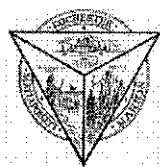
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Reason:

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

Signed: _____

Samuel L. L.

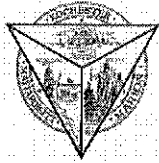


Old Rochester Regional School District
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Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 29, 2025
Title and Author of Book:	File under : 13 suspicious incidents by Snicket, Lemony
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div style="margin-bottom: 10px;"> <input type="checkbox"/> N/A - </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> N/A - </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Reviews available and posted here - </div> <div style="margin-bottom: 10px;"> <i>School Library Journal (May 1, 2014)</i> Gr 4-6--In his signature Snickety style, the author of "A Series of Unfortunate Events" (HarperCollins) and creator of that oddball little town known as Stain'd by the Sea offers 13 case files reminiscent of Donald Sobol's Two-Minute Mysteries (Scholastic, 1969). Set in the same locale as the previous installments in the "All the Wrong Questions" titles and starring a young Lemony Snicket investigating strange occurrences as part of his apprenticeship for a shady "secret organization," this companion book can be enjoyed by die-hard fans as well as readers new to the series. Each mini-mystery-just a few pages long-is chock-full of wordplay, clever dialogue, noir references, and red herrings. The short chapters end with a cliff-hanger and kids may consult "Sub-file B" at the back of the work to see how the brilliant young detective solved the crime. Black-and-white illustrations highlight key details and provide a few subtle clues along the way. Though there is a narrative thread connecting the individual tales, readers can also delve into the separate cases one-by-one with equal enjoyment. By the end, not all mysteries are solved, nor all questions answered; whodunit aficionados will want to revisit again and again. -Kiera Parrott, School Library Journal (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. </div> <div> <i>Horn Book Guide starred (Fall 2014)</i> Kid-detective Lemony Snicket treats us to thirteen short mysteries (missing newt, ghostly appearance, series of break-ins) in which he leaves readers poised just before the reveal, with a chance to solve the mystery themselves before they flip to the back of the book. (It's Encyclopedia Brown for Snicket-Hipsters.) The actual puzzles are dandy, and the format is ideal for the author's comic avalanche. </div>

Criteria for Selection of Library Materials



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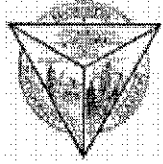
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Reason:

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Signed: _____



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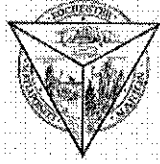
Library Book Donation Review (Form 2)

Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 31, 2025
Title and Author of Book:	Typhon and the winds of destruction by Holub, Joan (Heroes In Training, Book 5)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here -</p> <p><i>Horn Book Guide (Fall 2014)</i></p> <p>These books continue the adventures of the young Olympians, who are battling King Cronus to fulfill their destinies. In Typhon, the group fights a giant and frees a captured Olympian. In Apollo, the heroes must outwit more Titans to collect the golden aegis. These installments maintain the series' lighthearted tone and humor; occasional black-and-white drawings contribute a classical tone. [Review covers these Heroes in Training titles: Apollo and the Battle of the Birds and Typhon and the Winds of Destruction.]</p>

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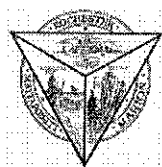
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This book meets the criteria for inclusion in the library collection. ▾

Reason:

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

Signed: Donna Lee



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Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 30, 2025
Title and Author of Book:	The curse of the werepenguin by Woodrow, Allan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (August 1, 2019)</p> <p>Gr 3-6-Bolt Wattle has lived at a miserable orphanage for as long as he can remember, but he dreams that his parents will someday return for him. When he is abruptly adopted by Baron Chordata and sent to far-away Brugaria, he wonders if his family is claiming him at last. In Brugaria, all is not well: Bolt arrives at a dusty, crumbling castle after an alarming encounter with some villagers, and bands of rogue penguins roam the landscape. Worse, far from the father figure Bolt has dreamed of, Baron Chordata appears to be a boy no older than Bolt himself. At the stroke of midnight the Baron bites Bolt in the neck, and Bolt discovers the Baron's terrible secret: he is a werepenguin, and now, so is Bolt. Bolt has three days to reverse the transformation and stop the Baron from leading the penguins into battle against the villagers, or he will be cursed to remain a werepenguin forever. This slapstick story is light on horror, character development, and logic, but heavy on gross-out humor and fish stick jokes. Bolt is occasionally assisted by Annika, the world's fiercest bandit whom nobody has ever heard of, but neither she nor any other character experiences significant growth. Readers who enjoy the trappings of horror without any genuine chills or thrills are the best audience for this story. VERDICT An additional purchase where goofy humor circulates well. -Misti Tidman, Mansfield/Richland County Public Library, OH © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews</i> (May 15, 2019)</p> <p>An unwanted orphan awakens to his destined werepenguin powers and faces an evil immortal threatening war and domination under penguin rule. Twelve-year-old boy Humboldt thinks his only talent is bolting under beds until he's adopted by Baron Chordata of Volgelplatz, Brugaria. In Volgelplatz, where the full moon shines every night, penguins terrorize the villagers for fish sticks under the baron's tyrannical leadership. Like the baron, Bolt has the ability to understand penguin thoughts and transform under the light of the moon, but all he wants is a family. His dream may never come true if he fails to defeat the baron as foretold in prophecy. Woodrow presents Bolt's adventure as a story within a story, narrated by the penguin caretaker at the St. Aves Zoo. Illustrations accompany the text, highlighting moments of drama and action. While Bolt's story forms the central thread of the tale, the narrator shifts the focus among characters, including Annika, a 12-year-old bandit. All the strands of the story tie</p>



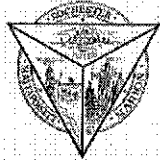
Old Rochester Regional School District
Massachusetts Superintendency Union #55

	<p>neatly together in the resolution. Apart from two minor characters (a bandit and a witchy fortuneteller) the cast of characters is white. Although there's nothing unique about the chosen-one plot, this series opener's overall outrageous sense of humor has a high appeal. As irreverent, sarcastic, and strange as murderous, barking penguins. (Fantasy. 8-12)</p>
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Old Rochester Regional School District
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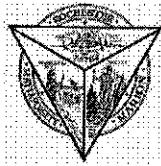
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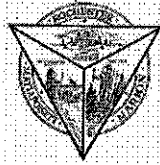
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Date of Librarian Review:	January 29, 2025
Title and Author of Book:	Who could that be at this hour?(All the Wrong Questions, Book 1) by Snicket, Lemony
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A</div> <div>N/A</div> <div>Reviews available and posted here</div> <div><i>School Library Journal (December 1, 2012)</i> Gr 4-7-In this "autobiographical" mystery, a teenaged Lemony Snicket recounts his early experiences as an apprentice to S. Theodora Markson, a pretentious woman who is not remotely as intelligent as she pretends. The two travel to the formerly seaside (but now not) town of Stain'd-by-the-Sea to investigate the theft of, what they are told, is a priceless heirloom. The identity of the culprit is obvious. Or is it? There's much more to this case than meets the eye. To uncover what's really going on, the inquisitive Snicket must figure out who he can trust and which questions to ask before it's too late. This fast-paced whodunit is likely to leave readers with questions of their own. Hopefully, they're the right questions-which, hopefully, will be answered in upcoming sequels. Written in Snicket's gloomy, yet undeniably charming, signature style and populated with wonderfully quirky characters, this enjoyable start of a new series will thrill fans of the author's earlier works and have even reluctant readers turning pages with the fervor of seasoned bookworms. A must-have. Alissa J. Bach, Oxford Public Library, MI (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div> <div><i>Booklist (September 15, 2012 (Vol. 109, No. 2))</i> Grades 4-7. Oh, Lemony Snicket. How you confound us. For instance, in this book, the first of the All the Wrong Questions series, you give us so many unmoored happenings that readers may be inclined to believe they've landed in the middle of the second book. True, we will learn you're an almost-13-year-old boy and that you escape your parents (or are they your parents?!) in a tea room to meet the woman with whom you'll apprentice. And then you and S. Theodora Markson (what does the S stand for?) make your way to a sea town, now devoid of the ink for which it's famous, and deserted by its residents, to find a statue rather like the Maltese Falcon, only it's the Bombinating Beast. Someone is waiting for you back home, but who? What's this secret program you seem to be a part of? Who cares about the Bombinating Beast? (You may take that comment any way you wish.) But just as when you were with those charming Baudelaire children, the adventures roll and one can only speculate what's around the corner. Not that it will do any good. Kudos to Seth for the marvelous woodcut art.</div>



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The pictures seem to hold clues. Or do they? HIGH-DEMAND BACKSTORY:
Please, it's Lemony Snicket. Enough said.

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Reason:

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Signed:

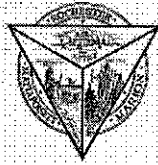
Samuel Smith



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Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div><input checked="" type="radio"/> N/A</div> <div><input checked="" type="radio"/> N/A</div> <div>Reviews available and posted here</div> <div><i>School Library Journal (September 1, 2013)</i> Gr 4-6-In this follow-up to "Who Could That Be at This Hour?" (Little, Brown, 2012), 12-year-old Lemony Snicket is an apprentice in a mysterious organization and still stationed in Stain'd by the Sea with his stern and unimaginative chaperone, S. Theodora Markson. (Readers still don't know what the S. stands for.) Lemony and his mentor have been assigned to investigate the mysterious disappearance of Cleo Knight, a brilliant chemist and daughter of the richest couple in town. Markson is content to believe the far-fetched theory that Miss Knight has run away to join the circus and considers the case closed. Lemony is convinced that the girl's disappearance is connected to a string of recent crimes in town and believes that only one man can be responsible: the villainous Hangfire. With a little help from his friends (most of whom are familiar faces from the first book), Lemony sets out to find Miss Knight himself and to stop Hangfire and his dastardly accomplices in their tracks. While the abundant wordplay and several unanswered questions may trip up some younger readers, Snicket goes to great lengths to keep his audience up to speed, recounting backstory and defining advanced vocabulary in a way that is never patronizing, and is in fact fairly humorous. The author's trademark wit and talent for sustaining suspense make this fast-paced, noir mystery a fun choice for kids who enjoy a good whodunit. And for the faithful fans of Snicket's "A Series of Unfortunate Events" (HarperCollins), this is a must-have.-Liz Overberg, Darlington School, Rome, GA (c) Copyright 2013, Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div> <div><i>Booklist (July 2013 (Vol. 109, No. 21))</i> Grades 4-7: In book two of the All the Wrong Questions series, we find young Lemony still in Stain'd-by-the-Sea, still in the company of mentor S. Theodora Markson, but with a new mystery to solve: Where is Miss Cleo Knight? And what is the secret project on which she has been working? But as Snicket's pal, reporter Moxie Mallahan, knows, those aren't the right questions, at least as far as the big picture is concerned. These are: What is this job exactly? Where did you come from? How long will you stay? When will you leave? Why are you investigating things in this town? Though the Cleo case gets closed, the larger issues remain, becoming curiouser and curiouser. While we wait for answers,</div>



Old Rochester Regional School District

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Snicket introduces a sometimes charming, more often alarming cast of characters: the bickering husband-and-wife police force (and their smirking son, Stew); Pip and Squeak, the taxi-driving Bellerophon brothers; the mysterious (and cute) Ellington Feint; and the mysterious (and sinister) Hangfire—all of whom keep the pages turning. The droll young Snicket makes a perfect presenter as he careens from difficulty to difficulty, yet always with his eye on the ball. Or is it? HIGH-DEMAND BACKSTORY: The major marketing campaign continues, including a national author tour. There's no stopping Snicket!

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Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Reason:

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

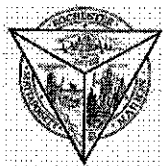
Signed: Samuel D. Sullivan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 29, 2025
Title and Author of Book:	Shouldn't you be in school? (All the Wrong Questions, Book 3) by Snicket, Lemony
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here - <i>School Library Journal</i> (December 1, 2014)</p> <p>Gr 4-6-In this installment of series that precedes "A Series of Unfortunate Events" (HarperCollins), 13-year-old Lemony Snicket must work together with his incompetent chaperone to figure out who is burning down all of the buildings in the quaint town of Stain'd-by-the-Sea. Snicket is part of a special program, the V.F.D., and spends his days sleuthing with his chaperone, Theodora, in an attempt to catch the elusive and mysterious Hangfire, who is supposedly to blame for all of the mysterious happenings in Stain'd-by-the-Sea. Together, he and his friends must uncover the town's secrets and thwart Hangfire's attempt to burn down the library. But everything gets even more complicated when Hangfire manages to frame the librarian for arson, and Snicket is left questioning the trustworthiness of his friends. This series carries the same sarcastic charm of the "Unfortunate Events" books and will have young readers chuckling out loud. The characters are all fun and quirky in their own right, and the mystery is well developed and enticing. The illustrations add an extra dimension to the story, and the author does a fantastic job of incorporating mini vocabulary lessons into each chapter. Fans of Snicket's previous outings will devour the latest entry. Candace Pruitt-Goddard, Hartford Public Library, CT (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist</i> (December 1, 2014 (Online))</p> <p>Grades 4-7. Have you figured it out yet? Why are so many terrible things happening in Stain'd-by-the-Sea? Who can our narrator, one young Lemony Snicket, trust? Where is the Bombinating Beast statue? What is to be accomplished by burning down the town's buildings? Is it just possible we are asking all the wrong questions? It's the title of the series, for goodness sake! And even Lemony laments he has the incorrect questions, albeit often the right answers. If you haven't read the two previous titles, there's no point in picking up this one. Go back, young adventurer, and start with <i>Who Could It Be at This Hour?</i> (2013). We'll wait. (Well, no, we don't have time to wait.) Though looking carefully at the wonderfully retro woodcuts illustrated by Seth would help pass the time. A hopeful note: Snicket does seem to be getting closer to figuring things out. And he's both brave and philosophical. Is that a good combination? Alas,</p>



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probably the wrong question.

Criteria for Selection of Library Materials

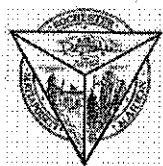
The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	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.	<input checked="" type="radio"/> 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).	<input type="radio"/> Not applicable
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Signed: _____

[Handwritten signature]



Old Rochester Regional School District
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Date of Receipt:	January 27, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 28, 2025
Title and Author of Book:	Sprite's secret (Branches: Pixie Tricks, Book 1) by West, Tracey
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A</div> <div>N/A</div> <div>Reviews available and posted here</div> <div><i>Kirkus Reviews (October 15, 2020)</i> The early-aughts Pixie Tricks series, about using trickery to catch mischievous pixies, is back, lightly massaged, for a new generation of readers. When her favorite marble is stolen by a toad, 8-year-old Violet Briggs' pursuit leads her to an encounter with a fairy named Sprite. Sprite, a Royal Pixie Tricker, needs her help to find the 14 troublemaking fairies who escaped the Otherworld to make mayhem in Violet's world. The first fairy they go after is fun-loving Pix, who makes even the most responsible adult abandon anything but the desire to play—forever! The ensuing chaos is delightfully funny, and Violet must use her brains to stop him. The fresh, friendly new illustrations of this edition factor heavily in the seamlessly child-centered book design. Besides breaking up the text with images (so as not to intimidate young readers with text blocks), the illustrations are thoughtfully placed to fit the exact moment they occur in the story, working exceptionally well when the art crosses a double-page spread. Just like the short chapters and simple vocabulary, the text blocks' avoidance of hyphenated words at line ends or sentences that carry over to the next page keeps the book easily digestible for its emergent-reader audience. The inviting format and zany fun of the plot will leave readers excited for the next installment. Violet is White, and Sprite is green; human characters of color appear in the background. A very welcome series revival. (questions and activities) (Fantasy, 6-9)</div>

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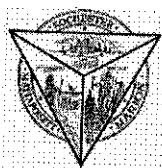
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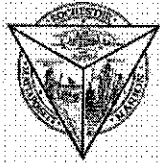
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Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 28, 2025
Title and Author of Book:	Branches : Pixie Tricks Book Series by West, Tracey: The greedy gremlin (Book 2) The pet store sprite (Book 3) The Halloween goblin (Book 4) The angry elf (Book 5)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed...</p> <p>N/A</p> <p>Review Status:</p> <p><i>Kirkus Reviews (October 15, 2020)</i></p> <p>The early-aughts Pixie Tricks series, about using trickery to catch mischievous pixies, is back, lightly massaged, for a new generation of readers. When her favorite marble is stolen by a toad, 8-year-old Violet Briggs' pursuit leads her to an encounter with a fairy named Sprite. Sprite, a Royal Pixie Tricker, needs her help to find the 14 troublemaking fairies who escaped the Otherworld to make mayhem in Violet's world. The first fairy they go after is fun-loving Pix, who makes even the most responsible adult abandon anything but the desire to play—forever! The ensuing chaos is delightfully funny, and Violet must use her brains to stop him. The fresh, friendly new illustrations of this edition factor heavily in the seamlessly child-centered book design. Besides breaking up the text with images (so as not to intimidate young readers with text blocks), the illustrations are thoughtfully placed to fit the exact moment they occur in the story, working exceptionally well when the art crosses a double-page spread. Just like the short chapters and simple vocabulary, the text blocks' avoidance of hyphenated words at line ends or sentences that carry over to the next page keeps the book easily digestible for its emergent-reader audience. The inviting format and zany fun of the plot will leave readers excited for the next installment. Violet is White, and Sprite is green; human characters of color appear in the background. A very welcome series revival. (questions and activities) (Fantasy. 6-9)</p>

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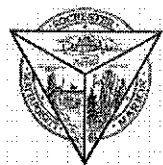
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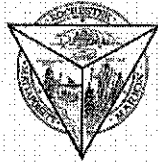
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Title and Author of Book:	Dragons and marshmallows (Zoey And Sassafras, Book 1) by Citro, Asia
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Reviews available and posted here -</p> <p><i>School Library Journal (January 1, 2017)</i></p> <p>Gr 1-3-Zoey and her cat, Sassafras, love to explore, play pretend, and learn. They make an excellent team. Unfortunately, Zoey is feeling blue because her mom is leaving for a work conference. While her mom finishes packing, Zoey makes a big discovery: a photograph that glows purple, hidden amongst her mom's papers. Zoey learns that magical animals come to the family's barn when they need assistance. With her mom away, it is up to Zoey and Sassafras to aid a sick baby dragon. Zoey puts her Thinking Goggles to work as she researches how to help the dragon. The book relies heavily on STEM themes (Zoey creates an experiment, considers a hypothesis, and gathers evidence), but the story line does not suffer. Concepts are explained concisely and clearly, and a short glossary provides valuable vocabulary building. The slightly larger font makes the text inviting for emerging readers, and the illustrations blend perfectly into the story. Sassafras and the dragon prove to be able sidekicks in the vein of Disney characters, which will appeal to readers. An African American family takes center stage, something not often seen in early chapter books. VERDICT This book is a natural fit for STEM collections and deserves a place in all libraries serving young readers. -Sarah Wethern, Douglas County Library, Alexandria, MN © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (February 1, 2017 (Online))</i></p> <p>Grades 1-3. Magical creatures are invisible to most humans, but not to Zoey, a bright African American girl, or her scientist mom. In the first in a series of three simultaneously published titles, Zoey discovers her ability to see magical creatures and learns they've been coming to her family's barn for years whenever they need help. When Zoey's mom leaves for a conference, she entrusts this special responsibility to Zoey. When a sickly baby dragon appears, Zoey and her cat, Sassafras, use the scientific method (question, hypothesis, steps, findings), along with research on reptiles (a close relative to dragons), to nurse the dragon back to health. This plot-driven early chapter book boasts 16 quick chapters and a glossary of scientific words. The first-person narration is presented in a large font with lots of white space and complemented by pleasant black-and-white spot illustrations. Although there's little conflict in the story and Zoey is perhaps a little too well behaved, conscientious, and responsible, the</p>



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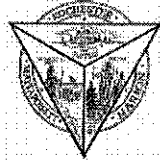
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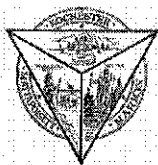


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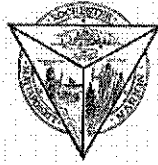
A. Smith



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Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	January 28, 2025
Title and Author of Book:	Zoey And Sassafras Series by Citro, Asia: Monsters and mold (Book 2) Merhorses and bubbles (Book 3)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed... N/A</p> <p>Reviews available and posted here</p> <p><i>School Library Journal (January 1, 2017)</i> Gr 1-3-Zoey and her cat, Sassafras, love to explore, play pretend, and learn. They make an excellent team. Unfortunately, Zoey is feeling blue because her mom is leaving for a work conference. While her mom finishes packing, Zoey makes a big discovery: a photograph that glows purple, hidden amongst her mom's papers. Zoey learns that magical animals come to the family's barn when they need assistance. With her mom away, it is up to Zoey and Sassafras to aid a sick baby dragon. Zoey puts her Thinking Goggles to work as she researches how to help the dragon. The book relies heavily on STEM themes (Zoey creates an experiment, considers a hypothesis, and gathers evidence), but the story line does not suffer. Concepts are explained concisely and clearly, and a short glossary provides valuable vocabulary building. The slightly larger font makes the text inviting for emerging readers, and the illustrations blend perfectly into the story. Sassafras and the dragon prove to be able sidekicks in the vein of Disney characters, which will appeal to readers. An African American family takes center stage, something not often seen in early chapter books. VERDICT This book is a natural fit for STEM collections and deserves a place in all libraries serving young readers. -Sarah Wethern, Douglas County Library, Alexandria, MN © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (February 1, 2017 (Online))</i> Grades 1-3. Magical creatures are invisible to most humans, but not to Zoey, a bright African American girl, or her scientist mom. In the first in a series of three simultaneously published titles, Zoey discovers her ability to see magical creatures and learns they've been coming to her family's barn for years whenever they need help. When Zoey's mom leaves for a conference, she entrusts this special responsibility to Zoey. When a sickly baby dragon appears, Zoey and her cat, Sassafras, use the scientific method (question, hypothesis, steps, findings), along with research on reptiles (a close relative to dragons), to nurse the dragon back to health. This plot-driven early chapter book boasts 16 quick chapters and a glossary of scientific words. The first-person narration is</p>



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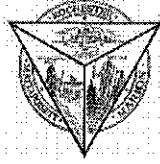
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Reason:

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Signed: _____

[Handwritten signature]

Massachusetts Department of Public Health School Health Services Unit

Massachusetts Controlled Substance Registration (MCSR) Guidance Document:

- 1) School Health Controlled Substance Registration (Medication Delegation)
- 2) School Epinephrine Controlled Substance Registration (Epinephrine Training)

All primary and secondary public and non-public schools in the Commonwealth are required to comply with [M.G.L. 94C: The Controlled Substances Act](#) and [105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools](#).

All primary and secondary public and non-public school entities that handle and store medications must obtain a Massachusetts Controlled Substance Registration (MCSR) via the Massachusetts Department of Public Health (MDPH) School Health Services (SHS).

Only **licensed healthcare professionals** may administer medications in Massachusetts primary and secondary public and non-public schools **unless** the school entity's Registered Nurse (RN) completes the application for the **School Health MCSR** (delegation) **and/or** the application for **School Epinephrine MCSR** (epinephrine training).

This guidance document details the process by which primary and secondary public and non-public school entities in the Commonwealth can apply for authorization to allow a school nurse (RN) to:

1. **Delegate** the administration of medications to Unlicensed School Personnel (UAP)
2. **Train** their staff on the administration of student-specific pre-dosed epinephrine

While [105 CMR 210.000](#) allows a school committee or board of trustees, in consultation with the board of health, to seek authorization from MDPH SHS to delegate administration of medications to UAPs; delegation to UAPs is not intended to take the place of a school nurse but rather intended to add flexibility to the nurse's daily practice.

[105 CMR210.000](#) requires that *"The School Committee or Board of Trustees, in consultation with the Board of Health where appropriate, shall provide assurance that sufficient school nurse(s) are available to provide proper supervision of unlicensed school personnel."*

MDPH SHS recommends that a needs assessment be completed by the school nurse with attention paid to those children with special health care needs, as well as emergency response time for each building when determining safe and appropriate health office staffing.

Note: An RN must always be on-call/available for consultation when a delegated medication is being administered by the trained UAP. Training materials can be found on [BU SHIELD's Medication Admin and Delegation resource page](#).

The primary or secondary school/district must have policies for handling, storage, delegation, and disposal of prescription medications and these policies must comply with the laws of the Commonwealth and the regulation [105 CMR 210](#). The written policies can be requested by MDPH SHS at any time.

The RN that applies for the MCSR(s) **is** the Medication Manager (the Medication Manager must be a Registered Nurse in the Commonwealth of Massachusetts) and is legally responsible for the management of the medication administration and/or epinephrine training program for their school entity.

Please Note: When the Medication Manager (RN) leaves their position, they **must** inform the MDPH School Health Unit via email medication.delegation@mass.gov. Otherwise, the RN will remain on the MCSR as the RN responsible for the management of the school entity's medication program.

Registration Instructions for Medication Delegation & Epinephrine Training

- ☐ Obtain certificates of attendance from the two mandatory BU SHIELD courses, [Medication Administration in a School Setting: School Nurse Practice in Massachusetts](#) (credit or audit version) and [Medication Administration in Schools: What School Nurse Managers Need to Know](#). Both classes need to be taken every **three** (3) years.
- ☐ Meet with the signatories to review the school/district policies regarding health services, medication administration, and/or epinephrine training at least every other year. All signatories must sign the [MDPH Signature Page](#). The signatures can be scanned and emailed or be an electronic signature (typed signatures will not be accepted).

Please note: This is the **only** approved signature page. It is used for **both** MCSR applications.

- ☐ Fill out the [MDPH Staffing Spreadsheet](#) when applying for the **School Health MCSR**. The staffing spreadsheet is **not** required for the School Epinephrine MCSR application. Please include only the healthcare professionals and health office support staff that are working in the school health office. Healthcare professionals assigned to an individual student or specific classroom should not be included in the staffing spreadsheet. Other school staff (i.e. secretaries, teachers, school administrators, etc.) are **not** to be included on the staffing

spreadsheet.

- ☐ Create a [Health Professions Licensing System](#) (HPLS) user account (account needs to be in the RN Medication Program Manager's name. Recommended to use your school/work email address).
- ☐ Log onto your [HPLS](#) account. Complete the **online** application(s).

[MDPH School Health Services MCSR Application Instruction Guide](#)

If you need assistance with the **website**, please complete the online complete the online [eLicensing Support Request Form](#) or call the Help Desk at (800) 414-0168. If you have questions specific to the application process after following this guidance reach out to medication.delegation@mass.gov.

- ☐ The school entity's registration expires **one year** (365 days) from the MCSR approval date. School entities can apply for a **new** registration up to 90 days prior to the expiration date. It is recommended that your application is submitted **at least** two (2) weeks prior to the expiration date to avoid a lapse in registration, as this is the average processing/approval time. Applications are approved in the order they go into the system.
Please note: There is **no option for renewal**; it is a **new** application **each year** for **both** MCSRs.

Optional Back-Up Medication Manager (RN)

School entities have the option to include a back-up Medication Manager (RN) with their MCSR application(s). In the event the primary Medication Manager (RN) leaves their position, or steps down from this registration, the back-up Medication Manager (RN) on this application can immediately fill in as the primary Medication Manager (RN), without lapse of registration. In the event there is no back-up Medication Manager (RN), or the back-up Medication Manager (RN) does not confirm their intention to become the primary Medication Manager (RN) within **10 business days** (2 weeks), the school district/school's registration will be null and void and the school district/school cannot delegate medication to unlicensed school staff.

The optional back-up Medication Manager (RN) **must**:

1. Be a Registered Nurse in the Commonwealth of Massachusetts
2. Complete both required BU SHIELD medication courses. The certificates of completion for both courses need to be uploaded to the online application under 2nd RN Contact section. Both classes need to be taken every **three (3)** years.
 - [Medication Administration in a School Setting: School Nurse Practice in Massachusetts \(credit or audit version\)](#)
 - [Medication Administration in Schools: What School Nurse Managers Need to Know](#)

2025/01/27 11:35:12 5 /6

**Massachusetts Department of Public Health School Health Unit and
Massachusetts Controlled Substance Registration (MCSR) Signature Page**

I hereby attest that as the **School Nurse Manager (RN)**, I have completed this application and understand my roles as manager and supervisor of the medication storage, handling and delegation program in the applicant school system / school. I will act as the Massachusetts Department of Public Health contact on all matters relating to the administration of medications in the school setting. I have developed and/or reviewed the policies and procedures in compliance with regulations 105 CMR 210.000 in consultation with the school physician and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>Ellen M. Murphy RN, BSN, NCSN</u> Medication Manager (RN) (Signature/Credentials)	<u>Ellen M. Murphy</u> Medication Manager (RN) (Please Print)	<u>1/7/2025</u> Date
<u>Rochester Memorial School 16 Pine St Rochester MA 02470</u> School Name and Address of Medication Manager (RN) City State Zip Code		
<u>603-763-2049</u> Telephone Number	<u>ellen.murphy@oldrochester.org</u> E-mail Address	<u>1722607</u> RN License Number

I hereby attest that as **School Physician (MD)**, I have consulted with the Medication Manager (RN) in the preparation of this application. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>[Signature]</u> School Physician (MD) (Signature)	<u>Allen J. Murley, MD</u> School Physician (MD) (Please Print)	<u>1/28/25</u> Date
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I hereby attest that as **Superintendent of Schools or Administrator of the School**, I agree with the intent of the regulations and with the policies as specified in this application. I thus acknowledge the Medication Manager (RN) management role and responsibility as defined in regulations 105 CMR 210.000. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

<u>[Signature]</u> Superintendent of Schools or Administrator of School (Signature)	<u>Michael S. Nelson</u> Superintendent of Schools or Administrator of School (Please Print)	<u>01/30/2025</u> Date
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I hereby attest that as **Chair, School Committee or Chair, Board of Trustees**, the Committee/Board has agreed to adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (M.G.L. 94C and 105 CMR 210.000). The School Committee/Board of Trustees has approved the categories of unlicensed personnel who may administer prescription medications and understands the Medication Manager (RN) role as manager of the medication program in the school.

<u>[Signature]</u> Chair, School Committee or Chair, Board of Trustees (Signature)	<u>[Signature]</u> Chair, School Committee or Chair, Board of Trustees (Please Print)	<u>[Signature]</u> Date
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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: March 20, 2025

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 March 15, 2025

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$465,115 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**
- \$ 6,708,349 – Obligations Paid Year to Date
- \$ 465,115 - **Remaining Available Funds**

Rochester Public Schools

FY24-25 APPROVED 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	\$800.00	\$800.00	\$1,800.00	\$0.00	\$1,800.00	69.23%
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	\$79.01	\$1,410.58	82.98%
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%
01.305.001.1125.06.36	ADVERTISING	\$0.00	\$0.00	\$0.00	\$0.00	\$170.00	(\$170.00)	0.00%
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	\$2,275.27	\$2,275.27	\$8,024.73	\$674.01	\$7,350.72	71.37%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$875.00	\$0.00	0.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$0.00	\$1,284.84	\$1,284.84	(\$1,284.84)	\$0.00	(\$1,284.84)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,785.49	\$23,034.88	\$23,034.88	\$13,750.61	\$13,604.07	\$146.54	0.40%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$11,393.57	\$7,030.30	\$7,030.30	\$4,363.27	\$4,393.77	(\$30.50)	-0.27%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$3,810.69	\$3,810.69	(\$2,410.69)	\$0.00	(\$2,410.69)	-172.19%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$84.38	\$84.38	\$515.62	\$0.00	\$515.62	85.94%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$1,584.17	\$1,584.17	(\$784.17)	\$0.00	(\$784.17)	-98.02%
01.305.004.1210.06.37	TRAVEL & CONFERENCES	\$2,660.00	\$175.20	\$175.20	\$2,484.80	\$0.00	\$2,484.80	93.41%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,037.93	\$15,100.59	\$15,100.59	\$6,937.34	\$9,463.80	(\$2,526.46)	-11.46%
01.305.004.1220.02.02	CLERICAL	\$8,711.72	\$5,464.77	\$5,464.77	\$3,246.95	\$3,275.16	(\$28.21)	-0.32%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$4,348.75	\$4,348.75	(\$3,448.75)	\$0.00	(\$3,448.75)	-383.19%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$28,243.44	\$17,346.70	\$17,346.70	\$10,896.74	\$10,542.49	\$354.25	1.25%
01.305.004.1410.03.02	FINANCE OFFICE	\$31,631.86	\$19,694.70	\$19,694.70	\$11,937.16	\$12,010.25	(\$73.09)	-0.23%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,164.31	\$8,079.21	\$8,079.21	\$5,085.10	\$5,049.50	\$35.60	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	\$1,228.23	\$1,228.23	\$771.77	\$0.00	\$771.77	38.59%
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	\$108,344.63	\$108,344.63	\$59,108.69	\$59,214.04	(\$105.35)	-0.06%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.24	\$95,365.37	\$95,365.37	\$37,261.87	\$35,134.63	\$2,127.24	1.60%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$118,073.34	\$85,780.68	\$85,780.68	\$32,292.66	\$31,603.44	\$689.22	0.58%
01.305.007.2210.02.09	CLERICAL	\$46,828.80	\$26,393.85	\$26,393.85	\$20,434.95	\$15,714.00	\$4,720.95	10.08%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$22,202.89	\$11,817.95	\$11,817.95	\$10,384.94	\$9,025.77	\$1,359.17	6.12%
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	\$1,088.07	\$1,088.07	(\$588.07)	\$1,949.12	(\$2,537.19)	-507.44%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$4,591.74	\$4,591.74	(\$1,091.74)	\$411.34	(\$1,503.08)	-42.95%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$10,000.00	\$17,149.81	\$17,149.81	(\$7,149.81)	\$2,745.76	(\$9,895.57)	-98.96%
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	\$5,781.60	\$5,781.60	\$4,468.40	\$1,284.80	\$3,183.60	31.06%
	Dept: ADMINISTRATION REG DAY - 007	\$350,282.27	\$252,958.85	\$252,958.85	\$97,323.42	\$97,991.85	(\$668.43)	-0.19%
01.305.010.2305.01.03	TEACHERS	\$1,994,221.99	\$1,095,205.15	\$1,095,205.15	\$899,016.84	\$775,517.05	\$123,499.79	6.19%

Rochester Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2324.01.34	LONG TERM SUB- PROFESSIONAL	\$0.00	\$15,872.63	\$15,872.63	(\$15,872.63)	\$0.00	(\$15,872.63)	0.00%
01.305.010.2325.03.34	SUBSTITUTES	\$55,000.00	\$39,208.90	\$39,208.90	\$15,791.10	\$0.00	\$15,791.10	28.71%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$120.00	\$120.00	\$2,380.00	\$747.68	\$1,632.32	65.29%
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	\$390.00	\$390.00	\$11,610.00	\$0.00	\$11,610.00	96.75%
01.305.010.2356.04.03	TUITION REIMBURSEMENT	\$10,500.00	\$0.00	\$0.00	\$10,500.00	\$0.00	\$10,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$2,079,221.99	\$1,151,824.98	\$1,151,824.98	\$927,397.01	\$776,264.73	\$151,132.28	7.27%
01.305.013.2305.01.03	TEACHERS	\$263,317.44	\$153,093.35	\$153,093.35	\$110,224.09	\$110,592.65	(\$368.56)	-0.14%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$62,262.71	\$54,341.72	\$54,341.72	\$7,920.99	\$39,500.99	(\$31,580.00)	-50.72%
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	\$208,246.61	\$208,246.61	\$119,683.54	\$150,738.99	(\$31,055.45)	-9.47%
01.305.016.2305.01.03	TEACHERS	\$101,099.47	\$58,556.55	\$58,556.55	\$42,542.92	\$41,896.45	\$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	\$62,109.16	\$62,109.16	\$41,040.31	\$41,896.45	(\$856.14)	-0.83%
01.305.022.2300.04.35	READING	\$0.00	\$1,690.00	\$1,690.00	(\$1,690.00)	\$0.00	(\$1,690.00)	0.00%
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	\$67,106.07	\$67,106.07	\$60,136.70	\$47,725.90	\$12,410.80	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	\$71,222.05	\$71,222.05	\$58,070.72	\$47,725.90	\$10,344.82	8.00%
01.305.024.2305.01.03	TEACHERS	\$21,163.00	\$6,983.86	\$6,983.86	\$14,179.14	\$6,983.72	\$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	\$6,999.34	\$6,999.34	\$16,213.66	\$7,128.24	\$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	\$62,709.55	\$62,709.55	\$45,217.94	\$45,363.45	(\$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	\$66,517.59	\$66,517.59	\$43,459.90	\$45,363.45	(\$1,903.55)	-1.73%
01.305.043.2305.01.03	TEACHERS	\$144,721.41	\$83,484.95	\$83,484.95	\$61,236.46	\$60,217.65	\$1,018.81	0.70%
01.305.043.2430.05.23	SUPPLIES	\$2,050.00	\$634.19	\$634.19	\$1,415.81	\$0.00	\$1,415.81	69.06%
01.305.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$240.00	\$240.00	(\$240.00)	\$0.00	(\$240.00)	0.00%
	Dept: MUSIC - 043	\$146,771.41	\$84,359.14	\$84,359.14	\$62,412.27	\$60,217.65	\$2,194.62	1.50%
01.305.049.2305.01.03	TEACHERS	\$131,748.56	\$75,691.05	\$75,691.05	\$56,057.51	\$54,461.55	\$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	\$79,135.08	\$79,135.08	\$54,663.48	\$54,461.55	\$201.93	0.15%
01.305.052.2305.01.03	TEACHERS	\$108,382.49	\$63,164.55	\$63,164.55	\$45,217.94	\$45,363.45	(\$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%

Rochester Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

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☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SCIENCE - 052	\$110,432.49	\$67,606.83	\$67,606.83	\$42,825.66	\$45,363.45	(\$2,537.79)	-2.30%
01.305.055.2430.05.23	SUPPLIES	\$2,050.00	\$4,196.78	\$4,196.78	(\$2,146.78)	\$0.00	(\$2,146.78)	-104.72%
	Dept: SOCIAL STUDIES - 055	\$2,050.00	\$4,196.78	\$4,196.78	(\$2,146.78)	\$0.00	(\$2,146.78)	-104.72%
01.305.061.2351.04.03	CURRICULUM - PROGRAMING & DEVE	\$27,500.00	\$219.24	\$219.24	\$27,280.76	\$2,666.67	\$24,614.09	89.51%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$898.86	\$898.86	\$4,101.14	\$0.00	\$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	\$349.11	\$349.11	\$2,650.89	\$0.00	\$2,650.89	88.36%
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%
01.305.061.2455.04.23	Academic Instructional Softwar	\$0.00	\$1,250.00	\$1,250.00	(\$1,250.00)	\$0.00	(\$1,250.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$43,000.00	\$12,464.60	\$12,464.60	\$30,535.40	\$2,666.67	\$27,868.73	64.81%
01.305.076.3200.01.11	NURSE	\$85,290.18	\$49,372.50	\$49,372.50	\$35,917.68	\$35,821.50	\$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	\$3,260.21	\$3,260.21	(\$1,210.21)	\$93.02	(\$1,303.23)	-63.57%
	Dept: HEALTH SERVICES - 076	\$88,340.18	\$52,632.71	\$52,632.71	\$35,707.47	\$35,914.52	(\$207.05)	-0.23%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$460,000.00	\$287,665.23	\$287,665.23	\$172,334.77	\$62,334.77	\$110,000.00	23.91%
	Dept: TRANSPORTATION REG DAY - 079	\$460,000.00	\$287,665.23	\$287,665.23	\$172,334.77	\$62,334.77	\$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	\$10,760.64	\$10,760.64	\$6,771.05	\$6,725.40	\$45.65	0.26%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$58,773.86	\$42,946.52	\$42,946.52	\$15,827.34	\$15,823.76	\$3.58	0.01%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$161,953.00	\$103,767.76	\$103,767.76	\$58,185.24	\$58,185.24	\$0.00	0.00%
01.305.088.4115.03.34	SUB/OVERTIME CUSTODIAL	\$0.00	\$1,731.23	\$1,731.23	(\$1,731.23)	\$0.00	(\$1,731.23)	0.00%
01.305.088.4120.04.17	HEAT	\$72,250.00	\$54,906.99	\$54,906.99	\$17,343.01	\$93.01	\$17,250.00	23.88%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$3,690.61	\$3,690.61	\$5,309.39	\$2,709.39	\$2,600.00	28.89%
01.305.088.4130.04.16	ELECTRICITY	\$134,000.00	\$80,389.31	\$80,389.31	\$53,610.69	\$86,269.25	(\$32,658.56)	-24.37%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$8,600.00	\$7,003.77	\$7,003.77	\$1,596.23	\$546.23	\$1,050.00	12.21%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$9,200.00	\$11,801.06	\$11,801.06	(\$2,601.06)	\$1,048.13	(\$3,649.19)	-39.67%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$20,000.00	\$56,729.48	\$56,729.48	(\$36,729.48)	\$11,737.33	(\$48,466.81)	-242.33%
01.305.088.4220.05.26	CHEMICALS	\$9,350.00	\$1,570.81	\$1,570.81	\$7,779.19	\$1,429.19	\$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	\$25,725.00	\$25,725.00	(\$25,725.00)	\$2,775.00	(\$28,500.00)	0.00%
01.305.088.4230.04.32	MAINTENANCE OF EQUIPMENT	\$10,000.00	\$2,812.09	\$2,812.09	\$7,187.91	\$63.33	\$7,124.58	71.25%
	Dept: OPERATION & MAINTENANCE - 088	\$519,958.55	\$403,835.27	\$403,835.27	\$116,123.28	\$187,405.26	(\$71,281.98)	-13.71%
01.305.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$4,854.34	(\$4,854.34)	0.00%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$65,403.30	\$38,834.71	\$38,834.71	\$26,568.59	\$19,417.35	\$7,151.24	10.93%
01.305.093.2204.04.33	IN SERVICE TRAINING	\$0.00	\$164.67	\$164.67	(\$164.67)	\$0.00	(\$164.67)	0.00%
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%
01.305.093.2430.05.05	TECHNOLOGY GENERAL SUPPLIES	\$0.00	\$72.47	\$72.47	(\$72.47)	\$0.00	(\$72.47)	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	\$13,540.77	\$13,540.77	\$959.23	\$0.00	\$959.23	6.62%

Rochester Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: COMPUTER PROGRAM - 093	\$99,903.30	\$109,885.28	\$109,885.28	(\$9,981.98)	\$24,271.69	(\$34,253.67)	-34.29%
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	\$917.90	\$917.90	(\$917.90)	\$0.00	(\$917.90)	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	\$201.41	\$201.41	(\$201.41)	\$0.00	(\$201.41)	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$22,238.32	\$11,550.09	\$11,550.09	\$10,688.23	\$10,672.64	\$15.59	0.07%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,597.56	\$7,242.58	\$7,242.58	\$4,354.98	\$4,388.09	(\$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	\$50.40	\$50.40	\$99.60	\$0.00	\$99.60	66.40%
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	\$22,542.31	\$22,542.31	\$36,093.57	\$29,953.23	\$6,140.34	10.47%
01.305.102.2305.01.03	TEACHERS	\$30,654.78	\$17,925.95	\$17,925.95	\$12,728.83	\$12,284.08	\$444.75	1.45%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$67,169.20	\$6,701.90	\$6,701.90	\$60,467.30	\$148.10	\$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	\$83.97	\$83.97	\$916.03	\$108.52	\$807.51	80.75%
	Dept: PROJECT GROW - 102	\$99,323.98	\$24,711.82	\$24,711.82	\$74,612.16	\$12,540.70	\$62,071.46	62.49%
01.305.103.2305.01.03	TEACHERS	\$532,575.45	\$303,633.70	\$303,633.70	\$228,941.75	\$221,370.30	\$7,571.45	1.42%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$176,497.76	\$83,290.29	\$83,290.29	\$93,207.47	\$85,575.52	\$7,631.95	4.32%
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	\$1,215.45	\$1,215.45	\$2,284.55	\$212.50	\$2,072.05	59.20%
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	\$12,118.34	\$12,118.34	\$19,881.66	\$0.00	\$19,881.66	62.13%
01.305.103.4230.04.31	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 - 103	\$747,373.21	\$402,257.53	\$402,257.53	\$345,115.68	\$307,158.32	\$37,957.36	5.08%
01.305.118.2305.01.03	TEACHERS	\$216,689.98	\$126,254.10	\$126,254.10	\$90,435.88	\$90,726.90	(\$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	\$295.34	\$295.34	\$1,704.66	\$0.00	\$1,704.66	85.23%
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	\$126,774.44	\$126,774.44	\$145,665.54	\$94,842.30	\$50,823.24	18.65%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$23,266.56	\$23,266.56	(\$23,266.56)	\$14,541.54	(\$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	\$69,898.03	\$69,898.03	\$101.97	\$549.44	(\$447.47)	-0.64%
01.305.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$10,793.60	\$10,793.60	\$14,206.40	\$10,793.61	\$3,412.79	13.65%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$59,596.64	\$59,596.64	\$58,403.36	\$28,692.38	\$29,710.98	25.18%
	Dept: SUPPORT SERVICES - 121	\$260,502.34	\$164,251.70	\$164,251.70	\$96,250.64	\$54,576.97	\$41,673.67	16.00%
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$375.00	\$375.00	\$525.00	\$0.00	\$525.00	58.33%
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	\$118,520.15	\$118,520.15	\$85,841.31	\$85,810.85	\$30.46	0.01%
01.305.127.2800.01.03	PSYCHOLOGY	\$73,371.02	\$33,617.10	\$33,617.10	\$39,753.92	\$24,652.50	\$15,101.42	20.58%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$17.40	\$1,982.60	99.13%

Rochester Public Schools

FY24-25 APPROVED 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
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$6,327.00	\$6,327.00	\$2,673.00	\$3,042.00	(\$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	\$158,839.25	\$158,839.25	\$132,293.23	\$113,522.75	\$18,770.48	6.45%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$146,305.00	\$56,922.71	\$56,922.71	\$89,382.29	\$81,181.29	\$8,201.00	5.61%
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	\$51,799.71	\$51,799.71	\$183,505.29	\$81,181.29	\$102,324.00	43.49%
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	\$70,792.88	\$70,792.88	(\$70,792.88)	\$161,416.57	(\$232,209.45)	0.00%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$45,702.18	\$59,689.88	\$59,689.88	(\$13,987.70)	\$37,821.80	(\$51,809.50)	-113.36%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$297,376.18	\$130,482.76	\$130,482.76	\$166,893.42	\$199,238.37	(\$32,344.95)	-10.88%
Grand Total:		\$7,173,464.00	\$4,115,701.58	\$4,115,701.58	\$3,057,762.42	\$2,592,647.15	\$465,115.27	6.48%

End of Report

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5491

Voucher Date: 01/15/2025

Prepared By: Michelle Charette

Printed: 01/15/2025 11:20:50 AM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$151,190.55 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.

Heather P. Buel

Sharon L. Hartley
Mrs. Sharon Hartley School Committee Chairperson

Mrs. Robin Rounseville School Committee Member Vice Chairperson

Ms. Anne Fernandes School Committee Member

Katherine Duggan School Committee Member

Mr. Joshua Trombly School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$115,940.68
10	FOOD SERVICES	\$52.50
11	CIRCUIT BREAKER	\$34,642.38
24	FY24 FEDERAL GRANTS	\$554.99
		\$151,190.55

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5492

Voucher Date: 01/29/2025

Prepared By:

Michelle Charette

Printed: 01/29/2025 11:37:56 AM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$36,731.29 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 L. Hartley

1/31/25

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	\$34,870.46
24	FY24 FEDERAL GRANTS	\$900.83
40	ON BEHALF OF TOWN	\$960.00
		\$36,731.29

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5493

Voucher Date: 02/12/2025

Prepared By:

Michelle Charette

Printed: 02/12/2025 12:35:31 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$295,099.78 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.

Harold B...

Sharon L Hartley 2/13/24
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	\$268,109.19
11	CIRCUIT BREAKER	\$24,126.61
24	FY24 FEDERAL GRANTS	\$495.00
40	ON BEHALF OF TOWN	\$1,519.98
45	FY25 PRIVATE GRANTS	\$849.00
		\$295,099.78

ENCUMBRANCE

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5494

Voucher Date: 02/12/2025

Prepared By:

Michelle Charette

Printed: 02/12/2025 12:57:54 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$1,656.53 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 B. ...

Sharon Hartley 2/18/25
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
34 FY24 STATE GRANTS	\$1,656.53
	\$1,656.53

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5495

Voucher Date: 02/26/2025

Prepared By:

Michelle Charette

Printed: 02/26/2025 11:28:06 AM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of \$95,977.10 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 Bailey

Sharon Hartley 2/28/25
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	\$69,202.95
11	CIRCUIT BREAKER	\$25,403.76
24	FY24 FEDERAL GRANTS	\$1,317.00
25	FY25 GRANTS	\$53.39
		\$95,977.10



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

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

Directors Update:

- Meal participation continues to be strong.
- Successfully completed the Foodservice DESE Procurement Audit.
- Collaborated with MA Operational Services Division (OSD) and other MA Foodservice Directors to create a new statewide contract, specifically for the K-12 School Nutrition Products GRO42; launching the first part for fresh produce this month.
- Starting the process of procuring foods for the upcoming school year.
- 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%	2,569	28 %	5,633	62 %
February	2004	29%	4195	61%	1,894	29 %	3,983	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: March 2025

Rochester Memorial Elementary School

- Conducted semi-annual sprinkler inspection.
- Completed annual state elevator test and inspection.
- Conducted one snow/ice removal operation.
- Mass School Building Authority (MSBA) completed their facility survey.
- Commenced radio communication upgrade to digital.
- 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



Superintendent's Newsletter

February 2025

Message of the Month

Dear School Community,

I hope that our students and their families enjoyed the recent school vacation in February. Although winter is still here - we are starting to see signs that spring is just around the corner. I know that our faculty, staff members, and students are looking forward to warmer days and more opportunities to spend time outside.

During the past month our students have continued to shine in their classrooms, extra-curricular activities, and in athletics. We are excited about the teaching and learning that will happen in the month ahead.

It is also important to note that we are currently in budget development season. The school department is working hard to develop school budgets for the 2025-2026 school year that meet our students needs, in a challenging financial climate.

It is my hope that the updates and information shared in this month's newsletter are helpful and informative for our families.

Thank you for your ongoing support and educational partnership.

Michael S. Nelson
Superintendent of Schools

National School Resource Officer Appreciation Day was February 15th!

We thank Officer Lima, Officer Myers, Officer Tracy and Norman for their on-going support of our students and staff!

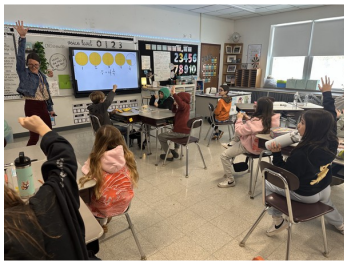


Dr. Fedorowicz, Officer Myers and Superintendent Nelson



Officer Tracy, Norman and Officer Lima

Pictures of Superintendent School Visits



Ms. Mare's 4th Grade Class



Ms. Williams' 2nd Grade Class



Ms. Anderson's Art Class

Office of Teaching and Learning

February 12th was Marion Occupational Day for Grade 5 and 6 students at Sippican Elementary School. This year, students had the exciting opportunity to meet with experts and explore careers in law enforcement, finance, marine science, engineering, surgery, speech and physical therapy, education, nursing, and more, thanks to the generosity of VASE parent volunteers and community members. Occupational Career Day was designed to be a meaningful and purposeful experience. Dr. Fedorowicz and Ms. Cunningham were also able to share their experiences in education and human resources, enjoying the opportunity to connect with students and discuss career pathways in these fields. It was incredible to see students engaged and inspired as they connected with professionals, asked thoughtful questions, and discovered new possibilities for their futures. A heartfelt thank you to VASE and all of our dedicated parent volunteers,

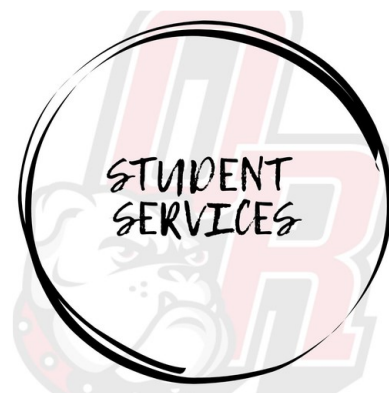


especially Ms. Hermenegildo, for making this event such a success. Your time and effort truly made a difference in creating a valuable learning experience for our students.

Sincerely,
Shari Fedorowicz
Assistant Superintendent of Teaching and Learning

Office of Student Services

The Old Rochester Regional School District & Superintendency Union #55 is pleased to continue their partnership with the Southeastern Massachusetts Educational Collaborative to provide Community Talks. The upcoming presentation titled, *The New IEP- A Session for Parents*, has been rescheduled for March 24, 2025 at 6:30pm via zoom. This event provides the opportunity to gain valuable insights into the new document and its contents, which can significantly impact your child's education. Click [here](#) to register. A zoom link will be sent to all registrants.



Cape Cod Challenger Club Bowling

Free bowling with the Challenger Club at Ryan Family Amusements in Buzzards Bay every Sunday in March (2nd, 9th, 16th, 23rd, 30th) from 1pm-2:30pm! Contact Andrew at andrew@capecodchallenger.org to register! All ages and abilities are welcome! To learn more about the Cape Cod Challenger Club's Mission, please visit their [website](#).

As we continue to roll out the new IEP this year, please use the link provided in the meeting invitation you receive to view the new document. If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Update Emergency Contacts in PowerSchool

It is extremely important for all of our schools to have the correct emergency contact information on file for each student. Be sure to update the emergency contacts for your student(s) in [PowerSchool](#). Please note - parents/guardians are automatically emergency contacts, so there is no need to check the box for yourself. Please add additional individuals for your student(s) and check the emergency contact box for them.



Caregiver's Professional Development Survey

As part of our Professional Development planning process, we invite you to provide your input to shape next year's Professional Development days for educators. This survey follows the District Strategic Plan, Vision 2028, and was developed with the collaboration of The Instructional Council Team, consisting of administrators and teachers. As we work toward preparing the 2025-2026 District-Wide Professional Development Plan, it is important to know the priorities of parents and guardians as we move forward. Your input is appreciated and valued as we begin looking at the next school year. [Please complete this short survey by March 7th.](#)



District Report Cards

Each year, the Massachusetts Department of Elementary and Secondary Education releases a report card for every school and district in the state. Similar to how a student's report card reflects their performance in various subjects, these school and district report cards are designed to provide families and the community with an overview of how schools are performing across different areas. The report cards highlight both the strengths of a school or district and areas that may require attention to ensure all students' needs are being met. [View district report cards here.](#)



Policy Updates

The Joint School Committee recently approved updates and revisions to the following policies:

[ADDA](#) - Background Checks

[ADDA-R](#) - DCJIS Model CORI Policy

[BDE](#) - Subcommittees of the School Committee

[BEDH](#) - Public Comment

[IJNDB-E-1](#) - Acceptable Use Elementary

[IJNBD-E-2](#) - Acceptable Use Secondary

[IJNBD-E-3](#) - Acceptable use Staff

[IJNDC](#) - Internet Publication

As always, the full policy manual is available [online here.](#)

Kindergarten Registration Open

Kindergarten registration is currently available for next school year! All Marion, Mattapoisett, and Rochester children who will reach the age of 5 before Sept. 1, 2025, are eligible to register to attend kindergarten at the elementary school in the town they reside in for the 2025-2026 school

year. A virtual Kindergarten Registration Information Session for all three elementary schools will be held on **February 5, 2025, at 6 p.m.** Here is the [zoom link to join the session](#). [Read more](#).



Project Grow Preschool Registration Open

All schools across the district are accepting Project GROW applications for the 2025-2026 school year. Project GROW offers high quality preschool education to Marion, Mattapoissett and Rochester children ages 3-5 years old, including children with special needs. If you are interested in learning more about Project GROW, please refer to the [Early Childhood Website](#). The link to the Project GROW application is [here](#).



Advertising Opportunity at ORR Campus

We are excited to launch our ORR Campus advertising opportunity! This opportunity allows businesses to advertise in visible locations on our campus while directly supporting our Bulldog Athletic Program. Please see the flyer below for more information or contact Chris Carrig at chriscarrig@oldrochester.org.

Zuckerman were among 103 entries chosen from 800 pieces submitted by high school students around New England. [Read more.](#)



During the week before February Vacation, all Junior High Latin and Spanish students celebrated World Language week by participating in various learning games and activities to recognize and honor a number of world cultures. [Read more.](#)



Old Hammondtown School also won a Feinstein Foundation Golden Ticket! Congratulations to 5th grader Thomas Cooney. OHS will receive \$5,000 and Thomas decided to donate the \$500 to the Breast Cancer Research Foundation to honor his "Yaya". [Read more.](#)



ORRHS senior Michael Hogan achieved a perfect score of 300 in a game of bowling at Wonder Bowl in New Bedford on Feb. 18 during school vacation. He rolled 12 consecutive strikes, a feat few bowlers accomplish, while his father, Jim Hogan, cheered him on and captured the final moments on video. [Read more.](#)



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

School Committee Happenings

Recently, our school committees have been working on the FY2026 budget proposals for each town. They have approved many grants and donations from organizations such as the Mattapoissett

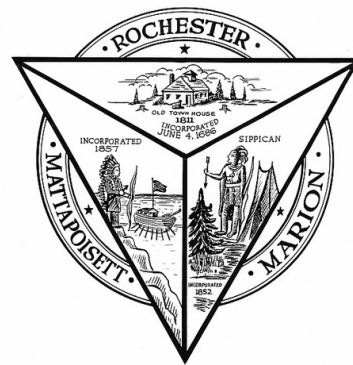
Land Trust, Cape Cod 5 and the Feinstein Foundation. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings (subject to change):

March 11th - Marion School Committee

March 13th - Mattapoisett School Committee

March 20th - Rochester School Committee

March 27th - ORR School Committee



ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all.

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

[From your Apple Mobile Device](#)

[From your Android Mobile Device](#)



ORRconnect on Facebook

ORRconnect is also on Facebook!

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

You can follow all of our schools on Facebook too!

[Center School](#)

[Old Hammondtown School](#)

[Rochester Memorial School](#)

[Sippican School](#)

[ORR Junior High School](#)

[ORR High School](#)



Community Information and Flyers

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



Michael S. Nelson, Superintendent

www.olderochester.org



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



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



Heidi J. Letendre, 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 March 20, 2025
Date: March 20, 2025

Project 351:

- Our Project 351 students have been busy preparing their ideas for RMS. There were three groups of students working collaboratively.
- One group was revising and creating scenarios for each grade level. Another group was creating positive posters, finishing bulletin boards and hanging up quotes, and the final group was creating positive inclusive tasks for everyone to do for the next month on Task Tuesday or Thoughtful Thursday. This group of students have so many great ideas and are a great team.
- These students also attended the Project 351 Playbook Workshop on Wednesday, March 19th.

Read Across America Week:

- Reading quotes by famous authors were read each morning by 6th graders.
- Throughout the week, there were guest readers during library.
- There was a Drop Everything and Read Day on Friday, March 7th.

March into Music Month

- We had our trumpet line of students and our flute students perform during morning announcements the week of March 3rd and March 10th.
- 1st grade students were learning to compose music and test their skills during music class
- The Annual FORM Concerts took place on Tuesday, March 11th and Tuesday, March 18th. It is always amazing to hear our band and chorus come together to perform.
- Kudos to Ms. Audette, music teacher and Mrs. Laprise, Band Teacher.

Celebrations Committee:

- The Celebrations Committee Organized the Soup-er Bowl Luncheon.
- Staff also engaged in the Valentine Gnome Game, which is a competition to see who ends up with the 12 gnomes when the game is called to an end.
- The Celebration's Committee Meeting met Wednesday, March 19th and will be meeting again on April 2nd.



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

Charles West, Assistant Principal
charleswest@oldrochester.org

Staffing Updates:

- RMS recently hired Jillian Tyndall as a paraprofessional for second and fourth grade and this person also serves as a bus monitor.
- Congratulations to Jacqueline St. Thomas who delivered her second baby.

Curriculum and Assessment Updates:

- School-based Literacy Leadership Team (SLLT) meetings run monthly and are facilitated by Mrs. Letendre and Mrs. McIlmail. During the most recent meeting, staff analyzed fall to winter benchmark data to identify noticings, wonderings and hypotheses as well as to create action steps.
- The district-wide progress monitoring data meetings took place the last three days. Grade level teams met to discuss student progress and action steps for tiered instruction.
- During the professional development day on March 5th, literacy teachers were completing their science of reading modules.
- Mr. West and Mrs. Letendre trained our paraprofessionals and office staff in ALICE as well as MCAS Security Training, as applicable to grades 3-6.
- Educators implementing math curriculum and/or science worked within their content areas as well.
- Staff MCAS training was held on Wednesday, March 12, 2025.
- Report Cards are going home on Friday, March 21, 2025.
- Each grade level is implementing a unit from three different math curriculums that are being piloted across the district. This team attended professional development with Susan Looney, Math Consultant where teachers analyzed several math programs and narrowed down their pilot to three publishers.
 - McGraw Hill-Reveal Math
 - Illustrative Math-Imagine Math
 - Envisions-Savvas
- MCAS Testing starts on March 26th and the faculty have been trained on the test security protocols.

MCAS Testing Dates:

ELA:

Grade 6: ELA Wednesday, March 26th and Thursday, March 27th

Grade 5: ELA Monday, March 31st and Tuesday, April 1st

Grade 4: ELA Monday, April 7th and Tuesday, April 8th

Grade 3: ELA Thursday, April 10th and Friday, April 11th



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Charles West, Assistant Principal
charleswest@oldrochester.org

Math:

Grade 5: Wednesday, April 30th and Thursday, May 1st

Grade 6: Thursday, May 8th and Friday, May 9th

Grade 3: Tuesday, May 13th and Wednesday, May 14th

Grade 4: Monday, May 5th and Tuesday, May 6th

Science:

Grade 5: Monday, May 19th and Tuesday, May 20th

PTO Updates:

- The PTO is looking for new board members for next year.
- They held a PTO informational meeting on Tuesday, March 4th and there was a great turn out.
- PTO members are currently working with staff to plan the Fun Run, Fitness Fun Day and the 6th grade Carnival, and are organizing the next book fair for STEAMapalooza.
- On Friday, March 14th, all of RMS attended the Taiki Thunder Assembly .

Upcoming RMS Events:

- Thursday, March 27th: Kindergarten Orientation at 6:00 PM
- Wednesday, April 2nd: Celebrations Committee at 3:05 PM
- Tuesday, April 8th: PTO meeting
- Friday, April 11th: Grade 1 Movie Night
- Thursday, April 17th: Grade one "Save the Animals" performance at 2:00 for parents. 9:30 performance for grades PG, K and 2.
- Tuesday, April 29, 2025: Kindergarten community helper field trip to Police Station, Post Office and Plumb Library 10-12

RMS Project 351 Students



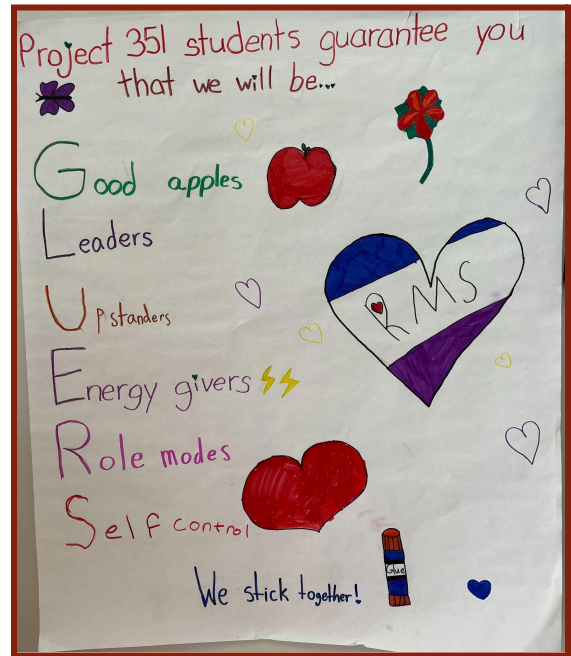
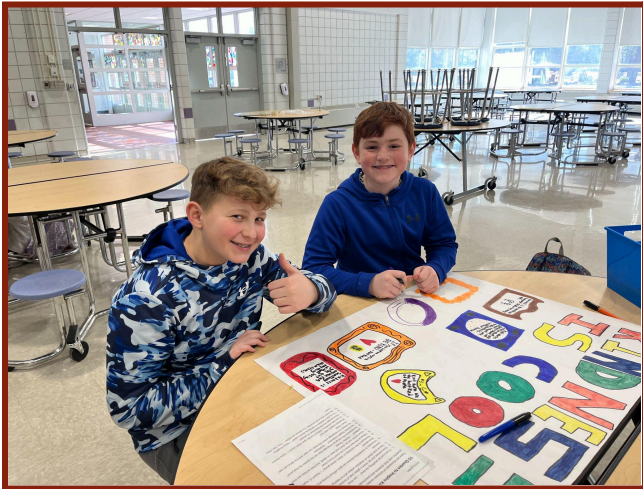


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Charles West, Assistant Principal
charleswest@oldrochester.org



STEM Challenges, Slope, Rate and Ramps



Valentine Gnome Staff Contest



READS Collaborative Proposed Purchase for a DHH Building
Questions and Answers:
March 6th, 2025

1. Why apply for a 5-year mortgage and not something that is extended over a longer time?

- \$1.2 million is feasible to pay off within 5 years and makes the most financial sense due to interest savings.
- See below grid for interest cost for 5, 10 and 15 year mortgage for \$1.2m. (80% of loan)

Mortgage - \$1,200,000			<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Principal			\$1,200,000	\$1,200,000	\$1,200,000
Interest - 6.75% interest			\$217,209	\$453,467	\$711,404
Total			\$1,417,209	\$1,653,467	\$1,911,404

** Also, this pay plan will **NOT** impact the purchase plan already in place with the READS Academy lease. That is separate and will not be disrupted.

2. Did READS consider leasing rather than buying? If so, what is the financial difference?

- Leasing was considered. A yearly lease cost analysis is displayed in the grid below.

	<u>Annual cost</u>	<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Monthly lease per month (assuming 2.5% increase annually)	\$121,596	\$655,127	\$741,216	\$838,618
Real Estate Taxes - 2.5% annual increase assumption	\$15,595	\$15,985	\$16,384	\$16,794
Total	\$137,191	\$671,112	\$757,601	\$855,412
Lost equity		\$746,097	\$895,866	\$1,055,992

In 5 years we could own the same property for a difference of \$746,097 that it would cost to lease. Leasing does **not** provide any space security as leases are renewed annually. The owner could end up with an opportunity to sell to someone else and we are right back where we started with no space for our programming and no return on the money spent leasing.

3. Does the building need to be renovated? To what extent?

Yes, the building will need some renovation to be fully accessible for the September 2025 start date

- HVAC Upgrades - \$50k
- Sprinkler System Installation - \$150k - building does not have sprinkler system
- Minor construction needs to accommodate shared office spaces - \$20k
- Installation of one external vestibule for security purposes and an additional smaller vestibule at the rear of the building for weather control purposes - \$40k
- Cosmetic updates (painting, replacement of some flooring, deep cleaning) - \$50k
- Building Security system - \$30k
- Playground installation - \$60k
- Furniture - \$50k
- Moving costs - \$20k
- Landscaping - \$10k
- Paving needs - \$25k
- General exterior upgrades - \$15k

These expenses would be addressed through access of up to \$520k from fund balance pending Board approval. As of 6/30/2024, the undesignated cumulative surplus for READS Collaborative is \$2,740,802, which is 19.13% of the 25% maximum per DESE.

4. What is the plan for ongoing maintenance?

- READS Collaborative has an existing 5 year Capital Maintenance Plan which is fiscally responsible and priority based to ensure READS properties are well maintained and safe for students and staff.
- We would revise this Capital Maintenance Plan to include the potential property. This plan would be presented to the Board of Directors.
- A part-time maintenance/custodial staff member will be hired to address day-to-day maintenance needs at the DHH building site.

READS Collaborative currently incorporates a capital maintenance fund with a capital plan that addresses larger maintenance needs for the READS Academy and the READS Administration Building as part of our annual budget. The DHH Building needs would be included in the plan and have access to this funding.

5. What school districts have you reached out to for potential contracted DHH space?

- The Executive Director has reached out to each Board member to ask if they had classroom spaces needed for DHH within their district buildings or other spaces. Each member district responded that they would not be able to accommodate the classroom space needs for the DHH Program for the 25/26 school year.
- Non-member districts contacted included North Attleboro, Attleboro, Mansfield, Foxboro, Easton, and Stoughton Public Schools. These districts were contacted due to their location to maximize access for Southeastern MA. A response was

received by 3 out of the 6 indicating support for the work of READS Collaborative, but no space is available for the 25/26 school year. The remaining non member districts have yet to respond.

6. What other options are there besides leasing or buying a property?

- We may be able to limp along within Norton Public Schools for just one more year. This means moving the high school space to the Henri A. Yelle (HAY) Elementary School and having to transport students to and from the Norton High School for inclusion needs. The preschool classrooms would need to be moved to the HAY as well with no preschool playground access or access to peer models with developing ASL skills.
- Leasing modular classrooms was explored as a potential option. This is a very expensive option with no long term financial benefit. It would require placement on a property that we do not own, if allowed. Modular classrooms are inferior to the general facilities of a building. That being said, there could be a potential civil rights violation that just the students identified with a special need are housed in a modular classroom.
- Programming might be able to be sprinkled throughout multiple communities (potentially single classroom spaces). This will not allow for curriculum continuity for those included as well as inability to truly become part of the DHH school community. DHH administrators would not be able to effectively monitor and support programming scattered throughout a variety of districts. Staff and students would, inevitably, feel a diminished sense of belonging. This would result in fewer students trying out for sports or participating in extracurricular activities. It would result in low staff morale due to feeling less supported and greater difficulty arranging for coverage for staff absences. Some substantial changes to staff traveling commutes will further add to reduced retention of staff. (Currently, DHH staff express generally high satisfaction with their work and environment based on recent survey results. The program is actually currently fully staffed, which is quite remarkable given the highly specialized skills needed for DHH staff.)
- Having the DHH program sprinkled throughout a variety of districts will lead to reduced enrollment and the subsequent closure of the DHH Program. There is no other DHH program in Southeastern Massachusetts that provides educational services for grades preK - 12+ with inclusive opportunity from K-12.
- Closing the DHH program will lead to increased costs to districts due to private school education rates and increased travel costs to programs farther away.

7. **What are the costs for sending students to other DHH programs in the state?**

SCHOOL	Address	Daily Rate	Sample Transportation cost from Southeastern MA to other DHH Programs
Beverly School for the Deaf	6 Echo Avenue Beverly, MA 01915	\$499.44 (FY26) (Similar to Tier I level of need)	Ex: Hanover - Beverly = \$546 per day
Beverly School for the Deaf - Child Communication Center	6 Echo Avenue Beverly, MA 01915	\$610.94 (FY26) (Intense level of need similar to Tier II/III)	Ex: Hanover - Beverly = \$546 per day
CAPS Collaborative - DHH Program - PreK /Elementary	2 Narrows Rd, Westminster, MA 01473	417.65 (FY25)	
CAPS Collaborative - DHH Program - Middle/High School	2 Narrows Rd, Westminster, MA 01473	444.12 (FY25)	
Clarke School for the Deaf: A Preschool - Grade 1 ONLY School (No ASL, only Oral)	1 Whitman Rd, Canton, MA 02021	\$388.01 (FY25)	
READS Collaborative - DHH Program - PreK-12	64 West Main Street, Norton, MA	\$417 (Tier I) \$516 (Tier II) Member Rates (Original FY26 Rates)	Ex: Rockland - READS = \$224 per day
READS Collaborative - DHH Program - PreK-12	64 West Main Street, Norton, MA	\$456 (Tier I) \$563 (Tier II) Member Rates (FY26 Rates with building purchase)	Ex: Rockland - READS = \$224 per day
SEEM Collaborative Hurd Elementary School , SEEM Middle School and SEEM High School	94 Lebanon Street Melrose MA 02176 (Hurd) 260 Fordham Rd., Suite J Wilmington, MA 01887 (SEEM)		

The Learning Center	848 Central St, Framingham, MA 01701	\$511 (FY 25)	Ex: Rockland - TLC = \$428 per day
The Learning Center - Intensive	848 Central St, Framingham, MA 01701	\$566.27 (FY 25)	Ex: Rockland - TLC = \$428 per day
The Learning Center - Walden School	848 Central St, Framingham, MA 01701	\$868.43 (FY 25)	Ex: Rockland - TLC = \$428 per day
Willie Ross School for the Deaf	32 Norway St, Longmeadow, MA 01106	\$462 (FY 25)	

8. How long do you anticipate this building being fully utilized?

The potential DHH building can be utilized for many years to come. The DHH program has been in existence since the start of READS Collaborative, over 50 years ago. The need has been consistent and actually continues to rise.

For the September 2025 opening, the building will house grades preK-3 and two high school classrooms, one for grades 9-12 and one for a transitions program for ages 18-22. Students in grades K-3 and 9-12 will be bussed for their inclusive classroom programming following careful schedule coordination with Norton Public Schools (NPS) for those who have inclusion in their respective IEPs (individual education programs).

NPS has agreed to provide a 3 year contract for inclusion access for grades K-12. (Preschool has always been a substantially separate program due to the significant need for language acquisition.) This contract has potential to be extended beyond the three years. If not extended, another school district may have more space availability in 2-3 years due to some districts building a new school or acquiring town properties allowing for restructuring of their classroom spaces.

The proposed DHH building would continue to be utilized by READS as it would be our property. It allows for future potential expansion of DHH services. Having our own building will allow for further development and expansion of substantially separate programming, such as K-12 programming for DHH students who have multiple disabilities. This can support students diagnosed with autism or significant cognitive disability in addition to hearing loss. Potential expansion of programming also provides for future expanded sources of income for the collaborative.

Therefore, the building has the potential to be utilized as long as READS Collaborative is in existence.

9. Have you looked at other local properties for purchase or lease?

We have looked at other potential properties. We would need a property to be at least 7,000 sq. ft. with the potential for up to 15,000 sq. ft.

Many of the properties available are under 7,000 sq. ft. The Town of Norton properties were too small for our purposes aside from the current property being considered and the one listed below. They were smaller office buildings or small stores.

Some of the current properties in the local area(s) for sale include:

A. Armel Bldg 340 S Worcester St Norton, MA 02766 **\$2,300,000**

10,900 SF Industrial Building

This is an oversized (in height) open warehouse with no partitions of spaces. (Looks like a huge garage.) This would cost too much and take a considerable amount of time to make it an educational setting.

B. Office Condo Unit 101 Industrial Park Rd Taunton, MA 02780

8,436 SF Located in Myles Standish Industrial Park.

It is made up of small office spaces and not conducive for our classroom space needs. It would require significant renovation. (Must call for pricing.)

C. Flex Building 500 Myles Standish Blvd Taunton, MA 02780

31,205 SF 83% Leased **\$4,600,000** (\$147/SF) 6.55% Cap Rate

Not conducive to turning it into classroom spaces in addition to its very high Cost. Given that it is already leased for 83% of the property space, it would not provide us with minimal space needed.

D. Flex Building 475 Paramount Dr Raynham, MA 02767

37,050 SF Vacant (\$132/SF) **\$4,900,000**

Expensive and layout of spaces would require a significant amount of renovation into classroom spaces.

E. Development Opportunity 106 Oak St Taunton, MA 02780

21,000 SF Industrial Building **\$649,000** (\$31/SF)

This property is in horrible condition, essentially paying for the land it is on.

F. 4-Star Industrial Building 620 Spring St North Dighton, MA 02764

552,720 SF **\$5,000,000** (\$9/SF) 24.75% Cap Rate

Too expensive and would require significant additional cost to make it an educational setting.

Available properties that are at least 7,000 sq ft are all over \$1.5 million with the exception of 106 Oak Street in Taunton which is really a tear-down property. In addition, the layout inside the properties is not easily transferred to classroom spaces.

The current property being pursued is actually conveniently laid out for classroom and office spaces. The building was built in 1999 making it a relatively young building. For \$1.5 million, the property being pursued is a much better option with the least amount of renovation needed.

In conclusion, it is not the desire of READS Collaborative to purchase a separate building for our students. Ideally, we would much rather contract with a public school district to house our students with some continuity for curriculum and programming for PreK - 12+. Being embedded within a public school setting with maximum inclusion and access to general education and extracurricular activities is what is best for student growth and development.

However, faced with lack of space, having a building as a home base that allows for those students who require a substantially separate classroom to have their spaces and also allows for close proximity to the public schools our students and staff have come to call home for inclusive access, would be the next best option.



READS Collaborative - www.readscollab.org
Quarterly Report Overview - February/March 2025

- READS Strategic Plan Priorities- 2024 - 2029 (www.readscollab.org)
 - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
 - READS Academy has recently purchased Yondr pouches for the safe-keeping of student cell phones while school is in session. The READS administration is currently reviewing cell phone policies and seeking input from stakeholders in an effort to implement a “No Cell Phone Use Policy” for the beginning of the 25-26 school year.
 - READS Academy is exploring added security measures for screening visitors.
 - The READS DHH Program is exploring an improved emergency management system to alert Deaf staff and students of emergencies.
 - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
 - READS Executive Director submitted an application for Fund Code: 0253 Teacher Diversification Grant in December 2024. A READS Collaborative PLC was created in support of Fund Code: 0253. This PLC has been attending MA DESE Teacher Diversification PLC meetings as well as our own READS Collaborative meetings.
 - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
 - The Executive Director is conducting walkthroughs with program directors during the 24-25 school year.
 - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
 - READS Administration has been actively exploring space options for the READS Deaf and Hard-of-Hearing (DHH) Program to ensure long-term space security for its programming. Currently, READS Collaborative is exploring the potential purchase of a building to house a portion of the DHH program with potential for further expansion. *(Please see the attached letter from the READS Executive Director to the Board of Director School Committees.)*
- Fiscal Update
 - The FY26 budget along with tuition and fees will be presented to the Board of Directors on 2/6/2024.
 - READS Collaborative Deaf and Hard of Hearing (DHH) Program is currently experiencing classroom space shortages within our Norton Public School programming. Administration is researching different options to move the program or purchase property to continue the program and services for our Deaf and hard of hearing students. Administration will work with the Board of Directors to determine next steps in the upcoming months.
 - The most recent financial projection update as presented by our Business Manager, shows READS Collaborative will end the fiscal year in a surplus. This surplus figure cannot be determined yet until a decision about the DHH program has been decided.
- Legislation/Compliance
 - READS FY25 Annual Report and FY25 Financial Audit were submitted to DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
 - READS is scheduled for its DESE Collaborative Financial Review in March 2025. Preparations have begun to gather the necessary information.
- Programmatic Information
 - READS Academy Program Director, Mrs. Erinn Fauteux, has provided notice of her resignation effective June 30, 2025. This open position was posted on February 3, 2025.

*Dina Medeiros, M.Ed. C.A.G.S.
Executive Director*



508 947-3634 X1103
Fax: 508 946-1088
Email: reads@readscollab.org

READS Collaborative
105 East Grove Street, Middleboro, MA 02346

January 31, 2025

Dear READS Collaborative School Committee Members:

Thank you for your continued membership and support for the READS Collaborative.

I would like to take this opportunity to provide you with an update regarding the READS Collaborative Deaf and Hard-of-Hearing (DHH) Program. The READS DHH program stands out as the only program in southeastern Massachusetts that provides a wide range of services from substantially separate support to full inclusion opportunities for Deaf and hard-of-hearing students preschool - grade 12. Our mission is to continue providing our member districts and beyond with the highest quality of instruction and educational experience for students who are Deaf and hard-of-hearing.

Currently, the READS Collaborative DHH Program is housed within two different communities. We have a small number of students who attend the Bristol Plymouth Regional Technical High School (BP) in Taunton with the majority of our program students embedded within the host district of Norton Public Schools in Norton, MA. Our current enrollment as of 1/31/2025 is 53 students in grades preschool - 12. Both host communities have a long and positive relationship with READS Collaborative. DHH students successfully access classroom inclusion with interpreters, when appropriate based on student needs, as well as participate in sports and extracurricular activities for both districts. The Norton community has hosted the DHH program for over 10 years with program students attending BP for over 30 years.

This year, READS Collaborative's host district contract with Norton Public Schools includes 10 classroom spaces (including administrative office space) along with 6.5 additional spaces for specialists' services (speech, literacy, counseling, OT/PT) for a total of 16.5 rooms. Based on DHH student enrollment needs, two additional classrooms will be needed for FY26. Specifically, DHH will require an additional preschool classroom. A need for a transition classroom

addressing the needs for DHH students ages 18-22 has also become apparent. Norton Public Schools has been experiencing a steady increase in their enrollment numbers. In addition, Norton Public Schools has increased their own specialized programming. Norton Public Schools, although continuing to be invested in the positive working relationship with the READS DHH program, can no longer accommodate the DHH space needs.

Alternate space options have been explored with the priority goal of continuing to ensure high quality continuity of education that allows for inclusive opportunities. Space within other READS member districts has been requested, but other districts are also experiencing high student enrollment numbers and space shortages. The next potential solution that allows for the DHH program to maintain programming continuity of services for students preschool - grade 12 would be for the READS DHH program to secure its own building or space. This would allow READS to create a “home base” for its DHH programming while still coordinating with a local district for inclusive opportunities. To that end, READS Collaborative has recently become aware of a property available in Norton. This property has the potential to house 7 DHH classrooms and administrative and specialists’ spaces while keeping the door open for inclusive opportunities within Norton Public Schools. This building also has the potential for future expansion allowing for continued growth of the DHH program.

The READS Collaborative Board of Directors has been made aware of the DHH program space needs as well as the desire for READS Collaborative to purchase a building that will house the DHH Program. The Board of Directors has voted to allow READS Collaborative to enter into a **non-binding** letter of intent with the seller of a property located in Norton, MA. This allows READS Collaborative to explore the potential of purchasing the property before entering a commitment to buy. All contingencies needed to make such a purchase will be reviewed and secured prior to next steps.

Should the purchase go through, it will allow Norton Public Schools to immediately access their spaces within the JCS Elementary School and Norton High School. The DHH program would continue to have the opportunity of inclusion for its students and be part of Norton’s educational community.

The projected costs for securing the building space, if the purchase goes through, will result in an increase in tuition for students enrolled within the READS DHH program **only**. Those projected increases have been communicated to all of our member district superintendents and special education directors. In addition, communication has also been shared with non-member district superintendents and special education directors who currently have a student enrolled within the DHH program.

READS Collaborative is making every effort to minimize the financial impact on districts accessing the DHH program. Given the potential increase, the READS DHH program will still present as the most cost effective option offering the most comprehensive educational experience for students who are Deaf and hard-of-hearing within southeastern Massachusetts.

The alternatives to potentially purchasing a building for DHH would mean having many DHH classrooms scattered throughout various districts that may be able to provide a single classroom or two. This option will significantly impact the quality and continuity of programming. Students will be less comfortable being included as it will be more difficult to establish a sense of belonging. It is anticipated that this scenario would be detrimental leading to reduction in program referrals and the eventual potential closing of the DHH program.

We are seeking the support from our Board of Directors along with their School Committees as we explore the option of purchasing a building for the DHH Program. Please know that I will make myself available to meet with your school committee to address any questions or concerns you may have regarding the future of the READS DHH Program if requested.

Respectfully,

A handwritten signature in blue ink that reads "Dina Medeiros". The signature is fluid and cursive, with a small dot above the 'i' in Medeiros.

Dina Medeiros, M.Ed. C.A.G.S.
Executive Director

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester
135 Marion Road, Mattapoisett, MA 02739

Bullying and Harassment Prevention and Intervention Plan

Provided by the:
Marion, Mattapoisett, Old Rochester and Rochester School Districts

March 2025

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Introduction

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

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

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

In compliance with M.G.L.c.71,§ 370, the Old Rochester Regional School District and the Massachusetts Superintendency Union #55 have created this Bullying and Harassment Prevention and Intervention Plan.

This Plan is rooted in the belief that bullying and harassment prevention involves a multi-layered approach to:

- create a welcoming and supportive educational community,
- raise awareness of aspects of community and school culture that support bullying behaviors,
- provide educational opportunities for the community, for parents, for all school staff, and for students,
- provide clear policies and guidelines for behavior, and
- establish protocols and action plans to address both the disciplinary and the therapeutic response of the schools to bullying and harassing behaviors.

We believe that involvement of not only community members, but community groups, as well as school personnel, students and parents, in a cohesive and all-inclusive effort to raise awareness of the issues contributing to bullying will be the most effective way to create an environment where all students and staff feel welcome and treated with respect and dignity.

This Plan applies to students and members of a school staff, including, but not limited to educators,

administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

I. LEADERSHIP

Within the Old Rochester, Marion, Mattapoisett and Rochester School Districts (sometimes collectively referred to herein as “the Districts”) leadership at all levels has played a critical role in developing and implementing this Bullying and Harassment Prevention and Intervention Plan (‘the Plan’) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. In the Districts, leadership is defined as all faculty in the role of educating students, which includes but is not limited to, educators, administrators, counselors, school nurses, custodians, bus drivers, paraprofessionals and all other school personnel. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and harassment. Leaders must involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public Involvement in Developing the Plan

A team of faculty across buildings and levels initially drafted the Plan updates based on the Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan, with suggestions from legal counsel. As required by M.G.L. c. 71, § 370, this Plan has been developed in consultation with parents, community members, law enforcement, teachers, school staff, professional support personnel, administrators, the school resource officer, school committee members and school councils. A draft version of this Plan was provided to all stakeholders through a series of open forum meetings, including School Council meetings, School Committee meetings, Policy Sub-Committee, and through feedback solicited individually, through Superintendent and Principal newsletters and the District website via Google Form.

B. Assessing Needs and Resources

This Plan is the Districts’ blueprint for improving prevention and response to issues of bullying and harassment within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and behavioral incidents and assessed available resources (including curricula, training programs, and behavioral health services). This ‘mapping’ process has assisted the Districts in identifying resource gaps and the most significant areas of need. Based on these findings, the Districts have revised and developed policies and procedures, established partnerships with community agencies, including law enforcement, and set priorities. The District administers a student survey every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey results will be used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute. Additionally, building-specific data is regularly collected and analyzed on the prevalence and characteristics of bullying and this information has helped to identify patterns of behaviors and areas of concern, and has informed decision-making for prevention strategies including, but not limited to, adult

supervision, professional development, age-appropriate curricula, and in-school support services.

Links to DESE State Students Discipline Data Report

- [Marion School District Discipline Data Report](#)
- [Mattapoissett School District Discipline Data Report](#)
- [Rochester School District Discipline Data Report](#)
- [Old Rochester Regional Discipline Data Report](#)

C. Planning and Oversight

Administrators from each respective school are responsible for the following: 1) receiving reports on incidents that could be determined to be bullying or harassment; 2) collecting and analyzing school-wide data on bullying to assess the present problem and trends, and to measure improved outcomes; 3) creating a process for recording and tracking incidents reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law and is responsive to the needs of the Districts' communities; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula, in partnership with central office administration, that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct to ensure compliance with the law; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan every two years, or more frequently if needed, with input from administrators, faculty, and the community.

D. Priority Statements

The Districts are committed to providing all students with a safe learning environment that is free from bullying and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Districts recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school and districts work to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Districts will not tolerate any unlawful or disruptive behavior, including any form of bullying, harassment, or retaliation in our school buildings, on school grounds, or in

school-related activities. We will promptly investigate reports, including anonymous reports, and complaints of bullying, harassment, and retaliation, and take action to end that behavior, prevent its recurrence, and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent, guardian, or community involvement.

The Plan is a comprehensive approach to addressing bullying and harassment. The Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying and harassment. The school Principals (or administrative designees) are responsible for the implementation and oversight of the Plan except when a reported bullying, harassment incident involves a principal or assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. Throughout this document, the term "Principal/Investigator" is used in describing responsibilities of the school principal which may be taken on by another designated administrator as described in this paragraph.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Districts are dedicated to providing ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, custodians, cafeteria workers, bus drivers, paraprofessionals, substitutes, advisors to extracurricular activities, and coaches. Our plan for providing professional development is informed by research and reflects the requirements under M.G.L. c. 71, § 370.

A. Annual Staff Training on the Plan

The Districts have trained faculty representatives from each building to support the implementation of this Plan. Through this "Train-the-Trainer" Model, faculty representatives will serve as liaisons to all staff. Annual Training will be provided as part of Opening Day Faculty Orientation and as part of the Annual Professional Development Plan on one day per school year. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year. In addition, Bullying and Harassment Prevention and Intervention is discussed as an ongoing topic during faculty meetings to assure that faculty has a structured forum to raise issues and concerns related to the implementation of this Plan.

B. Ongoing Professional Development

The Plan includes ongoing professional development to build the skills of all members of school staff to prevent, identify and respond to bullying. The content of such professional development includes:

- developmentally appropriate strategies to prevent bullying incidents;

- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among the aggressor, the target, and any witnesses to the bullying or harassment;
- research findings on bullying or harassment, including information about specific categories of students who have been shown to be particularly at risk for bullying or harassment in the school environment;
- the incidence and nature of cyberbullying and harassment; and
- internet safety issues as they relate to cyberbullying and harassment
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision making; and
- maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying, harassment, or retaliation for students with disabilities that must be considered when developing student's Individualized Education Plans (IEPs). This will include a particular focus on the needs of students with autism or students whose disabilities affect social skills development.

C. **Written Notice to Staff**

All District employees will be provided a copy of the Plan. Additionally, staff also receive annual training about the Plan at the beginning of the school year. Portions of the Plan are published in the student handbooks and it is available as an electronic document on the Districts' website at <https://www.olderochester.org/>.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' or Districts' capacity to prevent, intervene early, and respond effectively to bullying and harassment, available services reflect an understanding of the dynamics of bullying and harassment and provide approaches to address the needs of targets and aggressors. This Plan also includes strategies for providing counseling or referral to appropriate services for aggressors, targets and family members of those students.

A. **Resources**

The Districts are well staffed to be able to provide consultation, counseling, and other services and supports for vulnerable populations including but not limited to potential and identified bullying or harassment targets, aggressors, and their families. These resources have been put in place to assist students who are experiencing academic, social- emotional or behavioral concerns.

B. Counseling and Other Services

All schools in the Districts are staffed with a school adjustment counselor or school social worker to provide a variety of services, including but limited to, check ins, individual case management, crisis screening and intervention, consultation for other faculty members, parents/guardians, and other school districts, individual counseling, group counseling, and collaboration with students' service providers outside of the school environment. These professionals, as well as administration and school psychologists, assist in developing safety and support plans for students who have been targets of bullying or retaliation. Additionally, counselors provide social skills programs to prevent bullying and harassment, and offer education and/or intervention services for students exhibiting bullying behaviors. The Districts utilize these services as a means of supporting a positive school environment that focuses on early intervention and prevention of bullying or harassing behavior.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying and/or harassment.

D. Referrals to and/or Collaboration with Outside Services

The Districts have a protocol for referring students and families to appropriate services, in accordance with relevant laws and policies. School based counselors and other staff are available to assist families in identifying and connecting with appropriate community resources.

The Districts collaborate with and refer students to a wide range of community agencies to support students, staff, and parents/guardians. Some of these provide direct services, while others have useful information on ways to prevent and address bullying and harassment. These agencies/resources include but are not limited to, community psychiatrists and counselors, Community Service Agencies (CSA) for Medicaid eligible students, Massachusetts Rehabilitation Commission (MRC), Department of Mental Health (DMH), Department of Children and Families (DCF), Massachusetts Department of Developmental Disabilities (DDS) and Department of Youth Services (DYS)/Probation. School counselors at each level can provide more contact information and referrals as needed.

IV. ACADEMIC AND NONACADEMIC ACTIVITIES

A. Specific bullying and harassment prevention approaches

All students participate in social emotional learning curricula that are appropriate to their age and developmental level and are integrated into their school day. All curricula are evidence-based and instruction/implementation includes classroom approaches, whole school initiatives, and focused strategies for bullying and harassment prevention and social skills development.

The Districts utilize the following curricula/resources designed for specific age groups:

Elementary: “The Responsive Classroom” and the MARC K-5 Anti Bullying Curriculum, Second Step, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying | Safe Supportive Learning (ed.gov), supplemented by the Michele Garcia Winner’s Social Thinking Curriculum.

Junior High School and High School: “The Responsive Classroom”, PBIS curriculum, Educators for Social Responsibility, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying, Safe Supportive Learning (ed.gov), and the Olweus Bullying Prevention Program.

Curriculum is continually assessed and revised as new, research-based curriculum becomes available. The Old Rochester, Marion, Mattapoisett and Rochester School Districts utilize the Massachusetts Aggression Reduction Center (MARC) as a primary resource for updating its Bullying Prevention and Intervention library.

- A. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender and gender nonconforming students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- support students' interests and participation in non-academic and extracurricular activities, particularly in their areas of strength.
- communicating with parents/guardians regarding the schools' goals and expectations for students and student safety

V. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND/OR HARASSMENT

Reporting Bullying and/or Harassment

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to intimidation, bullying, or harassment.

In the Districts, reports of potential bullying and/or harassment may be made by parent/guardians, students, District staff members, or other members of the community, and may be made orally or in writing. Staff members receiving an oral or written report must immediately record it using the Districts' form and forward to their building administration. If a staff member witnesses or becomes aware of any instance of bullying and/or harassment, they are required to immediately report it to the Principal/Investigator. Anonymous reports may also be made by students, families, and other community members using the Anonymous Reporting Form located on the Districts' website, or by mailing a letter to the school or District office. The bullying/harassment report form can be found on each school's web page under the Families and Students section. For example: [Bullying Report Form](#). While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

If an individual is being targeted based upon membership in or identification with a protected class, the Districts' anti-harassment policy applies. All reports of bullying and/or harassment are investigated with consideration to the definitions of bullying and harassment, as there is frequent overlap between and among these behaviors and a report of bullying may actually be found to be harassment, and the other way around. A finding of both bullying and harassment is also possible.

To support the community in reporting bullying and/or harassment incidents, the Districts:

1. Make the bullying and harassment Incident Report Form available in each school's main office, the guidance office, nurse's office, central office, and other locations determined necessary by the school administration;
2. Post the Incident Report Form on the Districts' website; and
3. Make the Incident Report Form available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the Districts provide the school community, including administrators, staff, students, and parents/guardians with online written notice of its procedures for reporting acts of bullying or harassment. A description of the reporting procedures and resources, including the name and contact information of the Principal/Director, is incorporated into each of the

Student Handbooks, on the Districts' website, and in the information about the Plan made available to parents/guardians. This information is also provided in languages other than English.

Responding to a Report of Bullying, Harassment, or Retaliation

The Districts' Principals/Investigators follow structured checklists for responding when they receive a report of bullying and/or harassment. These steps are described briefly below.

1. Restore Sense of Safety for Target

The first response to a report of alleged bullying, harassment, or retaliation is to inform the alleged target's parent/guardian about the report and set up a meeting or phone conference to restore the student's sense of safety. Before fully investigating the allegations of bullying and/or harassment, the Principal or designee, will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged target; and altering the alleged aggressor's schedule and access to the alleged target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved. These steps take place prior to an investigation, as restoring safety is the first priority. Parents/guardians have input in developing the Support Plan and/or interim measures and they receive a written copy in their primary language.

2. Notify appropriate parties

a. Notice to parents/ guardians

The next step is to formally notify parents/ guardians of both the alleged target and the alleged aggressor, orally and in writing, that bullying, harassment or retaliation has been reported and an investigation will take place. Notice will be consistent with state regulations at 603 CMR 49.00. If the alleged aggressor is a staff member, the notification goes directly to the employee with copies also forwarded to the Superintendent and Human Resources Director.

b. Notice to Another School or District

If the reported incident involves students from outside of the District, the Principal/ Investigator must promptly notify the principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

d. Notice to the Department of Children and Families

If a reported incident results in a mandated reporter having a reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect, the matter will be reported to DCF in a manner consistent with state law and district policy.

3. Investigate

The Principal/ Investigator promptly investigates reports of bullying, harassment or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal conducts interviews, beginning with the alleged target. Students, staff, and community witnesses are interviewed, as is the alleged aggressor(s). The Principal/ Investigator instructs all parties of the importance of the investigation, their obligation to be truthful, and the fact that retaliation against someone who participates in a bullying or harassment investigation is strictly prohibited and may result in disciplinary action. Relevant documents and other available evidence (e.g. screen shots, emails, etc.) are collected. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. The Principal/ Investigator keeps a written record of the investigation. Procedures for investigating reports of bullying, harassment and retaliation are consistent with the Districts' procedures for investigations. As needed, the Principal/ Investigator, in consultation with the Superintendent, consults with the Districts' legal counsel about the investigation.

4. Determinations

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary.

Depending on the circumstances, the Principal or designee may consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents/guardians, to identify any underlying social or emotional concern(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or counseling.

The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is substantiated, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a "stay away" order or other directives that the target must be aware of in order to report violations.

The Principal/ Investigator informs the parent/ guardian of the target about the [Department of Elementary and Secondary Education's Problem Resolution System](#) and the process for seeking assistance or filing a claim through that system, regardless of the outcome of the bullying, harassment, or retaliation determination. This information will be made available in both hard and electronic formats.

Following the determination and the ordering of safety, remedial, and/or disciplinary measures, the Principal/ Investigator ensures ongoing contact with the target to determine whether the prohibited conduct recurs and whether additional supportive measures are needed.

The Principal/Investigator ensures the protection from bullying, harassment or retaliation for anyone who: reports bullying, harassment or retaliation; witnesses bullying, harassment or retaliation; provides information during an investigation; has reliable information about a

reported act of bullying, harassment or retaliation.

5. Responses to Bullying or Harassment

1. Teaching Appropriate Behavior Through Skill-building

Upon the Principal/Investigator's determination that bullying, harassment or retaliation has occurred, the law requires that the schools or Districts use a range of responses balancing the needs for safety, accountability, and education. The first priority in developing a response to ensure that the bullying or harassment stops. A Safety Plan may be developed with administration, parents and school guidance counselors. If a Safety plan is developed, it will be shared with parents and all teachers, specialists, staff, and extended day staff who work with the students to ensure implementation.

Skill building approaches that the Principal/Investigator may consider include but are not limited to the following:

- offering individualized skill-building sessions based on the school's/district's anti-bullying, harassment curriculum;
- restorative practices, such as mediations or Restorative Circles
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying, harassment curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or investigator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's and district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvements Act (IDEA) and Section 504, which should be read in coordination with state laws regarding student discipline.

If the principal determines that a student knowingly made false allegations of bullying, harassment or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time (specific to each situation and in consultation with parents/guardians) following the determination and the ordering of remedial and/or disciplinary

action, the Principal or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

4. Addressing School Climate and Culture

If there is a finding of civil rights harassment, the school climate and culture must be considered to determine if these contribute to a hostile school environment for members of protected classes. Steps should be taken to restore a sense of community and inclusion for all students and staff members. These can include but are not limited to professional development for faculty and staff, as well as educational opportunities for students.

RESPONSE PLAN – The Districts’ Response Plan may include the implementation of the below action steps, as appropriate.

Target Safety	Remediation Actions	Disciplinary Actions
<ul style="list-style-type: none"> o Guidelines for avoiding further unnecessary contact with the target o Clarification about who will be notified o Notify appropriate staff about incident and danger of further contact o Strategies to avoid further bullying (e.g., script, role playing, etc) o Identifying trusted adults o Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate) o Periodic check-ins o School-wide or classroom community meetings o Identification and empowerment of bystanders o Education about technology o Increased Monitoring 	<ul style="list-style-type: none"> o Counseling o Education including strategies to prevent repeating behavior. o Revision of IEP, if applicable o Individual Behavior Plan o Referral to Special Education, as appropriate 	<ul style="list-style-type: none"> o Admonishment, warning o Loss of privileges o Classroom or administrative detention o In-school suspension during the school week or the weekend o Out-of-school suspension o Legal action o Consequences for repeat offenses

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Bullying and Harassment Prevention & Intervention Incident Process

<i>Initial Actions</i>
Receipt of Report of Bullying (verbal OR written)
Notify the Civil Rights and Title IX Coordinator (verbal AND written)
Restore a sense of safety for the alleged target and protect the alleged target from possible further incidents
Notify Parents of Alleged Target and Request Meeting (verbal AND written)
Notify Parents of Alleged Aggressor(s) – (verbal AND written)
Develop Support Plan for Target and Safety Plan for alleged Aggressor, as needed
<i>Investigation Process</i>
Interview Alleged Target
Interview Alleged Aggressor(s)
Interview Student Witness(es)
Interview Adult/Staff Witness(es)
Review of All Applicable Documentation/Evidence (Incident Reports, Witness Statements, Screen Shots, Social Media etc.)
Draft Investigation Report: <ul style="list-style-type: none"> ● Statement of Allegations ● Summary of Interviews ● Summary of Documents Reviewed ● Findings and Conclusions
<i>Follow Up Actions</i>
Notify Parents of Alleged Target of Findings
Notify Parents of Alleged Aggressor(s) of Findings
Take Necessary Actions and/or Implement Consequences. These may include: <ul style="list-style-type: none"> ● Support Plan ● Safety Plan(s) ● Ongoing Monitoring ● Education, Teaching, Training ● Discipline (FOLLOW DISCIPLINE PROCESS)
<i>Special Considerations/Circumstances</i>
If Aggressor(s) are Staff – NOTIFY HUMAN RESOURCES
Is the Bullying alleged based on one or more Protected Class? <ul style="list-style-type: none"> ● Race/Color ● Religion/Creed ● National Origin ● Sexual Orientation ● Sex ● Gender Identity ● Age ● Disability ● Pregnancy or pregnancy related condition ● Veteran's Status

- Citizenship

If YES, FOLLOW CIVIL RIGHTS PROCESS

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. Old Rochester, Marion, Mattapoisett and Rochester School Districts provide community forums on topics related to a positive, inclusive school culture in collaboration with local Parent-Teacher Organizations (PTOs), PTA, School Councils, Special Education Parent Advisory Council (SEPAC), and other similar organizations. In addition, principals will notify parents when students are receiving curriculum instruction around this topic. For individual students who may be identified as a bullying or harassment target or aggressor, families are informed and have an opportunity to partner with the school. School counselors may recommend connections with community-based organizations if a family is in need of additional support services. Additional resources are available to families online: [Bullying Prevention and Intervention Resources](#).
- B. Notification requirements. At the beginning of each school year, parents/guardians are informed about the anti-bullying curricula that are being used through communication from the Building Principal. This notice includes information about how they can support their children at home, the dynamics of bullying and harassment, including cyberbullying and online safety, as well as the student-related sections of the Plan and the Districts' Internet policy. The Old Rochester, Marion, Mattapoisett and Rochester School Districts will post the Plan and related information on its website. Additionally, portions of the Plan are published in the Student Handbook, which is updated regularly and housed on the Districts' website.

VII. PROHIBITION AGAINST BULLYING and RETALIATION

Acts of bullying or harassment, which include cyberbullying and retaliation, are prohibited:

- A. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- B. At a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying or harassment, provides information during an investigation of bullying or harassment, or witnesses or has reliable information about bullying or harassment is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any

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non-school related activities, functions, or programs.

Bullying and Harassment via technology

All district policies and procedures concerning bullying and harassment continue to apply in full during any part of the school year that students are engaged in online learning. Cyber-bullying and harassment includes bullying or harassment through the use of technology or any electronic communication and is prohibited under Massachusetts' anti-bullying, harassment law. Similarly, harassment is not dependent on the means by which the harassment is carried out and includes forms of electronic communication.

VIII. DEFINITIONS

Aggressor is a student who engages in conduct that constitutes bullying, harassment, cyberbullying, or retaliation under state law or district policy.

Bullying, as defined in M.G.L. c. 71, § 37O and adopted by the Districts, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- A. Causes physical or emotional harm to the target or damage to the target's property
- B. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- C. Creates a hostile environment at school for the target
- D. Infringes on the rights of the target at school
- E. Materially and substantially disrupts the education process or the orderly operation of a school

Harassment is conduct of a verbal, written, electronic, or physical nature directed towards a person of a protected class based on their race, sex, creed, color, national origin, sexual orientation, gender identity, religion, age, or disability that is designed to distress, agitate, threaten or endanger, students includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment. Harassment as described above may include, but is not limited to:

- **Cyberbullying/harassment** is bullying or harassment through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- **Sexual Harassment** is unwelcome conduct of a sexual nature determined by a reasonable person to be subjectively and objectively offensive and is so severe or pervasive, that it effectively denies a person equal access to the district's education program or activity. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment.

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- **Gender-based Harassment** is unwelcome conduct based on a student's actual or perceived sex, gender identity, and sexual orientation. It includes slurs, taunts, stereotypes, or name-calling, as well as gender-motivated physical threats, attacks, or other hateful conduct.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying or harassment causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying/harassment, provides information during an investigation of bullying/harassment, or witnesses or has reliable information about bullying/harassment.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, harassment, cyberbullying/harassment, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Districts, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§, 37H3/4, 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. PROBLEM RESOLUTION SYSTEM

Any parent/ guardian wishing to file a claim or concern, or who is seeking assistance outside of the Districts may do so by contacting the Department of Elementary and Secondary Problem Resolution System (PRS). More information about PRS can be found at <http://doe.mass.edu/prs>.

The PRS specialist assigned to the Districts can be found at <https://www.doe.mass.edu/prs/intake/default.html> or an email can be sent to the general PRS mailbox at compliance@doe.mass.edu.

For complaints involving federal civil rights laws, parents/guardians may contact:
Administrative agencies with jurisdiction in these matters include:
The Massachusetts Commission Against Discrimination ("MCAD")

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One Ashburton Place, Room 601
Boston, MA 02108 (617) 727-3990

The U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
(617) 289-0111

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

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BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

I. INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Alleged Target (of behavior): _____

Name of Alleged Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on the back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

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II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____
2. Interviews:
- | | | |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed alleged aggressor | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed alleged target | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed witnesses | Name: _____ | Date: _____ |
| | Name: _____ | Date: _____ |
3. Any prior documented incidents by the alleged aggressor? ☐ Yes ☐ No
- If yes, have incidents involved alleged target or target group previously? ☐ Yes ☐ No
- Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO
- ☐ Conduct based on protected class _____
- ☐ Bullying ☐ Incident documented as _____
- ☐ Retaliation ☐ Discipline referral only _____
2. Contacts:
- ☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____
- ☐ Assistant Supt. of Student Services Date: _____ ☐ Law Enforcement Date: _____
3. Action Taken:
- ☐ Loss of Privileges ☐ Detention ☐ Suspension ☐ Referral
- ☐ Community Service ☐ Education ☐ Other _____
4. Describe Safety Planning: _____
- Follow-up with Target: scheduled for _____ Initial and date when completed: _____
- Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____
(If principal was not the investigator)

Signature and Title: _____ Date: _____

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
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School Calendar 2025-2026

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	24X	25	26					
28	29	30	31		25	[26]	27*	28	29E**	29	30								
7/4 - Independence Day					8/25 All Staff Report [] Prof. Devl. Day *Opening Day - Gr. 1-12 **- Kindergarten First Day and Early Dismissal for Students & Teachers 3 days					9/1 - Labor Day X - Prof. Dev. All Schools Early Release 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	16	17	17	18	19	20	21	15	16	17	18	19					
20	21	22	23P	24P	24	25	26E	27	28	22	23E	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 E- Early Dismissal for Students & Teachers 11/27-28 Thanksgiving Vacation 16 days 62 days accrued					E- Early Dismissal for Students & Teachers 12/24-12/31 Holiday Vacation 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	4X	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	28X	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 15 days 113 days accrued					X - Prof. Dev. All Schools Early Release 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	27X	28	29	29	30								
4/20-4/24 School Vacation 17 days 152 days accrued					5/25 - Memorial Day X - Prof. Dev. All Schools Early Release 20 days 172 days accrued					* 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release 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 01.23.2025 www.oldrochester.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																			