

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

June 4, 2025

Regular meeting of the Rochester School Committee was held on Wednesday, June 4, 2025 at 6:30pm. This meeting was held in-person and there was also a zoom link available.

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

COMMITTEE MEMBERS ABSENT: None

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

Meeting was called to order at 6:31pm by Vice-Chairperson Ms. Duggan. Ms. Duggan stated in accordance with Massachusetts Open Meeting Law, the agenda has been set and the meeting is being recorded. The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

RECOGNITION

The School Committee and administration recognized the retirement of Janet Bejtlich, Speech Language Pathologist and Bridgit Wollenhaupt, SPED Teacher at Rochester Memorial School. The School Committee welcomed new member Kirsten Jimenez.

Open Comments

Ms. Duggan 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.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of April 28, 2025 and May 1, 2025.

MOTION: Ms. Rounseville to approve the Regular Meeting minutes of April 28, 2025 as presented

SECONDED: Ms. Fernandes

MOTION PASSED (4:1) Duggan: yes, Fernandes: yes, Jimenez: abstain, Rounseville: yes, Trombly: yes

MOTION: Ms. Fernandes to approve the Regular Meeting minutes of May 1, 2025 as presented

SECONDED: Ms. Rounseville

MOTION PASSED (4:1) Duggan: yes, Fernandes: yes, Jimenez: abstain, Rounseville: yes, Trombly: yes

1. B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of May 1, 2025.

MOTION: Ms. Rounseville to approve the Executive Session minutes of May 1, 2025 as presented

SECONDED: Mr. Trombly

MOTION PASSED (4:1) Duggan: yes, Fernandes: yes, Jimenez: abstain, Rounseville: yes, Trombly: yes

IV. General

A. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum.

Dr. Fedorowicz explained that OpenSciEd was piloted over the last couple of years utilizing grant funding and funding was built into the FY2026 budget to replace consumables. This recommended adoption for Rochester is also being brought forward at the other elementary schools and the Junior High School to align science curriculum.

- Highly Rated & Standards-Aligned: Top score from EdReports; built for Massachusetts Frameworks
- Phenomenon-Based & Investigative: Students explore real-world phenomena through inquiry and experimentation
- Teacher-Facilitated & Student-Driven: Learning is led by student questions and supported by teacher guidance
- Collaborative & Inclusive: Fosters peer learning, values all voices, and builds a sense of belonging
- Adaptable & Cost-Effective: Editable, open-source materials reduce costs
- Teacher-Endorsed: Piloted by teachers and approved for adoption (89%) through a staff vote

MOTION: Ms. Rounseville to approve the adoption of OpenSciEd curriculum as presented

SECONDED: Ms. Fernandes

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

B. Approval of Envisions Math Curriculum

Recommendation:

That the School Committee review the adoption of Envisions Math Curriculum.

Dr. Fedorowicz presented information on the selection process for a new math curriculum to hopefully align all three elementary districts. She added that the math pedagogy has changed. Please see appendix A. She thanked the committee involved in the process. The recommended selection is Envisions. Superintendent Nelson added that the community supported this new curriculum in a special article at Town Meeting.

School Committee Feedback:

Ms. Fernandes inquired about the new math pedagogy. Dr. Fedorowicz explained it is more inquiry based and includes more student involvement.

MOTION: Ms. Rounseville to approve the adoption of Envisions Math curriculum as presented

SECONDED: Mr. Trombly

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

C. Approval of 2025-2026 Student Handbook

Recommendation:

That the School Committee review the 2025-2026 Rochester Memorial School Student Handbook draft.

Mr. West presented the revisions to the student handbook which included staffing updates, updates to the MCAS schedule, the addition of protections for children not yet eligible for special education and related services and updated language regarding in school suspensions.

School Committee Feedback:

Ms. Fernandes shared that the school committee receives meeting materials days in advance so the public is aware they are able to review ahead of the meeting.

MOTION: Ms. Fernandes to approve the 2025-2026 RMS Student Handbook with final staffing names updated based on hiring

SECONDED: Ms. Rounseville

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

D. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plan for the 2024-2025 school year.

Principal Letendre presented an update at the conclusion of year 1 on the two-year school improvement plan. This work was also shared with the school council for feedback. Ms. Letendre thanked the school council for their input. She worked with the principals of the other elementary schools as well to align. Superintendent Nelson added that this document is also tied to the

strategic plan. Please see appendix B.

E. Approval of 2025-2026 Leases

Recommendation:

That the School Committee review the leases with Countryside and the SMEC for the 2025-2026 school year. Superintendent Nelson informed the school committee that these leases are similar to last year. The SMEC board sets the rates and the school committee has representation on their board. The Countryside rate has been increased by 3% as previously approved by the school committee.

MOTION: Ms. Fernandes to approve the FY26 SMEC and Countryside Leases as presented

SECONDED: Ms. Rounseville

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

F. Approval of 2025-2026 School Committee Dates

Recommendation:

That the School Committee review the following school committee dates: September 25, 2025, November 6, 2025, January 8, 2026, March 25, 2026 (Weds), April 9, 2026, May 7, 2026 and June 3, 2026 (Weds).

Superintendent Nelson explained these are the anticipated regularly scheduled meetings and more will be added as needed.

MOTION: Ms. Fernandes to approve the 2025-2026 school committee dates as presented

SECONDED: Ms. Rounseville

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

G. Approval of Donation(s)

Recommendation:

That the School Committee review the following donation(s):

- The book *Cars, Trains, Ships & Planes* by Clive Gifford for the RMS library in honor of retiree Donna Cisco.
- The following books from the RMS PTO from the Scholastic Book Fair:
 - *My Tooth is Lost!* by Drew Daywalt
 - *Harold & Hog Pretend for Real!* By Dan Santat
 - *David Goes to School* by David Shannon
 - *That's Not Funning, David!* by David Shannon
 - *How do Dinosaurs Say Good Night?* By Jane Yolen
 - *I Broke My Truck!* By Mo Willems
 - *Listen to My Trumpet!* By Mo Willems
 - *Are You Ready to Play Outside?* By Mo Willems
 - *I am Invited to a Party!* By Mo Willems
 - *How do Dinosaurs Say Goodbye?* By Jane Yolen
 - *The Itchy Book!* By Leugen Pham
 - *Moon! Earth's Best Friend* by Stacy McAnulty
 - *Fly Guy Presents: Scary Creatures!* By Tedd Arnold
 - *Dinosaurs, Dodos and Woolly Mammoths* by Dan Gutman
 - *I Funny: School of Laughs* by James Patterson
 - *Audacity Jones to the Rescue* by Kirby Larson
 - *Scratch Scratch* by Lindsay Currie
 - *Pug's Sleepover* by Kyla May
 - *Wildfire Rescue* by Rekha Rajan
 - *Thea Stilton Series; The Treasure of the Sea (Book 5), Compass of the Stars (Book 2), The Dance of the Star Fairies (Book 8)* by Geronimo Stilton
 - *Geronimo Stilton- Journey Through Time Series: The Test of Time (Book 6)*
 - *The Baby-sitters Club Series; Mary Anne's Bad Luck Mystery (Book 13), Claudie and the Bad Joke (Book 15), Kristy and the Walking Disaster (Book 16), Mallory and the Trouble with Twins (Book 17), Karen's Birthday (Book 6) and Karen's Prize (Book 10)* by Ann M. Martin
 - *Bad Kitty, Supercat* by Nick Bruel
 - *Pixar Character Encyclopedia* by DK Publishing
 - *Geronimo Stilton- The Kingdom of Fantasy Series; The Hour of Magic (Book 8), The Wizard's Wand (Book 9), The Guardian of the Realm (Book 11) and The Golden Key (Book 15).*

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

SECONDED: Mr. Trombly

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

H. Approval of Disposal of Library Materials

Recommendation:

That the School Committee review the list of materials to be withdrawn from the Rochester Memorial School library.

MOTION: Ms. Fernandes to approve the disposal of library materials as presented

SECONDED: Ms. Rounseville

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

I. Approval of Disposal of Curriculum Materials

Recommendation:

That the School Committee review for disposal curriculum materials for GoMath and Pilot Math upon adoption of the new Math curriculum Envisions.

MOTION: Ms. Rounseville to approve the disposal of old math materials as presented

SECONDED: Mr. Trombly

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

J. Approval of Disposal of Technology Items

Recommendation:

That the School Committee review for disposal a list of items from the Technology Team to be recycled as they are non-operational and exhausted their useful life.

Superintendent Nelson explained that the following items are broken or beyond their useful life.

12 document cameras 15 years old/not working

2 mac pro towers 2009

1 iMac 2008

1 iMac 2015

MOTION: Ms. Rounseville to approve disposing of/recycling the technology items as presented

SECONDED: Ms. Fernandes

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

K. Approval of Disposal of Surplus List

Recommendation:

That the School Committee review for disposal a list of surplus items that are damaged or broken.

Superintendent Nelson shared the following items to be disposed of by the Facilities team:

12 broken desks

12 broken easels

Curriculum materials form 1990

MOTION: Ms. Rounseville to approve the disposal/recycling of the surplus items as presented

SECONDED: Mr. Trombly

MOTION PASSED (5:0) Duggan: yes, Fernandes: yes, Jimenez: 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 \$274,378 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
- \$ 6,899,086– Obligations Paid Year to Date
- \$ 274,378 - Remaining Available Funds

2. Record of Warrant(s)

The record of the warrant(s) of May 21, 2025 were shared. Complete warrant packets are emailed to school committee members prior to signature by the sole signatory.

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.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health inspection.

4. Facilities Report

Recommendation:

That the School Committee hear a report.

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

- Hosted annual Town Meeting.
- Playground and asphalt capital requests approved at Town Meeting.
- Audio/visual enhancements for cafetorium approved at Town Meeting.
- Completed required maintenance on facility systems and equipment.

D. Personnel

Rebecca Sorenson was hired as a paraprofessional long-term substitute. Jennifer Rosati was hired as a paraprofessional to replace Donna Cisco and Michaela Pace was hired as a special education teacher to replace Bridgit Wollenhaupt. Lisa Russello was hired as Principal's Administrative Assistant, replacing Alison Rotella who resigned. Emily Lacasse was hired as a speech language pathologist to replace Janet Bejtlich.

CHAIRPERSON'S REPORT:

Vice-Chairperson Ms. Duggan shared the following: *This past weekend, I had the pleasure and honor of attending ORR's graduation ceremony and watching the Class of 2025 turn their tassels and march off to meet their futures. This is always such a special time of year, with end of school activities, performances, field trips, and celebrations taking place, including a warm and spirit-filled fitness fun day earlier today! So as we near the end of the school year, I wanted to reflect on the contributions of everyone in our school community who got us to this point, the end of another great year at RMS.*

On behalf of this committee, I want to extend sincere thanks to the entire RMS community for their contributions, great or small, to making this past year a time of growth, discovery, and celebration. Thank you to the teachers, staff, students, administrators, families, and community members for stepping up in countless ways to support our students and our school. Your dedication in the classroom, participation in school events, volunteer efforts, and ongoing support of our mission have helped create a thriving learning environment for all.

A special thank you also to the voters here in Rochester who once again showed up to support RMS at town meeting. The town approved the budget request this committee and others worked so hard to put together, as well as the requests for funds for some capital improvements and for a new math curriculum. Financing the Envisions Math curriculum that we voted to adopt earlier tonight is a major step in helping align the three Tri-Town elementary curricula so that when students get to the junior high, they will all be better able to hit the ground running on even footing. I am excited to hear more about Envisions and all the other amazing things in store for RMS when we return to this room in the fall.

In the spirit of celebrating all the hard work done over the past 10 months, I would like everyone here to take a minute to think of someone who made an impact for you this past year. PAUSE I hope you will give them a word of thanks the next time you see them, or even send them a text, email, or note to let them know you appreciate them. While there is never a wrong time to thank someone, this time of year feels like an especially good time to do so. With that, I'd like to turn it over to the central office administrators for their reports.

CENTRAL OFFICE ADMINISTRATOR'S REPORT:

Superintendent Nelson shared that the most recent Superintendent's newsletter was sent out to the school community last week. He shared that the High School hosted a phenomenal indoor graduation ceremony over the weekend. Two students assisted him deliver the Superintendent's address where they shared what it meant to them to be a Bulldog. The student leadership skills being developed throughout the schools is important work that is part of the strategic plan and this was a great example. He thanked the school committee for their service and support this school year. On behalf of Dr. Curley, he shared that SEPAC is looking for more parent participation in the fall and the state audit of the Student Service department has wrapped up and we are waiting on a final report.

Dr. Fedorowicz highlighted the following: *New teachers will be conducting teacher celebrations at their last meeting coming. Our last professional development day will be held on May 28th for this school year. Instructional Council is working to assist*

in the development of the professional development for next year as part of our professional development planning process.

PRINCIPAL'S REPORTS

Principal Letendre reported the following:

PreSchool:

- Preschool Teacher Ms. Pacheco held her 2nd Annual Art Show for pre-k families and it was a huge success.
- Preschool Promotion Ceremony for both sessions will be held on June 5th and June 6th from 12:00-1:00 PM.

School Presentations:

- STEAMapalooza was a great success with so many students sharing their inquisitive minds around science, technology, engineering, art and music.
- There were several science displays that outlined the Scientific Method based on the student's hypothesis and investigations.
- The art on display brightened our hallways and as well as the clay pot art displayed on the stage.
- Students also signed up to play musical instruments, or sing solo or with friends.
- Thank you to our PTO and volunteers for a successful Book Fair.
- Our 2nd Annual School Talent Show was amazing. There were over 20 student acts and the student ambassadors led the show with introductions and positive commentary after each act.
- We had dancers, singers, gymnasts, original skits with one dedicated to Mr. Forns, karate and a record paced Rubric cube demonstration.
- The 5th and 6th grade Band, Jazz Band and Chorus entertained RMS students and families on Wednesday, May 8th.

Staffing Updates:

- Alison Rotella, RMS secretary, resigned at the end of May.
- We recently hired a new paraprofessional Jennifer Rosati, a secretary, Lisa Russello, a special education teacher, Michaela Pace and a speech language pathologist, Emily Lacasse to start in August 2025.

Curriculum and Assessment Updates:

- End of Year DIBELS and Aimsweb Math assessments have been completed. MCAS assessments ended the week of May 19th.
- Staff engaged in EOY data meetings the week of May 19th.
- Kindergarten Screenings are complete and Kindergarten placement has started.
- Placement for next year Pre-K to 5 is in process and classroom assignments will be noted on the end of year report cards.
- Teachers had professional development on May 28th. Teachers engaged in content area professional development.

Final June Events:

- Monday, June 2nd: Grade 2 field trip to the Lloyd Center
- Monday, June 2nd: 6th-grade to Martha's Vineyard/All Day
- Tuesday, June 3rd: 6th grade to Junior High visit-10:00-12:00 PM
- Tuesday, June 3rd: 3rd grade Wax Museum - 1:30-2:30 cafe
- Wednesday, June 4th: Fitness Fun Day/Boosterthon Fun Run/Staff vs. 6th-grade basketball game
- Wednesday, June 4th: Staff Meeting
- Thursday, June 5th: Project GROW Graduation
- Friday, June 6th: Project GROW Graduation
- Friday, June 6th: Kindergarten show 1:30-3:00 PM (cafe)
- Monday, June 9th: 6th-grade Carnival 1:00-3:00 PM, back field
- Wednesday, June 11th: Promotion Ceremony 9:30 AM in gymnasium

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – Ms. Duggan thanked the voters for supporting the school department's budget and articles at Town Meeting.
2. ORR District School Committee – Superintendent Nelson reported they met on May 22nd, approved OpenSciEd, student handbooks, school committee dates and heard school improvement plan updates. They also approved travel to the Galapagos and recognized retirees and student athletes.
3. SMEC – Ms. Fernandes reported they met on May 29th. They approved minutes, staff appointments and the second reading of the FY26 spending plan. They also approved FY25 spending plan amendments and paying off dept. The next meeting is September 30th.
4. READS – Superintendent Nelson reported the READS Deaf and Hard of Hearing program has moved forward with acquiring a new building in Norton.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they met on May 20th to award funds and reviewed the grant cycle process for feedback.

6. Early Childhood Council – No report.
7. Policy Subcommittee – Mr. Trombly reported they met on May 22nd to review and approve revisions to Title IX policies with legal counsel present to explain the changes. He added that policy BAA was discussed and Ms. Cowles will be bringing a revised draft to their next meeting in the fall.
8. Equity Subcommittee – Ms. Duggan reported the next meeting of the Equity Subcommittee will be June 12, 2025.

MASC Update from Ms. Duggan: *I did attend MASC's Day on the Hill in early May to hear a legislative update, before meeting with our Representative Mark Sylvia and staff from Senator Michael Rodrigues's office. Both are very supportive of our school and we had excellent discussions around fiscal priorities. Also, yesterday I testified before the Joint Committee on Education at the State House in support of two bills being considered by legislators that would fully fund Rural Aid. I've been working with the Rural Schools Committee that is part of MASC and am hopeful that with our advocacy, lawmakers will finally fulfill their promises to fully fund rural aid, which would benefit Rochester directly and alleviate some of the pressure on our tight budget. I will update you all as the state budget reaches its final form later in the year.*

VIII. School Committee

C. School Committee Reorganization

Recommendation:

That the School Committee reorganize for the 2025-2026 school year.

Superintendent Nelson explained that he would accept nominations for Chairperson and then turn the meeting back over to the Chair.

Robin Rounseville nominated Kate Duggan for Chairperson.

Kirstin Jimenez seconded.

Anne Fernandes nominated Josh Trombly for Chairperson.

There was no second.

Vote for Kate Duggan as Chairperson passed: (4:0:1) Duggan: yes, Fernandes: abstain, Jimenez: yes, Rounseville: yes, Trombly: yes

Next, Anne Fernandes nominated Josh Trombly for vice-chairperson.

Kirstin Jimenez seconded.

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

Next, the committee reviewed the following list and made the revisions below:

School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox / Toni Bailey
ORR District School Committee	Robin Rounseville
Mass. School Supt. Union No. 55	Anne Fernandes Vacant Kate Duggan Joshua Trombly
READS	Michael S. Nelson
Sick Leave Bank	Robin Rounseville Anne Fernandes
SMEC	Anne Fernandes
Early Childhood Advisory Council	Kate Duggan Robin Rounseville
Sole Signatory	Vacant Kate Duggan Kate Duggan Josh Trombly(alternate)
MASC Delegate/Legislative Liaison	Kate Duggan
School Physician	Dr. Reynolds/Dr. Mendes

District Wellness Committee	Robin Rounseville
Collective Bargaining	Not Applicable Anne Fernandes Kirstin Jimenez
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Anne Fernandes
Policy Subcommittee	Joshua Trombly
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Fund Committee	Robin Rounseville Kirstin Jimenez
Budget Subcommittee	Committee as a whole
Town Liaison	Vacant (Chairperson) Kate Duggan
Superintendent's Goals Subcommittee	Vacant (Chairperson) Kate Duggan Anne Fernandes
Equity Subcommittee	Kate Duggan Kirstin Jimenez

IX. Future Business

A. Timeline

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

Rochester School Committee

September 25, 2025

Hybrid Format

Joint School Committee

June 12, 2025

Hybrid Format

B. FUTURE AGENDA ITEMS

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

XI. Executive Session

Recommendation:

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

MOTION: Ms. Rounseville to enter executive session at 8:01pm 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 #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: Mr. Trombly

ROLL CALL

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

MOTION: Ms. Fernandes to exit executive session at 8:22pm to return to regular session.

SECONDED: Ms. Rounseville

ROLL CALL

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:23pm.

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

SECONDED: Ms. Fernandes

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Meeting Resources:

April 28, 2025 Draft Minutes

May 1, 2025 Draft Minutes

OpenSciEd Curriculum Adoption Info Slide

Envisions Math Curriculum Information

25-26 Draft Student Handbook

School Improvement Plan Update

Countryside Lease FY26

SMEC Lease FY26

25-26 Draft School Committee Calendar

Library Book Donation Review forms

Library Discarded, lost and weeded book lists

Tech Items to recycle list

FY25 RMS Financial Report Memo

FY25 RMS Financial Report – General Operating

Warrant(s)

Food Service Report

Facilities Director Report

Superintendent's Newsletter

Principal's Report

Subcommittee Reorganization List



Elementary Math Curriculum Selection Process

Dr. Shari Fedorowicz
June 2, 2025

Old Rochester Regional School District
MA Superintendency Union # 55



The Vetting Process

- Math Committee: elementary educators K-6 narrowed the choices down to 3 HQIM DESE approved programs from 10 programs:
 - Envisions
 - Reveal Math
 - Illustrative Math
- Each grade level met to decide on lessons to pilot.
- All teachers were able to pilot the 3 programs.
- A rubric was used to collect quantitative and qualitative data.
- The Math Committee and teachers made a decision based on the overwhelming results of the survey data.

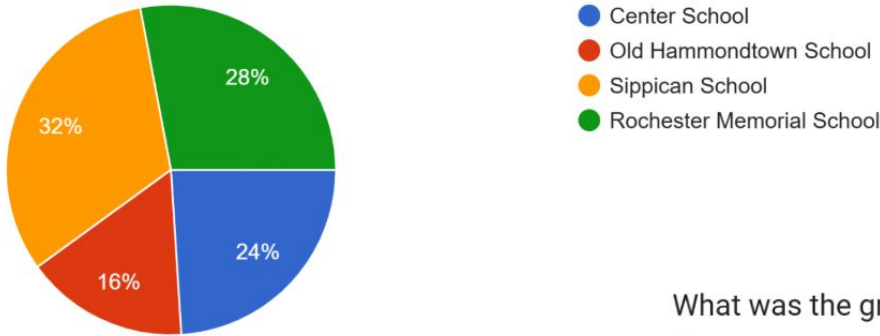
The Meetings

1/31/25	Full Day of Materials Review with the Math Curriculum Review Team
2/3/25	Grades K & 1 Grade-Level Math Curriculum Review Meetings
2/25/25	Grades 4, 5, & 6 Grade-Level Math Curriculum Review Meetings
2/26/25	Grades 2 & 3 Grade-Level Math Curriculum Review Meetings
3/19/25	Illustrative Math Pilot for Educators
3/24/25	Envisions Math Pilot for Educators
3/31/25	Reveal Math Pilot for Educators
4/1/25	Math Curriculum Survey Sent to Educators
5/5/25	Math Curriculum Survey Results Discussion with Educators

Educators from All Elementary Schools and Grade Levels Participated in the Pilot and Survey

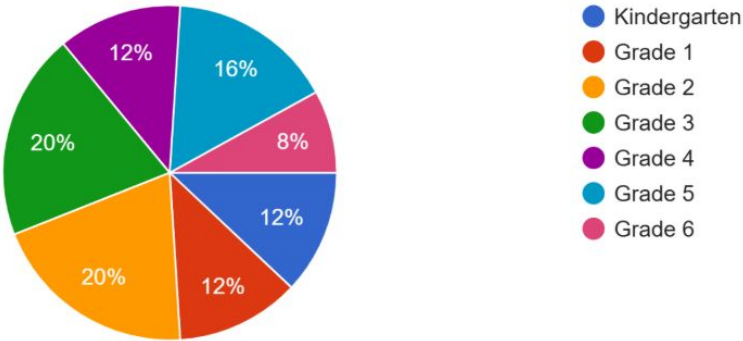
What school do you work at?

25 responses



What was the grade level of the students in the trial lessons?

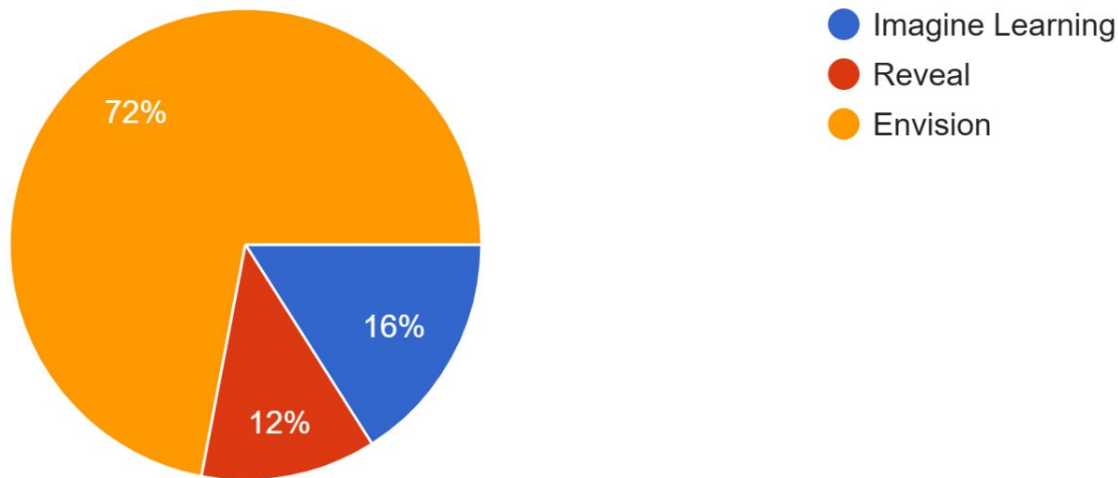
25 responses



First Choice - Envision (72% of vote)

Based on the new way in which the research tells us to teach math (unlike GoMath and Everyday Math), which program is your first choice to adopt?

25 responses





Thank you!

Old Rochester Regional School District
MA Superintendency Union # 55



Questions?



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 ROCHESTER MEMORIAL SCHOOL- SCHOOL IMPROVEMENT PLAN

Key: **Green** is On-going

Pink is on Hold

Yellow Need More Info

Bold is Completed

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

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

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

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

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

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 <ul style="list-style-type: none"> Review, design, and expand consistent district-wide support systems available to all students through the general education setting 	3.1 <ul style="list-style-type: none"> Identify the systems of support for academics, behavioral and social and emotional learning (SEL) Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly Educators will use the assigned FLEX block to provide intervention and enrichment to students 	3.1 <ul style="list-style-type: none"> Outline current systems of support in academics and SEL, including Responsive Classroom Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX Block focus areas for student success and planning for Tiered Instruction
	3.2 <ul style="list-style-type: none"> Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings (minus one interventionist for 25-26 school year) 	3.2 <ul style="list-style-type: none"> Outline of intervention expectations for literacy are completed and shared Finalize district DCAP that defines what tiered intervention at the elementary and secondary level 	3.2 <ul style="list-style-type: none"> Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners
	3.3 <ul style="list-style-type: none"> Identify and provide professional development in all schools that foster the full implementation of the systems of support 	3.3 <ul style="list-style-type: none"> Train and support educators on the systems of support at the classroom level while being in alignment with the district plan such as Responsive Classroom & Fly Five 	3.3 <ul style="list-style-type: none"> Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners

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

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

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

		<ul style="list-style-type: none"> • Hold bi-monthly meetings with student ambassadors • School Influencers attend the four training meetings and attend monthly meetings 	<ul style="list-style-type: none"> • School-based initiatives are identified by Project 351 students and school-based Ambassadors
	4.5 <ul style="list-style-type: none"> • Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> • Provide continued PD and to improve upon behavior reporting system • Continue to improve upon behavior data reporting and analysis • Engage in PD to further support students with social-emotional and behavioral needs-Tier II Social Emotional training • Fly Five materials purchased for Tier I • Pilot of Fly Five with staff 	4.5 <ul style="list-style-type: none"> • Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors • Trauma training for appropriate staff • Responsive Classroom training for new staff • Fly Five is implemented in each classroom
	4.6 <ul style="list-style-type: none"> • Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> • Schedule Open House and Orientation Days • Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> • Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning	5.1 <ul style="list-style-type: none"> • Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> • Provide faculty and staff training on school safety and cyber security • Conduct safety drills throughout the school year in 	5.1 <ul style="list-style-type: none"> • Training take place throughout the year on ALICE training • Fire drills are conducted with the support of the RMS Fire Department

environments in all schools.		<p>alignment with the safety manual</p> <ul style="list-style-type: none"> • Professional training in Crisis Prevention Intervention (CPI) • Invite local police and fire department personnel to visit and walk the schools • Continue to improve upon GoGuardian Use • Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable 	<ul style="list-style-type: none"> • Updated manual shared with The Leadership Council to be followed in emergencies • Staff training in CPI takes place each fall and throughout the year, as needed • Go Guardian is implemented and updated as • Health and safety trainings take place annually and/or as appropriate
	<p>5.2</p> <ul style="list-style-type: none"> • Establish annual review and audit procedures of all facility systems and related phase replacement plans 	<p>5.2</p> <ul style="list-style-type: none"> • The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	<p>5.2</p> <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
	<p>5.3</p> <ul style="list-style-type: none"> • Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	<p>5.3</p> <ul style="list-style-type: none"> • Maintain classroom, student and staff technology equipment • Support maintenance and refurbishment of technology • Improve upon tech ticket reporting • Support the development of replacement plans 	<p>5.3</p> <ul style="list-style-type: none"> • All instructional technology is updated and functional to support student learning • The technology maintenance plan is outlined by the technology department • Increase staff submission of technology and maintenance requests within the ticketing system • Technology maintenance and replacement plan is in place

	<p>5.4</p> <ul style="list-style-type: none"> Establish short and long term capital plans for all school buildings, grounds, and facility operations 	<p>5.4</p> <ul style="list-style-type: none"> School administration will meet with the district administrative department heads to target areas of need in the building School and district administration will meet with town officials to walk the building and view areas of need Items agreed upon will be added to the town's capital improvement plan as applicable 	<p>5.4</p> <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to central administration Long and short-term capital plans for buildings and grounds are outlined Items added to the Capital Plan will be reviewed with town leadership Town capital planning documents reflect the needs identified by the school
	<p>5.5</p> <ul style="list-style-type: none"> Continue to be engaged and actively involved in the budget process at the building level 	<p>5.5</p> <ul style="list-style-type: none"> Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment Participate in discussions to identify and prioritize the budget process 	<p>5.5</p> <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to the budget subcommittee

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

June 4, 2025 at 6:30 PM

ZOOM LINK:

Join Zoom Meeting

<https://oldrochester-org.zoom.us/j/92931925429?pwd=QaYzIbTeg9Y3RwQrLBe2735oAO7bk.1>

Meeting ID: 929 3192 5429

Passcode: 269294

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

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION

OPEN COMMENTS

- I. Approval of Minutes**
 - A. Regular Session: April 28, 2025 and May 1, 2025**
 - B. Executive Session: May 1, 2025**
 - C. Budget Subcommittee**
- II. Consent Agenda**
- III. Agenda Items Pending**
- IV. General**
 - A. Approval of OpenSciEd Science Curriculum**
 - B. Approval of Envisions Math Curriculum**
 - C. Approval of 2025-2026 Student Handbook**
 - D. School Improvement Plan Update**
 - E. Approval of 2025-2026 Leases**
 - F. Approval of 2025-2026 School Committee Dates**
 - G. Approval of Donation(s)**
 - H. Approval of Disposal of Library Materials**
 - I. Approval of Disposal of Curriculum Materials**
 - J. Approval of Disposal of Technology Items**
 - K. Approval of Disposal of Surplus List**
- 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
 - 9. District Wellness Committee
 - 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: June 2, 2025
RE: Agenda Items

The following items are on the agenda for June 4, 2025.

RECOGNITION

That the School Committee recognize the retirement of Janet Bejtlich, Speech Language Pathologist and Bridgit Wollenhaupt, SPED Teacher at Rochester Memorial School. That the School Committee welcome new member Kirsten Jimenez.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of April 28, 2025 and May 1, 2025. Please refer to “RSC 06042025 April Minutes” and “RSC 06042025 May Minutes”.

I.B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of May 1, 2025. These minutes will be brought to the meeting.

IV. General

A. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum. Please refer to “RSC 06042025 OpenSciEd”.

B. Approval of Envisions Math Curriculum

Recommendation:

That the School Committee review the adoption of Envisions Math Curriculum. Please refer to “RSC 06042025 Envisions”.

C. Approval of 2025-2026 Student Handbook

Recommendation:

That the School Committee review the 2025-2026 Rochester Memorial School Student Handbook draft. Please refer to “RSC 06042025 Student Handbook”.

D. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plan for the 2024-2025 school year. Please refer to “RSC 06042025 SIP Update”.

E. Approval of 2025-2026 Leases

Recommendation:

That the School Committee review the leases with Countryside and the SMEC for the 2025-2026 school year. Please refer to “RSC 06042025 Countryside Lease” and “RSC 06042025 SMEC Lease”.

F. Approval of 2025-2026 School Committee Dates

Recommendation:

That the School Committee review the following school committee dates: September 25, 2025, November 6, 2025, January 8, 2026, March 25, 2026 (Weds), April 9, 2026, May 7, 2026 and June 3, 2026 (Weds).

G. Approval of Donation(s)

Recommendation:

That the School Committee review the following donation(s):

- The book *Cars, Trains, Ships & Planes* by Clive Gifford for the RMS library in honor of retiree Donna Cisco.
- The following books from the RMS PTO from the Scholastic Book Fair:
 - *My Tooth is Lost!* by Drew Daywalt

- *Harold & Hog Pretend for Real!* By Dan Santat
- *David Goes to School* by David Shannon
- *That's Not Funning, David!* by David Shannon
- *How do Dinosaurs Say Good Night?* By Jane Yolen
- *I Broke My Truck!* By Mo Willems
- *Listen to My Trumpet!* By Mo Willems
- *Are You Ready to Play Outside?* By Mo Willems
- *I am Invited to a Party!* By Mo Willems
- *How do Dinosaurs Say Goodbye?* By Jane Yolen
- *The Itchy Book!* By Leugen Pham
- *Moon! Earth's Best Friend* by Stacy McAnulty
- *Fly Guy Presents: Scary Creatures!* By Tedd Arnold
- *Dinosaurs, Dodos and Woolly Mammoths* by Dan Gutman
- *I Funny: School of Laughs* by James Patterson
- *Audacity Jones to the Rescue* by Kirby Larson
- *Scratch Scratch* by Lindsay Currie
- *Pug's Sleepover* by Kyla May
- *Wildfire Rescue* by Rekha Rajan
- *Thea Stilton Series; The Treasure of the Sea (Book 5), Compass of the Stars (Book 2), The Dance of the Star Fairies (Book 8)* by Geronimo Stilton
- *Geronimo Stilton- Journey Through Time Series: The Test of Time (Book 6)*
- *The Baby-sitters Club Series; Mary Anne's Bad Luck Mystery (Book 13), Claudie and the Bad Joke (Book 15), Kristy and the Walking Disaster (Book 16), Mallory and the Trouble with Twins (Book 17), Karen's Birthday (Book 6) and Karen's Prize (Book 10)* by Ann M. Martin
- *Bad Kitty, Supercat* by Nick Bruel
- *Pixar Character Encyclopedia* by DK Publishing
- *Geronimo Stilton- The Kingdom of Fantasy Series; The Hour of Magic (Book 8), The Wizard's Wand (Book 9), The Guardian of the Realm (Book 11) and The Golden Key (Book 15).*

H. Approval of Disposal of Library Materials

Recommendation:

That the School Committee review the list of materials to be withdrawn from the Rochester Memorial School library. Please refer to "RSC 06042025 Discarded and Lost Copies List".

I. Approval of Disposal of Curriculum Materials

Recommendation:

That the School Committee review for disposal curriculum materials for GoMath and Pilot Math upon adoption of the new Math curriculum Envisions.

J. Approval of Disposal of Technology Items

Recommendation:

That the School Committee review for disposal a list of items from the Technology Team to be recycled as they are non-operational and exhausted their useful life. Please refer to "RSC 06042025 Tech Disposal List".

K. Approval of Disposal of Surplus List

Recommendation:

That the School Committee review for disposal a list of surplus items that are damaged or broken. Please refer to "RSC 06042025 Surplus List".

V. New Business

1. Financial Report

Recommendation:

That the School Committee hear a report. Please refer to "RSC 06042025 Financial Report Memo" and "RSC 06042025 Financial Report General Operating".

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of May 21, 2025. Please refer to "RSC 06042025 Warrant(s)".

2. Food Services Report

Recommendation:

That the School Committee hear a report. Please refer to “RSC 06042025 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report. Please refer to “RSC 06042025 Facilities Director Report”.

D. Personnel

Rebecca Sorenson was hired as a paraprofessional long-term substitute. Jennifer Rosati was hired as a paraprofessional to replace Donna Cisco and Michaela Pace was hired as a special education teacher to replace Bridgit Wollenhaupt. Lisa Russello was hired as Principal’s Administrative Assistant, replacing Alison Rotella who resigned. Emily Lacasse was hired as a speech language pathologist to replace Janet Bejtlich.

VIII. School Committee

C. School Committee Reorganization

Recommendation:

That the School Committee reorganize for the 2025-2026 school year. Please refer to “MSC 06042025 Reorganization Draft”.

IX. Future Business

A. Timeline

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

Rochester School Committee

September 25, 2025 *tentative*

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

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

XI. Executive Session

Recommendation:

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

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

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

April 28, 2025

Regular meeting of the Rochester School Committee on Monday, April 28, 2025 at 10:00am. This meeting was held via Zoom.

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

COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Melissa Wilcox, Executive Assistant to the Superintendent.

Meeting was called to order at 10:01am 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 waived the Pledge of Allegiance because they were all remote. The school committee also waived the open comments section because no one from the public was present.

IV. General

A. Approval of Revised FY2026 Budget

Recommendation:

That the School Committee review for approval the revised FY2026 Budget.

Superintendent Nelson explained that he recently received a call from Town Administrator Cameron Durant and Finance Director Suzanne Szyndlar offering to increase the operating budget by \$100,000 and decrease the special education article by \$100,000 as the school committee previously approved at their FY2026 Budget Public Hearing. He shared that this is the first step in closing the gap to incorporating all of the special education expenses into the operating budget rather than special articles. He explained that with school committee approval, the District will certify the vote and provide it to town officials so they may update the information for voters ahead of the Town Meeting in May.

MOTION: Ms. Duggan to approve the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of \$7,636,793 for the Rochester School District. The total amount of \$7,636,793 recognizes the two (2) segments of its funding: 1. Rochester Elementary Schools General Operating in the amount of \$7,351,882, and 2. Bristol County Agricultural School District in the amount of \$284,911.

SECONDED: Ms. Rounseville

ROLL CALL

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

MOTION: Ms. Duggan to approve the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of \$200,000 for the Rochester School District. The total amount of \$200,000 is to be authorized from Free-Cash or other Town Funding to supplement Special Educational Costs recognized outside of the General Operating Budget.

SECONDED: Ms. Rounseville

ROLL CALL

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 10:06am.

MOTION: by Ms. Duggan to adjourn at 10:06am

SECONDED: Ms. Rounseville

ROLL CALL

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

ROCHESTER SCHOOL COMMITTEE MEETING

ROCHESTER PUBLIC SCHOOLS

Rochester, Massachusetts

16 Pine Street - Rochester, MA 02770

MEETING MINUTES

May 1, 2025

Regular meeting of the Rochester School Committee was held on Thursday, May 1, 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); 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 6:32pm 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 Donna Cisco, paraprofessional. Ms. Rounseville, the School Committee and the administration recognized Sharon Hartley for her many years of service on the Rochester School Committee. Ms. Rounseville shared "Tonight we are recognizing the service of outgoing school committee member Sharon Hartley. Sharon has a long history of involvement at RMS, beginning with her time as a teacher many years ago. She has remained devoted to our school and has worked tirelessly to support students, their families, staff and administrators to ensure high quality learning takes place in a safe and nurturing environment. In her role as school committee chair, she has fostered collaborative relationships with town officials, a vital component to conducting the logistical side of school business. Sharon has brought her love of all things Rochester as well as her knowledge and passion for education to every school committee meeting. I know I speak for so many when I say her thoughtful leadership will be greatly missed. As is our tradition, we have a book that will be donated to our RMS library in her honor – *School's First Day of School* by Adam Rex."

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.

XI. Executive Session

Recommendation:

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

MOTION: Ms. Duggan to enter executive session at 6:39pm 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 #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 7:25pm 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 March 20, 2025 – Budget Hearing and March 20, 2025 – School Choice Hearing.

MOTION: Ms. Duggan to approve the Regular Meeting minutes of March 20, 2025 – Budget Hearing and March 20, 2025 – School Choice Hearing as presented

SECONDED: Ms. Rounseville

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

1. B. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of September 16, 2024, October 22, 2024, November 25, 2024, December 3, 2024, January 7, 2025, February 3, 2025, March 3, 2025, March 17, 2025 and April 2, 2025.

MOTION: Ms. Fernandes to approve the Budget Subcommittee minutes of September 16, 2024, October 22, 2024, November 25, 2024, December 3, 2024, January 7, 2025, February 3, 2025, March 3, 2025, March 17, 2025 and April 2, 2025 as presented

SECONDED: Ms. Trombly

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

*These minutes were approved after the approval of General item A: Approval of Memorandum of Agreement(s)

IV. General

A. Approval of Memorandum of Agreement(s)

Recommendation:

That the School Committee review the Memorandum of Agreement(s) between the Rochester School Committee and the Rochester Memorial Support Personnel Association.

MOTION: Ms. Fernandes to approve the Memorandum of Agreement between the Rochester School Committee and the Rochester Memorial Support Personnel Association for July 1, 2024 through June 30, 2025 as presented.

SECONDED: Ms. Duggan

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

MOTION: Ms. Fernandes to approve the Memorandum of Agreement between the Rochester School Committee and the Rochester Memorial Support Personnel Association for July 1, 2025 through June 30, 2028 as presented.

SECONDED: Ms. Duggan

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

Superintendent Nelson thanked the negotiating team – the school committee members and Mr. Ciaburri for their participating. He thanked the RMSPA leadership as well.

B. Approval of Donation(s)

Recommendation:

That the School Committee review the following donation(s):

- A donation of \$200 to the RMS Band Program from Patricia and Richard Almeida.
- A donation of 65 saplings to fourth grade students at RMS from the Lions Club.

MOTION: Ms. Rounseville to approve the \$200 for the RMS Band Program as presented

SECONDED: Ms. Duggan

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

MOTION: Ms. Rounseville to approve the 65 saplings for 4th grade students as presented

SECONDED: Ms. Fernandes

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

C. Portrait of the Graduate Update

Recommendation:

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

Dr. Fedorowicz provided an update on the Portrait of the Graduate work that has taken place thus far in all of the schools.

Purpose: To build a shared understanding of the Portrait of the Graduate process and outcomes.

Participants: School Committee, district and school leaders, teachers, parents and guardians, community members.

Outcome (Final Product): To identify 4-6 PreK-12 Core Competencies, aligned attributes and age appropriate “I can...” statements.

What is the Portrait of the Graduate?

- A shared vision defining the knowledge, skills, and character traits students need for future success.
- Emphasizes competencies like critical thinking, communication, collaboration, and adaptability.
- Serves as a guiding framework for aligning teaching and learning, and college and career readiness.

Why It Is Important?

- Prepares students for a rapidly changing world with transferable life and career skills.
- Ensures that all students access meaningful, future-ready learning experiences.
- Aligns educators, families, and communities around a common, student-centered vision.

Old Rochester Regional School District Media Center, Door #23

April 28, 2025 11:30-1:30pm - Kickoff and Calibration - Setting the Vision and Building Understanding

May 20, 2025 12:00-2:00pm - Defining Key Competencies - - Attributes and I Can...

May 22, 2025 10:00-12:00pm - Refinement and Alignment

June 3, 2025 9:30-11:30am - Finalizing and Celebrating

Community forums will be held to share the final draft for additional feedback.

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 \$191,939 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**
- \$ 6,981,525 – Obligations Paid Year to Date
- **\$ 191,939 - Remaining Available Funds**

2. Record of Warrant(s)

The record of the warrant(s) of March 26 and April 9, 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.
- Currently in 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:

- Replace Well #2 motor, pump and well pipe.
- Assisted Town in cleaning/sweeping all asphalt areas.
- Completed Capital security/alarm upgrades.
- Completed Capital surveillance upgrade.
- Commenced phase 2 of communication upgrade to digital.
- Pumped tight tanks.
- Completed required maintenance on facility systems and equipment.

CHAIRPERSON'S REPORT:

Chairperson Hartley shared that it has been an honor to work with the school committee members and a privilege to work with the leaders and educators of the district. She said she is looking forward to being a member of Rochester's Events Committee now and looks forward to great events in the Town, including three days of activities coming up for Memorial Day.

CENTRAL OFFICE ADMINISTRATOR'S REPORT:

Superintendent Nelson shared that the most recent Superintendent's newsletter was sent out to the school community today. He highlighted reading to Ms. Beson's class recently. He acknowledged Ms. Jill Henesey and Ms. Nicole Reedy for their work on the district Wellness Committee and the district is currently soliciting volunteers. He added there are still a few advertising opportunities available on the ORR campus, which benefit the ORR Athletics Program.

Dr. Fedorowicz highlighted the following: *We are just getting the survey results finalized and will be meeting with the Math Committee on Monday for them to review the results and make a final decision. We plan to have it be voted on at the next school committee. Stay tuned! Dr. Curley recently provided a SPED overview as part of our new teacher induction program. Our last PD day of the year is on May 28th which is usually placement unless we are able to get introductory training on whatever new math program is chosen. Instructional council is working to assist in the development of the PD calendar next year as part of our new PD Planning Process.*

Dr. Curley shared the following: *Thank you to Chairperson Hartley for all of the years you dedicated to public education as an educator and school committee member. The next Community Talks Presentation is Tuesday, May 6th 6:30pm Sarah Ward-Executive Functioning. Dr. Fedorowicz and I are working with the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct an Integrated Monitoring Review of Old Rochester Regional School District & Massachusetts Superintendency Union #55 during the week of May 12, 2025. Each school district undergoes an Integrated Monitoring Review every three years. This review addresses*

- *special education teacher and related service personnel licensure and professional development;*
- *parent, student, and community engagement, including compliance with Child Find requirements;*
- *facilities and classroom observations;*
- *implementation and oversight of Individualized Education Programs (IEPs);*
- *time and learning, and equal access.*

The Tabor Unified Game Day was yesterday. Students enjoyed opening ceremonies, sport stations, and awards/lunch on a beautiful day. It was amazing to see all the students having fun and it's always a great reminder of why we do what we do

PRINCIPAL'S REPORTS

Principal Letendre reported the following:

Kindergarten:

- Kindergarten Orientation took place on Thursday, March 27th. We had about 30 families attend.
- Kindergarten Screenings took place on Monday, March 19th and Friday, March 23rd.

School Presentations:

- First grade classrooms put on a great performance for families on April 17th. The show was titled, Save the Animals. Students sang songs about their classroom animal, told jokes and shared facts about their animal.
- The Assistant District Attorney presented to our 4th, 5th and 6th grade students about cyber safety. Students learned about what it means to leave a digital footprint and the impacts of social media if they are not careful.

- Outdoor Classroom Information Meeting was held on Friday, April 4th to our current 5th grade families and students. These students will attend Outdoor Classroom in November 2025.

Student Ambassadors:

- Annual Talent Show is scheduled for Thursday, May 22nd at 6:00 PM
- All students are encouraged to audition. Auditions will be held May 5th-9th.

Staffing Updates:

- Interviews took place on Wednesday, April 30th for a Speech and Language teacher and interviews for the special education 6th grade teacher position will be on Monday, May 5th.
- Donna Cisco officially retired and we celebrated her many years of service to RMS on Thursday, April 17th.

Curriculum and Assessment Updates:

- The Administrative team conducted its last Learning Walk at RMS on Tuesday, March 25th. We saw great teaching in action and student engagement. Kudos to our educators.
- Our School Literacy Leadership Team (SLLT) continues to meet monthly and review our grade level pacing guide and assessment schedule for Into Reading. The goal is to finalize the plan for the FY 25-26 school year.
- Four staff members are implementing one unit from Fly Five, the focus from the CARES Motto is Cooperation. This is taking place in 2nd, 3rd, 4th and 5th grade classrooms.
- Students in grades 3-6 completed the ELA portion of the MCAS and math assessments began this week.
- OpenSciEd observations took place with elementary administrators. Thank you to Mrs. Forns for the amazing work she is doing with OpenSciEd.
- Progress Monitoring in reading takes place either monthly or bi-monthly depending on student needs. End of Year (EOY) benchmark assessments take place this week followed by End of Year data meetings taking place the week of May 19th.

MCAS Testing Dates:

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:

- 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.
- We had a successful Movie Night with our 1st graders running the concession stand on April 11th.

Upcoming Events:

May 2025:

- Tuesday, May 13th: School Council at 3:30 PM
- Thursday, May 15th: STEAMapalooza III from 5:30-7:00 PM
- Grade 3 Recorder Concert 6:30 (Gym)
- Summer Reading Informational Booth
- Friday, May 16th: Grade 4 Field Trip to Manomet Bird Observatory, Plymouth, MA
- Monday, May 19th: Kindergarten Screening, Day 1: 9:15-1:00
- Tuesday, May 20th: Grade 2 Walking field trip to plant flowers at Firefighters Memorial. Rain date-Wed. May 21st.
- Thursday, May 22nd: 4th Grade Beginner Instrumental Concert 2:00 (for Grade 3, 4, and Band students' families)
- Thursday, May 22nd: Project GROW art show from 12:00-1:00 PM
- Thursday, May 22nd: RMS Talent Show at 6:00 PM
- Friday, May 23rd: Project GROW art show from 12:00-1:00 PM
- Friday, May 23rd: Kindergarten Screening, Day 2: 9:15-1:00
- Sunday, May 25th: Memorial Day Parade 12:00 PM-RMS 5th & 6th grade band marches
- Wednesday, May 28th: Spring Concert 9:15 performance for school & 6:30PM for families Grades 5 & 6 Band Chorus and Jazz Band

- Wednesday, May 28th: Early Release Day with dismissal at 12:25 PM
- Thursday, May 29th: Kindergarten Field Trip- Heritage Museums
- Thursday May 29th: Grade one field trip to Capron Park Zoo
- Friday, May 30th: Grade 5 to Lloyd Center

June 2025:

- Monday, June 2nd: Grade 2 field trip to the Lloyd Center
- Monday, June 2nd: 6th-grade to Martha's Vineyard/All Day
- Tuesday, June 3rd: 6th grade to Junior High visit-10:00-12:00
- Wednesday, June 4th: Fitness Fun Day/Boosterthon Fun Run/Staff vs. 6th-grade bball game
- Thursday, June 5th: Project GROW Graduation 12-1
- Friday, June 6th: Project GROW Graduation 12-1
- Friday, June 6th: Kindergarten Show 1:30-3 (cafe)
- Monday, June 9th: 6th-grade Carnival 1:00-3:00 PM
- Wednesday, June 11th: 6th Grade Promotion Ceremony 9:30 a.m. Gymnasium & Last Day of School

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee – Chairperson Hartley shared the Select Board is hard at work reviewing the Town's budget in preparation of the upcoming Town Meeting.
2. ORR District School Committee – Ms. Rounseville reported they met on March 27th for the budget and school choice hearings. They voted to maintain 125 school choice students and to have the hearing earlier next year. Graduation is May 31st.
3. SMEC – Ms. Fernandes reported they met on March 31st and April 29th. They approved minutes, student tuition rates, FY25 spending plan, DESE financial review and salary scales and COLA increases. The next meeting is May 29th.
4. READS – Superintendent Nelson reported the met on April 15th. He explained that the Board supported moving forward with purchasing property in Norton for the READS Deaf and Hard of Hearing program. He added the Board revised the budget and tuition rates accordingly.
5. Tri-Town Education Foundation Fund – Ms. Rounseville reported they received seven grant applications and the distribution committee meets on Saturday to review.
6. Early Childhood Council – Ms. Duggan reported they had not met since the last report but she shared that the Chapter 74 Early Childhood Students at the ORR High School have coordinated a Touch A Truck Event on May 17 from 11-2 at ORRHS. This is a free family event with a number of family fun activities happening including a Scholastic Book Fair, Bubble presentation, and entertainment. The next meeting will be Wednesday, May 21, 2025.
7. Policy Subcommittee – Mr. Trombly reported they met on April 10 and reviewed and approved revisions to the following policies; JFABG Project Grow Student Selection Policy, JFAD ORRHS Admission Policy for Vocational Technical Programs and ADF District Wellness Program Policy. They also approved a first read of IN – Artificial Intelligence policy.
8. Equity Subcommittee – Ms. Duggan reported 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

*Wednesday, June 4, 2025

Hybrid Format

Joint School Committee

June 12, 2025

Hybrid Format

B. FUTURE AGENDA ITEMS

- Approval of Leases (June)

ADJOURNMENT:

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

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

SECONDED: Ms. Duggan

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

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Meeting Resources:

April 28, 2025 Draft Minutes

May 1, 2025 Draft Minute

Music Donation

Portrait of the Graduate Update

FY25 RMS Financial Report Memo

FY25 RMS Financial Report – General Operating

Warrant(s)

Food Service Report

Facilities Director Report

Superintendent's Newsletter

Principal's Report

Request for OpenSciEd Curriculum Adoption



- **Highly Rated & Standards-Aligned:** Top score from EdReports; built for Massachusetts Frameworks
- **Phenomenon-Based & Investigative:** Students explore real-world phenomena through inquiry and experimentation
- **Teacher-Facilitated & Student-Driven:** Learning is led by student questions and supported by teacher guidance
- **Collaborative & Inclusive:** Fosters peer learning, values all voices, and builds a sense of belonging
- **Adaptable & Cost-Effective:** Editable, open-source materials reduce costs
- **Teacher-Endorsed:** Piloted by teachers and **approved for adoption** (89%) through a staff vote

Recommendation: Approve Adoption of OpenSciEd for Elementary School Science



Elementary Math Curriculum Selection Process

Dr. Shari Fedorowicz
June 2, 2025

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



The Vetting Process

- Math Committee: elementary educators K-6 narrowed the choices down to 3 HQIM DESE approved programs from 10 programs:
 - Envisions
 - Reveal Math
 - Illustrative Math
- Each grade level met to decide on lessons to pilot.
- All teachers were able to pilot the 3 programs.
- A rubric was used to collect quantitative and qualitative data.
- The Math Committee and teachers made a decision based on the overwhelming results of the survey data.

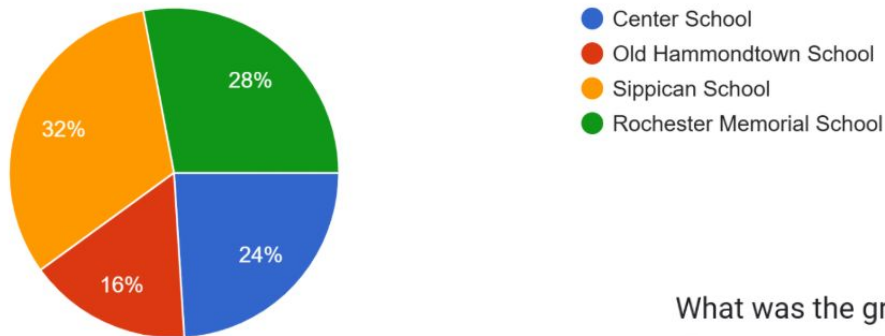
The Meetings

1/31/25	Full Day of Materials Review with the Math Curriculum Review Team
2/3/25	Grades K & 1 Grade-Level Math Curriculum Review Meetings
2/25/25	Grades 4, 5, & 6 Grade-Level Math Curriculum Review Meetings
2/26/25	Grades 2 & 3 Grade-Level Math Curriculum Review Meetings
3/19/25	Illustrative Math Pilot for Educators
3/24/25	Envisions Math Pilot for Educators
3/31/25	Reveal Math Pilot for Educators
4/1/25	Math Curriculum Survey Sent to Educators
5/5/25	Math Curriculum Survey Results Discussion with Educators

Educators from All Elementary Schools and Grade Levels Participated in the Pilot and Survey

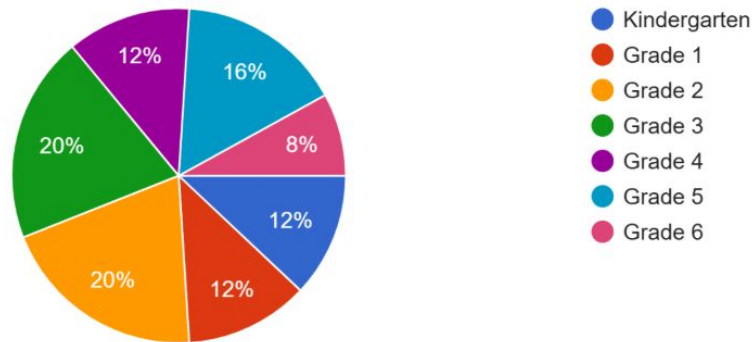
What school do you work at?

25 responses



What was the grade level of the students in the trial lessons?

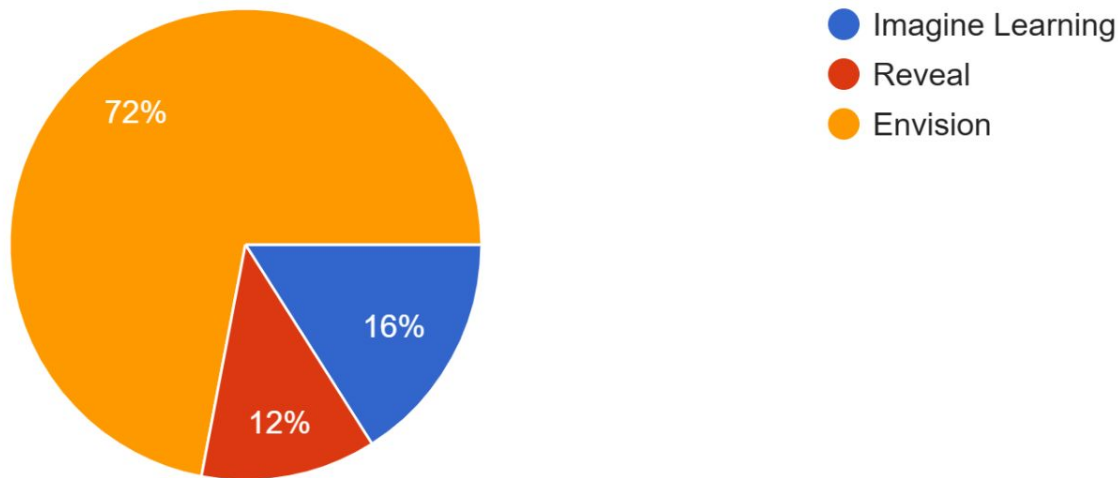
25 responses



First Choice - Envision (72% of vote)

Based on the new way in which the research tells us to teach math (unlike GoMath and Everyday Math), which program is your first choice to adopt?

25 responses





Thank you!

Old Rochester Regional School District
MA Superintendency Union # 55



Questions?



Rochester Memorial School

2025 - 2026 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 2025

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

- **Kirsten Jiminez**
- **Katherine Duggan, Vice-Chairperson**
- Joshua Trombly
- Anne Fernandes
- Robin M. Rounseville

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Rochester Memorial School Staff

2025-2026

Heidi Letendre - Principal

Charles West - Assistant Principal

Ellen Murphy - School Nurse

Lisa Russello?? - Principal's Administrative Assistant

Kim Amato - Special Education Administrative Assistant

Sharon Cruz - School Social Worker

Jamie Pacheco - School Social Worker

Rochester Memorial Staff List

<https://rms.oldrochester.org/families-students/staff-directory>

Project Grow, Preschool:

~~Ms. Pacheco~~

~~Ms. Garcia - Speech Language Pathologist - Project GROW~~

Kindergarten:

~~Mrs. Baronas~~

~~Mrs. St. Yves~~

~~Mrs. Weigel~~

~~Ms. Derderian~~

Grade 1:

~~Mrs. Beson~~

~~Mrs. Lenahan~~

~~Mrs. Nelson~~

~~Mrs. Staier~~

~~Ms. Dederian~~

Grade 2:

~~Mrs. Alves~~

~~Mrs. Bradley~~

~~Mrs. Hedblom~~

~~Mrs. Russo~~

Grade 3:

~~Mrs. Banno~~

~~Ms. Higgins~~

~~Ms. Hunter~~

~~Mrs. Koepfel~~

~~Mrs. Realini~~

Grade 4:

Mrs. Gabral
Mrs. Gyr
Ms. Griffin

~~TBD-Special Education Teacher~~

Grade 5:

Ms. Campbell
Mrs. Rogers
Ms. Houlihan
Ms. Harper
Mr. Forns

Grade 6:

Mr. Cote
Mrs. Forns
~~Mr. Sylvaria~~
Ms. Teves
~~TBD-Special Ed Teacher~~

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. Mellmail

School Social Workers:

Mrs. Cruz
Mrs. Pacheco

English Language Learner Teacher:

Mrs. Keogh

School Psychologist:

~~Mrs. St. Thomas~~

Speech Pathologists:

~~Mrs. Lambert-Matos~~

~~TBD~~

Physical Therapist:

~~Mrs. Hasbrouck~~

Occupational Therapist:

~~Ms. Souza~~

Paraprofessionals:

~~Mrs. Bateman~~

~~TBD~~

~~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. Bednareyk~~

~~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 cart items are not part of the free meal and students will be charged for any a la cart 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 debitable 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/](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 2025-2026 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 23–April 17 April 27–May 22 April 27–May 22

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>	Aug. 28 - Nov. 24	60 days	November 26, 2025	Friday, Dec. 12, 2025
<u>2nd</u>	Nov. 24 - Mar. 12	62 days	March 13, 2026	Friday, March 20, 2026
<u>3rd</u>	Mar. 15 - June 10	58 days	June 12, 2026	Monday, June 10, 2026 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 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

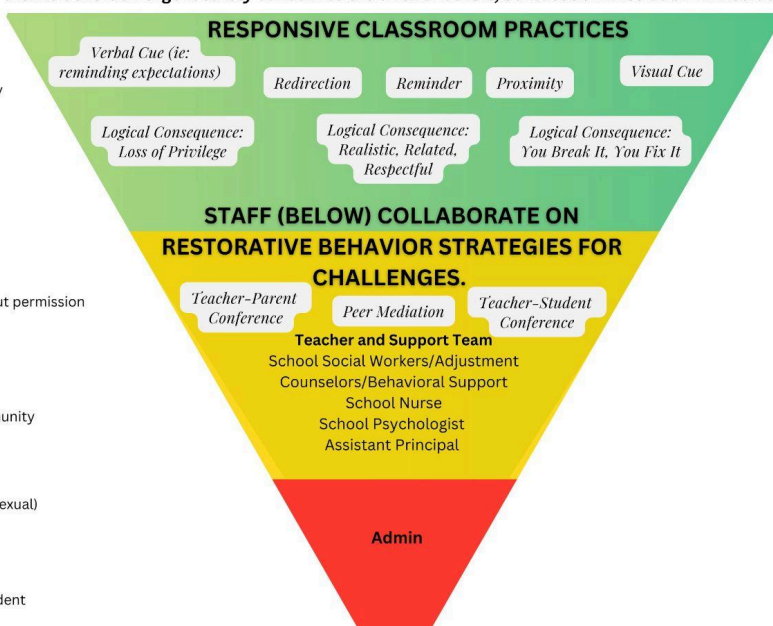
- Work refusal
- Disruption in any area
- Disrespect of others
- Obscene language or **racial slurs**
- Physical contact without intent to harm
- Leaving classroom or assigned area without permission
- **Malicious/hurtful pranks**
- **Bullying**
- Taking someone else's property (stealing)
- Documented persistent Level 1 behavior
- Property destruction
- Social media impacting the learning community
- Purposefully harmful to self or others
- **Threats**

Level 3

- Assault (physical, biting, hitting, spitting, sexual)
- **Bullying**
- **Threats**
- Weapons possession
- 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/guardian

Level 2

- Logical consequences
- Re-teach rules and expectations
- Parent/guardian meeting
- Behavior Contract (Teacher and Student)
- Develop Student Support Plan
- BBST Referral
- Meeting with administration
- **Lunch Detention/Loss of Recess**
- **Detention**
- **In School Suspension or Suspension**

Level 3

- Parent, teacher, admin meeting
- Develop or update Safety and/or Support Plan
- Individual behavior monitoring and/or contract
- Detention
- **In school Suspension or 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, 37H¹/₂ and 37H³/₄.)

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.

Protections for children not yet eligible for special education and related services

- A child who has not been determined to be eligible for special education and related services under this subchapter and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this subchapter if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- Rochester Memorial School shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - the parent of the child has expressed concern in writing to the administration, or a teacher of the child, that the child is in need of special education and related services;
 - the parent of the child has requested an evaluation of the child; or
 - the teacher of the child, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the District.
- Rochester Memorial School shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.
- Conditions that apply if no basis of knowledge
 - In general, if the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
 - Limitations: If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

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.~~

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

In-school suspension is a disciplinary action that the Rochester School District utilizes as an alternative to short-term suspension and to restore acceptable student behavior. Situations and/or circumstances related to Student Discipline may result in the disciplinary action that includes in-school suspension. When applicable, restorative practices are utilized.

Procedures have been developed to ensure that parent(s)/guardian(s) and students have due process afforded to them through a discipline hearing:

- It is the responsibility of the Principal to immediately notify the student of the disciplinary charge and to provide the opportunity to the student to dispute the allegations and to explain any circumstances prior to the decision to suspend in-house. If the Principal determines that the student did commit the disciplinary action, the student's in-house suspension must not exceed ten days cumulatively or consecutively in a school year. The student must be notified of the length of in-house suspension.
- The Principal must orally notify the parent(s) and/or guardian(s) of the disciplinary action, consequence, duration and reasons for concluding such consequence. Furthermore, the Principal should notify (at least two attempts) the parent(s) and/or guardian(s) of their right to meet and discuss the student's academic performance and behavior and ways to prevent further discipline, as soon as possible.
- The Principal will notify in writing, a notice of in-house suspension and offer a meeting to discuss the event and decision on the day of the suspension or as soon as possible.
- Educational services will be provided throughout the duration of any in-house suspension to ensure that a student can make academic progress, compared to all other students.

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 makeup 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 of 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. 71:37Q; 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:

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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 accused 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.

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 MA SUPERINTENDENCY UNION NO. 55



2024-2026 ROCHESTER MEMORIAL SCHOOL- SCHOOL IMPROVEMENT PLAN

Key: **Green** is On-going

Pink is on Hold

Yellow Need More Info

Bold is Completed

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

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

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

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

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

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 <ul style="list-style-type: none"> Review, design, and expand consistent district-wide support systems available to all students through the general education setting 	3.1 <ul style="list-style-type: none"> Identify the systems of support for academics, behavioral and social and emotional learning (SEL) Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly Educators will use the assigned FLEX block to provide intervention and enrichment to students 	3.1 <ul style="list-style-type: none"> Outline current systems of support in academics and SEL, including Responsive Classroom Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX Block focus areas for student success and planning for Tiered Instruction
	3.2 <ul style="list-style-type: none"> Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings (minus one interventionist for 25-26 school year) 	3.2 <ul style="list-style-type: none"> Outline of intervention expectations for literacy are completed and shared Finalize district DCAP that defines what tiered intervention at the elementary and secondary level 	3.2 <ul style="list-style-type: none"> Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners
	3.3 <ul style="list-style-type: none"> Identify and provide professional development in all schools that foster the full implementation of the systems of support 	3.3 <ul style="list-style-type: none"> Train and support educators on the systems of support at the classroom level while being in alignment with the district plan such as Responsive Classroom & Fly Five 	3.3 <ul style="list-style-type: none"> Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners

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

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

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

		<ul style="list-style-type: none"> • Hold bi-monthly meetings with student ambassadors • School Influencers attend the four training meetings and attend monthly meetings 	<ul style="list-style-type: none"> • School-based initiatives are identified by Project 351 students and school-based Ambassadors
	4.5 <ul style="list-style-type: none"> • Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> • Provide continued PD and to improve upon behavior reporting system • Continue to improve upon behavior data reporting and analysis • Engage in PD to further support students with social-emotional and behavioral needs-Tier II Social Emotional training • Fly Five materials purchased for Tier I • Pilot of Fly Five with staff 	4.5 <ul style="list-style-type: none"> • Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors • Trauma training for appropriate staff • Responsive Classroom training for new staff • Fly Five is implemented in each classroom
	4.6 <ul style="list-style-type: none"> • Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> • Schedule Open House and Orientation Days • Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> • Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning	5.1 <ul style="list-style-type: none"> • Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> • Provide faculty and staff training on school safety and cyber security • Conduct safety drills throughout the school year in 	5.1 <ul style="list-style-type: none"> • Training take place throughout the year on ALICE training • Fire drills are conducted with the support of the RMS Fire Department

environments in all schools.		<p>alignment with the safety manual</p> <ul style="list-style-type: none"> Professional training in Crisis Prevention Intervention (CPI) Invite local police and fire department personnel to visit and walk the schools Continue to improve upon GoGuardian Use Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable 	<ul style="list-style-type: none"> Updated manual shared with The Leadership Council to be followed in emergencies Staff training in CPI takes place each fall and throughout the year, as needed Go Guardian is implemented and updated as Health and safety trainings take place annually and/or as appropriate
	<p>5.2</p> <ul style="list-style-type: none"> Establish annual review and audit procedures of all facility systems and related phase replacement plans 	<p>5.2</p> <ul style="list-style-type: none"> The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	<p>5.2</p> <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
	<p>5.3</p> <ul style="list-style-type: none"> Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	<p>5.3</p> <ul style="list-style-type: none"> Maintain classroom, student and staff technology equipment Support maintenance and refurbishment of technology Improve upon tech ticket reporting Support the development of replacement plans 	<p>5.3</p> <ul style="list-style-type: none"> All instructional technology is updated and functional to support student learning The technology maintenance plan is outlined by the technology department Increase staff submission of technology and maintenance requests within the ticketing system Technology maintenance and replacement plan is in place

	<p>5.4</p> <ul style="list-style-type: none"> Establish short and long term capital plans for all school buildings, grounds, and facility operations 	<p>5.4</p> <ul style="list-style-type: none"> School administration will meet with the district administrative department heads to target areas of need in the building School and district administration will meet with town officials to walk the building and view areas of need Items agreed upon will be added to the town's capital improvement plan as applicable 	<p>5.4</p> <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to central administration Long and short-term capital plans for buildings and grounds are outlined Items added to the Capital Plan will be reviewed with town leadership Town capital planning documents reflect the needs identified by the school
	<p>5.5</p> <ul style="list-style-type: none"> Continue to be engaged and actively involved in the budget process at the building level 	<p>5.5</p> <ul style="list-style-type: none"> Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment Participate in discussions to identify and prioritize the budget process 	<p>5.5</p> <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to the budget subcommittee

MEMORANDUM OF AGREEMENT BETWEEN THE
ROCHESTER SCHOOL COMMITTEE
AND THE
SOUTHEASTERN MA EDUCATIONAL COLLABORATIVE
FY26

- I. The Rochester School Committee agrees to allow the Southeastern Massachusetts Educational Collaborative (SMEC) to use two (2) full-size classrooms at the Rochester Memorial School (RMS) for the charge of \$10,010 each per annum to accommodate both school year and extended year programs.

In addition, the Rochester School Committee agrees to allow SMEC to use one (1) small classroom/therapy space located adjacent or near the SMEC classroom(s) for the purpose of providing therapeutic services to students enrolled in the SMEC program, for the additional annual charge of \$4,132 per annum.

- I. This agreement will be in effect from July 1, 2025 to June 30, 2026 and will be renewable annually upon mutual agreement and desire of both parties. If either party intends not to renew this agreement for the subsequent year, written notification will be provided to the other by April 15, 2026.

- II. The parties agree to the following:

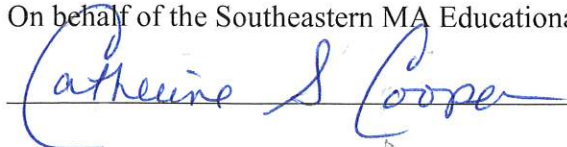
1. Exclusive classroom occupancy and all utilities shall be included in the lease price.
2. All furniture, furnishings and supplies will be purchased by and the responsibility of SMEC and shall be owned and maintained by SMEC unless otherwise agreed.
3. Custodial services shall be provided by the Rochester custodial staff.
4. Basic first aid, routine school-based screenings and medication administration will be provided by the Rochester school nurse(s) when school is in session at RMS. Students requiring more intensive and continuous medical supervision shall be assigned a 1:1 nurse by SMEC and the student's LEA as applicable.
5. SMEC will be assigned keys to the SMEC classrooms.
6. Parking spaces for SMEC staff and one (1) SMEC van will be provided.
7. SMEC will list said classroom(s) and name the Rochester Memorial School on the Collaborative's General Liability insurance policy.

- III. This agreement is understood, signed and dated as follows:

On behalf of the Rochester School Committee:

_____ Date: _____

On behalf of the Southeastern MA Educational Collaborative:

 _____ Date: 5/2/2025

**MEMORANDUM OF AGREEMENT BETWEEN THE
ROCHESTER SCHOOL COMMITTEE
AND THE
COUNTRYSIDE CHILD CARE CENTER, INC.
FISCAL YEAR 2026**

This Agreement is made by and between the Rochester School Committee and the (collectively hereinafter referred to as the "School") and Bonnie A. Morrison, Countryside Child Care Center, Inc., with an address at 565 Rounseville Road, Rochester, MA 02770 (hereinafter, "User").

WHEREAS, the School owns certain facilities as described in this Agreement, and

WHEREAS, User desires to use those facilities for the purposes herein contained:

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained, School and User agree as follows:

1.0 Grant: School hereby grants a license to User to use the following described facilities and equipment ("Facilities" or "Licensed Premises") on the terms and conditions hereinafter set forth:

User shall use the Licensed Premises only for the purposes set forth herein and for no other purpose.

2.0 Term: User shall be permitted to use the Facility during the following time and dates:

Times to be agreed upon, Monday through Friday

From July 1, 2025 through June 30, 2026

3.0 Fee: User shall pay to School the following license fees:

A. Guaranteed Minimum Fixed User Fee: \$2,060 of monthly rental from July 1, 2025 through June 30, 2026.

Rental fees are due the first of each month.

(i) All expenses that it may incur in supplying services for and on behalf of User except for those specifically to be borne by School as set forth herein.

(ii) All costs for services provided by School at the reasonable request of User, which shall be billed to and reimbursed by User at School's standard rates.

The estimated fees for Media equipment and Security and Buildings & Grounds services are as follows:

Educational Media for sound equipment and technician.	\$ <u>N/A</u>
Security Services	\$ <u>N/A</u>
Buildings & Grounds – Set-up and break-Down/cleaning.	\$ <u>N/A</u>

The foregoing are preliminary estimates, based on information provided by User. User will be billed for Additional User Fees for the actual equipment and services used in connection with the Event.

User shall pay Additional User Fees within thirty (30) days following the invoice date. User agrees to pay all fees due under this contract by bank check.

4.0 Condition of Licensed Premises: User has inspected the Licensed Premises prior to the execution of this Agreement and agrees to accept the same in its “as is” condition, and except as specifically noted in herein, School shall not be required to perform any work or alterations to prepare the Licensed Premises for User’s Event.

5.0 Utilities: School shall at its own cost and expense supply User with all existing utilities, including heat, water and electricity.

6.0 Parking and Facilities: User may have access to School’s parking lot.

7.0 Compliance with School Policies: User shall ensure that its employees, agents, contractors, licensees, guests, and invitees comply with all applicable School rules, regulations, and policies, and with directions of School staff.

7.1.1 User and its employees, agents, contractors, licensees, guests and invitees shall not injure, damage, mar or deface the Facilities, its appurtenances and any equipment contained therein. Neither shall User cause or permit anything to be done whereby said premises, appurtenances and equipment shall in any way be injured, damaged, marred or defaced, and will not drive or permit to be driven, nails, hooks, tacks or screws into any part thereof and will not make or allow to be made any alterations of any kind therein.

7.1.2. User and its employees, agents and contractors shall not erect any special platforms, water tanks, scaffolding, rigging and other apparatus without School’s prior written approval. School, in its sole discretion, reserves the right to reject any of the above mentioned items. In the event of such constructions, User will take all necessary action required to insure the safety of the participants and the public, and shall be solely liable for any damages that arise as a result of same.

7.1.3. Unless specifically called for herein, User agrees that it and its employees, agents and contractors will not use School's equipment, tools, or furnishings located in or about described Facilities, without first seeking and receiving the written approval of School. School does not

guarantee the operation of any of its equipment and shall not be liable for any loss sustained by User or its employees, agents, contractors, licensees, guests or invitees by reason of any breakdown of equipment during the permitted Use.

7.1.4. User and its employees, agents and contractors shall not use any flammable materials, including decorations, displays, drapings, or similar items in the Facilities, without School's prior written approval.

7.1.5. The Facilities are designated as non-smoking at all times. User shall be responsible for reimbursement to the School for any damage caused by smoking.

7.1.6. At no time shall User allow occupancy of the Facilities to exceed maximum permitted occupancy. The maximum permitted occupancy for the facilities is set fourth on herein.

7.1.7. Vacating Premises: At the end of its Event, or upon the earlier termination of this Agreement, User shall quietly and peaceably vacate the Licensed Premises and remove its employees, agents, contractors, licensees, guests and invitees and their property from the Licensed Premises so that the Licensed Premises are in the same condition (ordinary wear and tear excepted) as at the inception of the Event, and User shall reimburse School for any expense incurred to repair any damage caused by such removal. Any property or items of User or its employees, agents, contractors, licensees, guests or invitees remaining in the Licensed Premises after the expiration or sooner termination of this Agreement shall be deemed abandoned and may be disposed of by School as it sees fit in its sole discretion, at User's expense. User agrees that School shall have no liability for any disposal of property that is deemed abandoned.

7.2. User will provide, at its own expense, a liaison between User, User's employees, agents and contractors and School's staff. Said liaison will facilitate communication between User's attendees and School's staff, as the need arises.

8.0 Additional Users: User understands and agrees that during the term of this Facilities Use Agreement other activities and events may be held in other parts of the described facilities not included in this Facilities Use Agreement, and User shall so conduct its activities so as not to interfere with such other activities and events.

9.0. User agrees that its advertising and publicity shall not conflict with the School's advertising policy. User shall submit its advertising plans, if any, including sponsorships to the School for review prior to publicizing of any of its activities hereunder.

10.0. User and its employees, agents, contractors, licensees, guests and invitees shall comply with all pertinent federal, state, local and municipal laws, codes, ordinances, rules and regulations, including but not limited to fire, building safety and health codes applicable to the Use of School's Facilities. User and its employees, agents and contractors shall obtain and maintain in full force and effect, all permits, licenses and authorizations required by governmental and quasi-governmental agencies. User shall advise School of all permits and licenses required to be obtained for its activities in School's own name, and shall cooperate with School in obtaining same and shall pay any fees and expenses that may be required relative thereto. User shall pay all taxes imposed by law in connection with its Use.

10.1.1. The possession and/or use of intoxicants, including beer or wine, is prohibited in the Facilities. Animals, birds, and other pets are not permitted in the Facilities, except for guide dogs.

11.0. Except as may be preempted by federal law, this Agreement shall be governed by the laws of the Commonwealth of Massachusetts, without regard to its choice of law principles. Litigation of all disputes between the parties arising from or in connection with this Agreement shall be conducted in a court of appropriate jurisdiction in Plymouth County, Massachusetts.

12.0 Indemnification. User agrees to defend, indemnify, and hold harmless School, its successors and permitted assigns, and their respective employees and agents to the fullest extent permitted by law from and against any and all claims or demands whatsoever, including associated costs, expenses, and reasonable attorneys' fees incurred on account thereof, that may be asserted by User's employees, employees of User's subcontractors or agents, or any other persons for loss, damage, death, or injury to persons or property arising in any manner out of or incident to User's utilization of School facilities and/or User's performance or nonperformance of this Agreement.

13.0 Insurance: In addition to Workers Compensation and other statutorily required coverage, User agrees to obtain and maintain at its own cost and expense broad form General Liability insurance with a limit of not less than Two Million (\$2,000,000) Dollars covering personal injury, death and property damage, covering all of activities of User and its employees, agents, contractors, licensees, guests and invitees at School's premises. Such policies of insurance shall be maintained with insurance companies authorized to do business in the Commonwealth of Massachusetts and provide that they may not be canceled except upon 30 days prior written notice to School. User shall, at the time of the execution of this Agreement, furnish School with a certificate of insurance and coverage rider evidencing such coverage, and naming School as an additional insured with respect to its liability coverage. The insurance required hereby shall not be deemed to limit User's obligations to indemnify School under this Agreement.

14.0 Violation: If in School's reasonable opinion, at any time User's employees, agents, contractors, licensees, guests or invitees violates an applicable School rule or regulation (including, but not limited to restrictions against the use of drugs and alcohol), or the ordinance or law of the town, the Commonwealth of Massachusetts or the United States of America, User shall direct the offender to cease and desist from continuing such illegal or improper use. Notwithstanding anything to the contrary contained in this Agreement, School expressly reserves its right at any time upon prior notice to User (except in emergencies), to cause the removal of any of User's employees, agents, contractors, licensees, guests or invitees, who in the reasonable discretion of School has engaged or is engaging in undesirable, disruptive or hazardous behavior.

15.0 Non-assignment: User shall not assign or transfer this Facilities Use Agreement or allow any other entity to use any portion of the subject Facilities hereunder without the prior written consent of School.

16.0 No Joint Venture: Nothing contained herein shall be deemed or construed by the parties or by any third party as creating any employment or agency relationship or partnership or joint venture between User and School.

17.0 Entire Agreement: This Facilities Use Agreement, together with any exhibits or addenda annexed hereto, is the sole and complete expression of the parties' intent with respect to the subject matter hereof. This Agreement may be amended or modified only by a writing countersigned by authorized representatives of each party.

18.0 Inspection: User agrees that School's authorized representatives may enter upon the licensed Facilities at all reasonable times to make inspection and perform necessary work or to ensure conformity with this Facilities Use Agreement.

19.0 Force Majeure: Anything to the contrary notwithstanding, School shall not be liable, nor shall any credit or other remedy be extended, for School's failure, in whole or in part, to fulfill its obligations under this Agreement where such failure arises from or in connection with causes beyond School's control, including, but not limited to, acts of God, flood, extreme weather, fire or other natural calamity, terrorist attack, any law, order, or regulation or action of any governmental entity or civil or military authority, power or utility failure, cable cuts, unavailability of rights-of-way, national emergencies, riots, wars, strikes, lock-outs, work stoppages, or other labor difficulties (each a "Force Majeure Event"), whether or not the Licensed Facilities are damaged, impaired, or precluded from use by such Force Majeure Event(s). If a Force Majeure Event occurs during the term hereof, School shall be excused from performance hereunder. A Force Majeure Event shall not excuse User's obligation to make any payment due pursuant to this Agreement, except to the extent that the Force Majeure Event physically interferes with and delays delivery of such payment.

20.0 Alternative Premises: (a) Anything to the contrary notwithstanding, should School determine in its sole, exclusive, and confidential discretion that its' operational requirements or obligations (including, without limitation, its facilities' expansion, contraction, elimination, or alteration) preclude its provision to User of the Licensed Premises, School may, at its sole and exclusive option, (1) offer alternative premises to User on the terms and conditions set forth in this Agreement, or (2) terminate this Agreement without further liability by School to User. User shall have ten (10) days to accept or not accept a School offer of alternative premises. (b) Should User not accept such offer of alternative premises within 10 days, this Agreement shall immediately terminate without further liability by School to User.

21.0 Termination: Either party may terminate this Agreement with thirty (30) days prior written notice to the other party. In addition, and anything to the contrary notwithstanding, School may terminate this Agreement immediately for cause with notice to User. For the avoidance of doubt, "cause," as used in this paragraph 5, shall include, but not be limited to, User's material failure to perform or to comply with any term or condition of this Agreement, which failure shall not have been cured within a reasonable time, but not later than five (5) days following School's notice to User of said failure. Notwithstanding anything to the contrary contained in this Agreement, User hereby acknowledges and agrees that a School termination for cause shall not excuse User's obligation to make any payment due pursuant to this Agreement.

21.0 Notices: All notices by the parties to each other hereunder shall be in writing, addressed as follows:

If to School: Rochester Memorial School, 16 Pine Street, Rochester, MA 02770

with simultaneous copies to: Superintendent's Office, 135 Marion Road, Mattapoisett, MA 02739

and

If to User:

Bonnie A. Morrison
Countryside Child Care Center, Inc.
565 Rounsville Road
Rochester, MA 02770

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date first set forth hereinabove.

SCHOOL

Countryside Child Care Center, Inc.

By _____

By _____

Name: _____

Name: _____

Title: _____

Title: _____

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Committee 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	MT 18	19
21	22	23	24	25	18	19	20	21	NT 22	22	23	24	X 25	26
28	29	30	31		25	[26]	27*	28	29E**	29	30		P R	
7/4 - Independence Day					8/25 All Staff Report [] Prof. Devl. Day ** - 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	ORR E J	10	[10]	11	12	R-B R	14	8	9	10	MT-B MT M-B M	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	MT 23P	24P	24	25	26E	ORR-B ORR 27	28	22	23E	24	25	26
27	28	29	30 M-B M	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	ORR-B 11	MT 12	13	9	10	11	12	13
12	13	14	R-B R P ORR	16	16	17	R-B	18	19	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	M 25	MT 26	27
26	27	28X	29 E J	30			MT-B M-B M			30	31	R ORR		
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	M 9	R 10*	ORR 11	12
13	14	15	R	17	11	12	13	S R	15	15	E J	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 P MT	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					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/1- Labor Day					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/13- Columbus Day					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/27 - Thanksgiving Day														
12/25- Christmas day														
1/1- New Year's Day														
1/19 - Martin Luther King, Jr. Day														
2/16 - Presidents' Day														
4/20- Patriots' Day														
5/25 - Memorial Day														
6/19 - Juneteenth														

M	Marion	6:00pm
MT	Mattapoisett	6:30pm
R	Rochester	6:30pm
ORR	ORR	6:00pm
J	Joint	6:30pm
E	Equity	4:30pm
P	Policy	4:30pm
M-B	Marion Budget	4:30pm
MT-B	Mattapoisett Budget	4:30pm
R-B	Rochester Budget	4:30pm
ORR-B	ORR Budget	4:30pm
S	Superintendent's Goals	4:30pm



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	April 17, 2025
Name of Donating Individual/Group:	RMS PTO, Book for Ms. Donna Cisco upon her retirement
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	April 18, 2025
Title and Author of Book:	Cars, trains, ships & planes : a visual encyclopedia of every vehicle by Gifford, Clive : <i>DK Smithsonian Encyclopedia</i>
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

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria
7. Library materials shall be current and up-to-date.	Item Meets Criteria



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

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

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

Reason:

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

Signed: Paul San



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 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: <input type="button" value="Review"/></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.</p> <p>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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Old Rochester Regional School District
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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 ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

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

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

Reason:

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	Harold & Hog pretend for real! (Elephant & Piggie Like Reading) by Santat, Dan
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 (May 1, 2019)</i></p> <p>PreS-Gr 2-Santat and Willems pair up a hilarious installment in the series with a hysterical portrayal of metafiction for kids. Harold and Hog are huge fans of Gerald and Piggie. So much so, they decide to play dress up and pretend to be them. Harold dons glasses, and Hog wears a "Piggie" nose over his own, but it is far more of a challenge when it comes to embodying their personalities. Hog is not as carefree as Piggie, and Harold doesn't quite understand what it means to be careful like Gerald. This realization is a test of Harold and Hog's friendship-how can they be best friends like Gerald and Piggie if they can't be like them? Just as in every "Elephant and Piggie" book, friendship is tested and readers are led to a satisfying ending. Santat's detailed art style mirrors Willems's simplicity, but is distinct enough to let readers know that they are in a different world than his. Willems's readers will be thrilled at the choices that Santat makes in art and text, subtle and overt. Whether it's picking up on the "stage" they create or when a familiar Easter egg is used, all will have readers rolling with laughter. VERDICT A fun addition for most libraries, perfect for fans of Gerald and Piggie.-Danielle Jones, Multnomah County Library, OR © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (May 1, 2019 (Vol. 115, No. 17))</i></p> <p>Grades K-2. Operating on the notion that no reader is too young to enjoy a metafictional romp, Willems and Santat both trot in elephant and piggy pairs—one (Willems') to read a story about the other (Santat's), who decide to pretend to be their favorite literary duo (guess who). Unfortunately, Santat's overcaffeinated Harold is nothing like Willems' ponderous pachyderm, and likewise Santat's introverted Hog looks and, plainly, feels silly trying to emulate Willems' "carefree" porker. The art reflects these personality differences; in contrast to Willems' flat, simply drawn animal buddies, Santat's shy pig has a rounded, fuzzy body, mobile features, and a massive companion who is all wild gestures and exaggerated expressions. Eventually, Santat's pair solve the issue by switching roles, cuing a celebrity walk-on and cutting back to Willems' dazed duo, who race off to do some role-playing of their own. Punctuated by wordless</p>



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spreads (as well as many exclamation points), the big, all-dialogue narrative cranks both the volume and pace of this brain-bending entry in the Elephant & Piggie Like Reading! series up another notch. HIGH-DEMAND BACKSTORY: Willems' Elephant & Piggie could sell this on their own, but throw in Caldecott-winning, best-selling Santat to boot and you've got yourself a hit.

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:



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Reason:

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

Signed: _____

A handwritten signature in cursive script, appearing to be "J. [unclear]", written over a horizontal line.



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	David goes to school by Shannon, David
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>K-Gr 3-David is back! In his very traditional school, he is expected to follow all the rules. He can't run in the halls, cut in line, call out, or swing his paintbrush around. Drawing on his desk is the final straw, and although minor punishments have already been given out, it's time for him to stay after school. In a punishment that fits the misdemeanor, he has to wash the desks. He does a stellar job and is rewarded with his teacher's words of praise. David is a lovable character whose emotions flow across his round face. With a minimum of lines, Shannon shows glee, sorrow, anxiety-all of the familiar David emotions-and those of the other students as well. On one double-page spread where David is looking out the window and letting his imagination roam, he is told to "PAY ATTENTION!" He is, of course, paying close attention to the clouds. Run out and get several copies of this high-spirited school story.-Barbara Scotto, Michael Driscoll School, Brookline, MA</p> <p><i>Booklist starred (Vol. 95, No. 22 (August 1999))</i></p> <p>Ages 3-5. We know this kid by now. It wasn't just because of the award-winning No, David! (1998). We know this kid because he is our brother or our cousin or our best friend, or us. Now he has to fit his irrepressible exuberance--and his boyishly disgusting habits--into the classroom, with predictable results. Teacher's brief admonitions appear in careful printing on lined scraps from a school notebook; David is the snaggle-toothed, roundheaded kid. And he can't sit down, or come in from recess on time, or remember to raise his hand. When he chews gum, it's the biggest wad you've ever seen; when he isn't paying attention, it's because the clouds outside the classroom window are resolving themselves into dinosaurs and such. Shannon's picture-book-a-clef, with its acid colors and bold, flat planes, can be laugh-out-loud funny or catch-in-your-throat memorable. The spread in which a distressed David, knees locked together, raises his hand (the teacher's line: "Again?!"), or the penultimate image, where David gets a gold star for cleaning all the desks after school, are as emotionally resonant as can be. And we know David turned out all right, because he's making these books now.</p>



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

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

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

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

Reason:

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

Signed: A. Scum



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	That's not funny, David! by Shannon, David
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 (May 1, 2025)</i></p> <p>PreS-Gr 2-For those who find the humor and heart in the wild, destructive David stories, the books are immensely rewarding, and That's Not Funny, David! fits that bill. It begins with a heartfelt author's note discussing the difficulty in finding "the line" between funny and hurtful. In traditional David style, each spread features the boy doing something naughty, with a stark voice admonishing the action. It shows plenty of things that are funny-splashing, slurping-but also some that are downright rude. It delves into the idea of going too far, encouraging David and readers to think through the consequences of their actions. Is this choice hurting someone? Then it's probably not great. VERDICT A wild romp discovering the boundaries of humor, with warmth and inspiration. © Copyright 2025. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Kirkus Reviews (February 15, 2025)</i></p> <p>The circular-headed, triangular-toothed protagonist of Shannon's Caldecott Honor-winning No, David! (1998) returns to prove once and for all that humor is subjective. An author's note at the book's beginning observes that, for kids, the line between funny and not funny is meant to be constantly tested. Enter David. Written entirely in admonishments by authority figures such as parents and teachers, the book stresses that David makes mischief not for the sake of being a nuisance, but more because it amuses him deeply (even if he's the only one who's amused). He might blow bubbles in his drink one moment or perform a cannonball in a crowded pool the next. The narrators—generally unseen, though readers catch glimpses of adults' hands and legs—protest, "That's not funny!" or "You always go too far!" Still, David can't seem to stop himself, which sometimes leads to painful consequences, like getting his head stuck between the bars on a porch or inadvertently wedging a peanut up his nose. A final admittance by a caregiver that sometimes David is funny ("What am I going to do with you?") caps everything off warmly. While there's little to distinguish this from previous David books, Shannon still knows how to appeal to readers. In the energetic, highly expressive art, David is tan-skinned; the supporting cast is diverse. More of the same from a kid who does what he does so well. (Picture book. 3-6)</p>



Old Rochester Regional School District
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Criteria for Selection of Library Materials

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7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
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10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

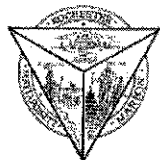
Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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. Sutter*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	How do dinosaurs say good night? By Yolen, Jane
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 2000)</i></p> <p>PreS-K-A rhyming, moral read-it-again tale. "How does a dinosaur say good night when Papa comes in to turn off the light?/Does a dinosaur slam his tail and pout?" Teague's wonderful rounded illustrations show 10 dinosaur species (all identified) as they settle down for the night in their human households. "Does a dinosaur stomp his feet on the floor/and shout: 'I want to hear one book more?'" After demonstrating a variety of bad bedtime behaviors, the reptiles are then shown to be model youngsters. "They give a big hug, then give one kiss more." While the message is a little obvious, it is impossible to resist Teague's endearing dinos.-Kathleen Whalin, Greenwich Country Day School, CT</p> <p><i>Booklist starred (Vol. 96, No. 15 (April 1, 2000))</i></p> <p>Ages 4-6. The text is sweet and simple--just right for the wonderful pictures that really make this picture book special. Teague's art takes dinosaurs out of their usual context and plops them into bed (a rather comical fit) for a sleepy-time tale with a difference. Endpapers introduce the critter cast in all their gorgeous glory: tyrannosaurus rex, dimetrodon, and more, in vivid, yet still earthbound colors. Prima donna dinos, they yawn and fuss and throw toys about, procrastinating (just like real kids) any way they can as human Moms and Dads, ready to put "baby" to bed, look on in various stages of impatience, anger, and surprise. The whimsical expressions on the "children's" faces give solid clues to the joke. By cleverly varying his perspectives, Teague adds dramatic punch to the pictures--readers watch from above as one behemoth baby whips its neck from side to side; they watch from below when another stamps its huge feet; and they're face to face with one snoozing T-rex hugging its teddy bear close. Alert lookers will notice the dino's name incorporated somewhere into each picture--pteranodon is neatly spelled out in blocks on the floor. A delight from start to finish; better buy more than one.</p>

Criteria for Selection of Library Materials

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Old Rochester Regional School District
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Reason:

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Signed: *L. Scott*



Old Rochester Regional School District
Massachusetts Superintendency Union #55

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Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	I broke my trunk! By Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A ✓ N/A ✓</p> <p>Review Status ✓ <i>School Library Journal (May 1, 2011)</i></p> <p>PreS-K-Gerald the Elephant recounts to Piggie the crazy story of how he broke his trunk. When he was playing with Hippo, he had the idea to lift him with his trunk. As Gerald tells Piggie, "a hippo on your trunk is heavy." But there is more to it. Rhino shows up and he wants a turn, so Gerald lifts them both onto his trunk, and so on, until he has lifted Hippo, Rhino, and Hippo's big sister and her piano on his trunk. As readers expect, there is more to the story of Gerald's bandaged trunk than first imagined. Willems's now classic and predictable formula, complete with an uncluttered background, large-type word balloons, and expressive characters, is as effective as ever. The style may now be familiar, but the "Elephant & Piggie" stories remain fresh, amusing, and relevant to readers, who will sit on the edge of their seats as they eagerly anticipate the surprising turn of events. A winning addition to the series.-Kristine M. Casper, Huntington Public Library, NY (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Booklist (April 15, 2011 (Vol. 107, No. 16))</i></p> <p>Preschool-Grade 2. Elephant and Piggie remain in the storytelling mode of <i>We Are in a Book!</i> (2010). After showing up with a bandaged proboscis, Elephant proceeds to tell the "long, crazy story" of how it happened. Memory bubbles let us follow along: first Elephant lifted Hippo with his trunk ("Why?" asks Piggie. "Because!" Elephant answers). But that is not what broke his trunk, and neither is the addition of Rhino and Hippo's sister and Hippo's sister's piano. As usual, Willems' use of pastel colors and vast white backdrops work minimalist wonders, making this another fine outing of this most dependable of series.</p>

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Contact Information (phone/email):	rmspto.com
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Title and Author of Book:	Listen to my trumpet! By Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: - <i>School Library Journal (April 1, 2012)</i></p> <p>PreS-Gr 2-Gerald and Piggie are back in another easy reader that manages to touch on the complex issues of communication, honesty among friends, and shared experiences. Piggie is in proud possession of a loud, shiny trumpet, which she can't wait to play for Gerald. As he sits and listens, she proceeds to struggle her way through a demonstration, which sounds less like music and more like Gerald's "Aunt Molly with a cold." But as painful as it is for Gerald to listen to Piggie play, he knows that telling her how bad she is will be even more torturous. His anguish is clearly visible-but tell her he must, because that's what friends are for. Willems squeezes so much information and emotion out of the barest of illustrations: Gerald sticking his tongue out in concentration as he maneuvers his bulk onto the tiny stool Piggie has provided for him reminds readers of what a physically odd couple they are; Piggie reverently embracing her trumpet before proceeding to blast the heck out of it speaks to her true motivation for getting it in the first place, as is revealed in the surprisingly sweet ending. This winning pair continues to delight and charm readers with a wisdom that seems hard won by adults, but is second nature to children.-Kara Schaff Dean, Walpole Public Library, MA (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

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Reason:

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

Signed: S. Sear



Old Rochester Regional School District
Massachusetts Superintendency Union #55

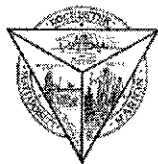
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Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	Are you ready to play outside? By Willems, Mo
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: - <i>School Library Journal (December 1, 2008)</i></p> <p>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>

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Date of Librarian Review:	May 25, 2025
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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 (October 1, 2007)</i></p> <p>K-Gr 2-Beginning readers familiar with Willems's books will recognize his distinctive humor and illustrative style in these stories. When Piggie receives her first invitation to a party, she asks Gerald to join her and relies on his advice-because he "knows" parties-in order to prepare for the big event. The elephant, however, has a tendency to overanalyze, so he prepares them both for any contingency-a fancy/pool/costume party. Piggie's expressive features show her questions about their attire, but the friends set off bedecked in flippers, masks, top hat, pearl earrings, cowboy hat, and evening dress. Imagine her surprise when they find all the other guests as lavishly overdressed as they are. In the second title, Gerald learns that there are worse things than a bird on your head, namely, two love birds, a nest, and three hatchlings. With the help of Piggie, he is finally able to ask them to move, but, as the final page reveals, they have become her problem. Both books use speech bubbles-gray ones for Gerald, pink for Piggie-to tell the entire story. This feature is a nice touch that facilitates paired/choral readings. The conversation between the friends flows smoothly and allows beginning readers to practice expression as they read. These appealing titles will tickle the funny bones of children and are sure to become favorites.-Maura Bresnahan, High Plain Elementary School, Andover, MA Copyright 2007 Reed Business Information.</p>

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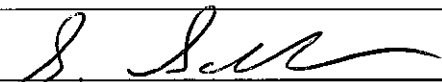
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Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>N/A ▾</div> <div>N/A ▾</div> <div>Review Status: ▾ <i>School Library Journal (October 1, 2021)</i> PreS-Gr 1-In their latest collaboration in the "How Do Dinosaurs?" series, Yolen and Teague continue to help youngsters handle difficult situations with humor, practical advice, simple quatrains, and fabulous dinosaurs! Like many children, dinosaurs might have trouble saying goodbye when they have to part with a loved one, and they may throw tantrums, shake their massive heads, write notes (sometimes on walls!), and hide in bathrooms or bedrooms to avoid the inevitable. But with hugs from family, even dinosaurs can learn to express their feelings, and to say goodbye with kisses and love. The gargantuan creatures are amusingly depicted in familiar situations, so even though they may be sad or angry, their over-the-top antics and the reactions of their human counterparts make their problems humorous rather than traumatic. Dinosaur aficionados will love Teague's colorful reptiles, who stretch across two pages, dwarfing their human settings, and will appreciate that each dino is identified on endpapers and in tiny print where they first appear in the story. VERDICT Fans of any of the previous entries will rejoice at this new addition, which uses exaggeration and humor to help children acknowledge and deal with their dinosaur-sized emotions.-MaryAnn Karre, Binghamton, NY © Copyright 2021. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</div>

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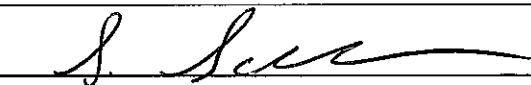
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Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	The itchy book! (Elephant & Piggie Like Reading) by Pham, Leugen
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: -</p> <p><i>School Library Journal (June 1, 2018)</i> PreS-Gr 2-This book combines two of children's favorite fixations-"Elephant & Piggie" and dinosaurs-into a funny story that plays around with a relatable problem. Similar to other books in the series, the beloved duo introduce the story. They begin with their usual humor by describing this book as one that will "make you feel things all over." Pham begins the main story with Dino Mo reading a sign stating, "Dinosaurs do not scratch." The other dinosaurs, Triceratops, Pterodactyl, Brontosaurus, and T-Rex have an itch, but no matter how they try to convince Dino Mo that it is okay to scratch he is not budging from his stance that "Dinosaurs do not scratch." He is absolutely resolute. Not even an itchy wool sweater can persuade Mo it is okay to scratch. Children will enjoy the brightly colored dinosaurs and appreciate the word-bubble writing style. VERDICT Fans of "Elephant & Piggie" will love the humor and satire in this engaging easy reader. Those itching for winning selections for newly independent readers will be especially grateful.-Jewelee Painter, Springfield Elementary School, Rileyville, VA © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Publishers Weekly (March 12, 2018)</i> Behind the giggles offered by this easy reader in the Elephant and Piggie Like Reading line, a provocative question lurks: do those with authority really know what's going on? Words carved into a stone catch the attention of a bespectacled dinosaur, who reads them aloud: "Dinosaurs do not scratch." A bright green triceratops reaches down to itch its knee. The first dinosaur points to the stone: "Dinosaurs are tough! We do not scratch!" More itchy dinosaurs appear-friendly, childlike reptiles in t-shirts and shorts-and the dinosaur with glasses cites the rule again. "Tough dinosaurs do not scratch!" he exhorts. The action doubles down as the urge to itch deepens, and the first dinosaur works hard to keep his friends on the straight and narrow. Suddenly, a turtle sleeping in front of the rock moves, revealing another word. Surprise! The stone actually says, "Dinosaurs do not scratch alone." It's okay to itch after all! Writing exclusively in dialogue, Pham (the Vampirina Ballerina series) imbues her spreads with fizzy energy. Ages 6-8. Agent: Linda Pratt, Wernick & Pratt. (May) © Copyright PWxyz, LLC. All rights reserved.</p>



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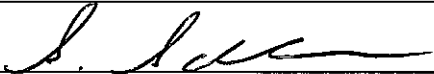
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Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Moon! : Earth's best friend (Our Universe) by McAnulty, Stacy
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status: -</p> <p><i>Booklist (June 1, 2019 (Vol. 115, No. 19))</i></p> <p>Grades K-3. If the Earth had a best friend, who would it be? Why, the Moon, of course! As in <i>Earth! My First 4.54 Billion Years</i> (2017), McAnulty gently introduces a celestial body by letting it tell its own story. The Moon excitedly explains how "she" came to be and her close relationship with the Earth. She also dispels some myths about herself: a cow has yet to jump over her, despite what nursery rhymes may say. Unafraid to insert specific numerics into the conversational text, this book imparts loads of scientific facts under the guise of a lighthearted autobiography, and the reader can't help absorbing much along the way. The humorous voice, accompanied by Lewis' adorable and entertaining digital illustrations, makes learning a breeze. Back matter includes a short author's note, a game of "Two Truths and a Myth with Moon," as well as more data, nomenclature, and a list of sources. Perfect for children—and grown-ups—who have questions about the greater universe.</p> <p><i>Publishers Weekly (June 10, 2019)</i></p> <p>In a companion to <i>Sun! One in a Billion</i>, an anthropomorphic Moon-rendered by Lewis as a friendly figure with doe eyes and a sweet smile-announces that it is BFF's with Earth (an equally affable figure who shows its appreciation for Moon with a tender half hug). "We have been together since the beginning. Almost," Moon begins. It describes how it came into existence (from a giant impact with "baby Earth"), explains the moon's phases, and details the way that gravity "pulling on Earth's oceans" causes the tides. Moon provides facts about itself and about various planets and their moons, while clearing up misconceptions and myths (it doesn't go away during the day, and cows don't jump over it). McAnulty conveys complex concepts in a gentle, clear manner that provides readers with a solid foundation for learning more about the galaxy. Ages 4-8. (June) © Copyright PWxyz, LLC. All rights reserved.</p>

Criteria for Selection of Library Materials

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



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Massachusetts Superintendency Union #55

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



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Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Fly Guy presents. Scary creatures! By Arnold, Tedd
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... N/A</p> <p>Review Status:</p> <p><i>Booklist (June 1, 2013 (Online))</i></p> <p>Preschool-Grade 2. Fly Guy and his owner, Buzz, are back! This time they're on a field trip to the aquarium. With a bit of trepidation (which he loses along the way), Fly Guy agrees to tour the shark exhibit with Buzz acting as guide. Mixing photos of fish tanks with notebook-lined journal pages, taped pictures, and handwritten notes about the predators, Buzz introduces readers to a sampling of the more than 400 kinds of sharks. Readers will learn interesting facts about the skeleton, teeth, skin, food, speed, and life cycle. An added plus for young readers is that when unfamiliar words appear, Arnold supplies an in-text pronunciation inside of parentheses. Near the end, it appears there are more facts to tell than pages on which to tell them. As a result, some facts and photos seem crowded. Slick paper and good photos add to the considerable appeal of the package.</p> <p><i>Kirkus Reviews (March 1, 2013)</i></p> <p>Buzz and his buzzy buddy open a spinoff series of nonfiction early readers with an aquarium visit. Buzz: "Like other fish, sharks breathe through gills." Fly Guy: "GILLZZ." Thus do the two pop-eyed cartoon tour guides squire readers past a plethora of cramped but carefully labeled color photos depicting dozens of kinds of sharks in watery settings, along with close-ups of skin, teeth and other anatomical features. In the bite-sized blocks of narrative text, challenging vocabulary words like "carnivores" and "luminescence" come with pronunciation guides and lucid in-context definitions. Despite all the flashes of dentifrice and references to prey and smelling blood in the water, there is no actual gore or chowing down on display. Sharks are "so cool!" proclaims Buzz at last, striding out of the gift shop. "I can't wait for our next field trip!" (That will be Fly Guy Presents: Space, scheduled for September 2013.) A first-rate sharkfest, unusually nutritious for all its brevity. (Informational easy reader. 5-7)</p>



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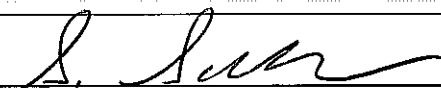
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This book meets the criteria for inclusion in the library collection. ▾

Reason:

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

Signed: 



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

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Dinosaurs, dodos, and woolly mammoths (My Weird School Fast Facts) by Gutman, Dan
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 Xpress (November 1, 2017)</i></p> <p>Gr 2-5-This energetic, funny book about science follows a similar pattern for each chapter. The teacher, Mr. Docker, makes a statement about science. A.J. says it doesn't make sense, and then Andrea and Mr. Docker explain the concept. A.J. chimes in with silly comments, questions, and riddles. The science presented covers a lot of topics, including the solar system, matter, forces, machines, and even famous scientists. Kids familiar with the series will immediately connect to the age-appropriate humor. The data is interesting and, because of the conversational format of the book, it's quick to read. Reluctant readers will appreciate the space around the text and pictures that identify which character is speaking. There are a few black-and-white photographs and inspirational quotes from famous scientists as well as experiments, fast facts, and, of course, burping and farting. VERDICT An enjoyable work of science for middle grade readers and an easy addition to nonfiction collections. -Debbie Tanner, S D Spady Montessori Elementary, FL © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p> <p><i>Horn Book Guide (Fall 2016)</i></p> <p>Funny, irreverent Arlo and studious Andrea take turns narrating this book of basic geography lessons and weird facts. Seven chapters cover planet Earth; the continents; water; mountains, deserts, and forests; the fifty United States; and natural disasters. Although the narrative sometimes reads like a simple list of facts, young readers will love the silly humor and black-and-white cartoons in each section.</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:

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:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	I funny : school of laughs (I Funny, Book 5) by Patterson, James
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... N/A</p> <p>Review Status:</p> <p><i>Publishers Weekly (October 29, 2012)</i></p> <p>The broad humor that runs throughout this heavily illustrated story from Patterson and Grabenstein masks personal pain, demonstrating resiliency in the face of tragedy. Wheelchair-bound middle-schooler Jamie has recently moved in with his aunt's cheerless family, including a bit too conveniently-school bully Stevie, Jamie's new "adoptive brother." Despite Jamie's desire to be treated like an ordinary kid (one of the more important themes the authors emphasize) and a dark, lingering unknown (only late in the novel does Jamie reveal the reason for his paralysis and his parents' absence), humor abounds. Much of it derives from Jamie's comedic aspirations (he calls himself a "sit-down comic"), which are fueled by his friends' reactions to his one-liners and the encouragement of his warmhearted uncle. Park's wisecracking cartoons (not all seen by PW) play an integral role in the storytelling, laying bare Jamie's fears, triumphs, and sense of humor. Not all the jokes land, but plenty do, and the value of having an author with as vast a reach as Patterson put a disabled character in the spotlight shouldn't be underestimated. Ages 8-12. Agent: Robert Barnett at Williams & Connolly. (Dec.) (c) Copyright PWxyz, LLC. All rights reserved.</p> <p><i>School Library Journal (December 1, 2012)</i></p> <p>Gr 4-7-Jamie Grimm is a funny guy, obsessed with creating and collecting joke material. He studies all of the top comedians and tries out his jokes on everyone, be it his classmates or the customers at his Uncle Frankie's diner. He hopes to enter the Planet's Funniest Kid Comic Contest even though just the thought of it makes him a nervous wreck. Readers learn that humor for Jamie is a means of survival-things aren't easy for him. He doesn't like to talk about why it all happened, but he had to move to a new city, to live with "the Smileys," his very unfunny aunt and uncle. At Long Beach Middle School, he is treated horribly by the resident bully. Steve Kosgrove is not only a notorious meany, but is also Jamie's new adoptive brother. Steve gets his kicks by locking him out in the cold and leaving him stuck in a sand dune unable to move. Jamie isn't able to move because he uses a wheelchair-he can't walk at all. The grimness of his situation is relieved by two good buddies, his encouraging Uncle Frankie, and his ever-present ability to see humor in every situation. Patterson's tale includes twists and turns that make for an engrossing read. Readers will be on Jamie's side all the way, cheering him on in the comedy contest, and also to win the girl of his dreams. Line drawings are sprinkled throughout, adding more humorous</p>



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details.-Diane McCabe, John Muir Elementary, Santa Monica, CA (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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



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Reason:

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

Signed: *S. Lee*



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Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Audacity Jones to the rescue by Larson, Kirby
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 (November 15, 2015 (Vol. 112, No. 6))</i></p> <p><i>Grades 3-6. Newbery Honor author Larson's (Hattie Big Sky, 2006) series starter is just the ticket for readers who crave adventure and mystery as much as 11-year-old Audacity Jones, an intrepid, well-read, positive-minded orphan. Left at Miss Maisie's School for Wayward Girls, in Swayzee, Indiana, when she was 6, she is the guiding light for the other girls who live there. When Commodore Crutchfield appears and asks for a volunteer to accompany him on a secret mission, Audie's ears buzz, tipping her off that something bad is going to happen. Nevertheless, she is unable to resist the opportunity for adventure and agrees to assist Crutchfield. Completely in the dark but gathering clues along the way, Audie realizes the secret mission has to do with President Taft and a kidnapping—and she's part of the plan! The cast of characters is delightful and includes Audie's best friends, Bimmy and triplets Lilac, Lavender, and Violet; Cypher, their secretive driver; beak-nosed Mrs. Finch; a clever cat; and the president's son Charlie, and niece Dorothy (who really did go missing in 1910). Though the vocabulary may be challenging for younger readers, it is not insurmountable, and the story's themes of trust, friendship, and good manners will resonate with many. Audacity's charm and smarts make this historical adventure a winner.</i></p> <p><i>School Library Journal (June 1, 2016)</i></p> <p><i>Gr 4-6-Audacity Jones is a resident of Miss Maisie's Home for Wayward Girls in Swayze, IN. And while life at Miss Maisie's is sometimes difficult, for Audacity and her best friends Bimi and the triplets, Lavender, Lilac, and Violet, it is home. Everything changes, however, on one Christmas Eve, when wealthy Commodore Crutchfield appears on Miss Maisie's doorstep in search of an orphan. Being the only orphan around, Audacity volunteers to accompany the Commodore on a mission to Washington, DC, that involves the president, an English cook, and a pot of terrapin soup. As the mission date draws closer, a buzzing in Audie's ear begins to warn her that all might not be as it appears. With the help of an old stable master and a newspaper boy, it is up to Audacity to save the day. Lyssa Brown's narration brings forth Audacity's well-read personality, as well as the Commodore's Southern absentmindedness and Miss</i></p>



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	<p>Finch's pinched asperity. -VERDICT Fans of Lemony Snicket and Kate DiCamillo will gravitate toward this story of an unlikely heroine who is smart enough to make sure everything turns out right in the end. ["Readers will cheer Audacity's ingenuity and bravery as they relish every moment of her adventures": SLJ 1/16 review of the Scholastic book.]-Michaela Schied, Indian River Middle School, Philadelphia, NY © Copyright 2016. 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: _____

A handwritten signature in black ink, appearing to be "J. S. [unclear]", written over a horizontal line.



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Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Scratch scratch by Currie, Lindsay
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>N/A - N/A -</p> <p>Review Status - <i>Booklist</i> (September 1, 2020 (Vol. 117, No. 1)) <i>Grades 3-5. The author of The Peculiar Incident on Shady Street (2017) ventures into Mary Downing Hahn territory with a mildly eerie tale that is as much about building trust and new friendships as it is about figuring out what a soaked, importunate ghost wants. After glimpsing a spectral child in antique dress on one of her father's "Spirits of Chicago" tours, 12-year-old Claire is terrified by nighttime scratching noises, whirling papers, a drawerful of wet clothes, and other manifestations. As the ghost has no compunction about performing such antics in front of others, Claire has no trouble convincing her older brother Sam, seemingly hostile new girl Emily, and drifting best friend Casley that she's not making it up. Their willing support helps Claire to conquer her fear and, being a lover of science, to launch a methodical search for the ghost's identity that ultimately leads to the 1915 Eastland ship disaster. The author cheats a bit—all the supernatural events are illusory—but bases her tale on actual historical records, and brings the story to an upbeat ending.</i></p> <p><i>Publishers Weekly</i> (October 5, 2020) <i>Chicago seventh grader Claire Koster, 12, appreciates the predictability and comfort of science—which is why her father, an author obsessed enough with creepy Chicago history to quit his job teaching history and start a ghost tour bus company, is driving her up the wall. Equally aggravating is watching her best friend and fellow science lover, Casley, slowly replace her with new girl Emily Craig, who likes makeup and clothes. But when Claire assists her father on a tour one night, she is startled to discover an unexpected passenger: a pale, dark-eyed little boy, "six, seven tops," who just may be a ghost. Claire must soon acknowledge that not everything can be explained by science; she discovers a scrap of paper reading "396" after boy disappears, and more paranormal occurrences follow. Currie's vivid descriptions of the spirit ("His dark eyes. His dripping clothes and bloodless face") conjure a chilling atmosphere. Engrossing snippets of Chicago history ground the novel, with references to real-life locations, including Hull House and the sunken SS Eastland, "right at the</i></p>



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intersection of LaSalle Street and Wacker Drive." A spine-tingling blend of hauntings and history. Ages 10-up. Agent: Kathleen Rushall, Andrea Brown Literary. (Sept.) © Copyright PWxyz, LLC. All rights reserved

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Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Pug's sleepover (Branches: Diary Of A Pug, Book 6) by May, Kyla
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... N/A</p> <p>Review Status: <i>School Library Journal (December 1, 2019)</i> K-Gr 2-May's next title in the "Diary of a Pug" series is a hilarious and heartwarming tale of a dog's first snow. When Bella tells Bub that she is wishing for a snow day this winter, Bub has no idea what she means. Bella gets her wish, and the pair venture out into the snow for the first time where new experiences abound. Suddenly, monstrous sounds can be heard across the fence. Bella and Bub have to confront their fear of the unknown to find out the cause-a moving truck and new friends! The pair learn that being brave and confronting your fears can have great rewards. Extremely attractive color illustrations will grab readers from the beginning. Animal lovers will delight in following Bub's thoughts throughout the story. The diary entry format is a creative way of engaging early chapter book readers. The comprehension questions at the end are a wonderful addition to enhance engagement. VERDICT Readers new to chapter books will love the unique diary format and vibrant illustrations. Perfect for early learners who love animals, and a wonderful wintry choice for any elementary school library.-Elizabeth Pelayo, St. Charles East High School, IL © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.</p>

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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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Reason:

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Signed: 



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Wildfire rescue (Branches: Disaster Squad, Book 1) by Rajan, Rekha
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>School Library Journal Xpress (October 4, 2024)</p> <p>Gr 1-3-In this new series, "Disaster Squad" siblings Jaden and Leela travel with their parents in an RV through several disaster areas, mainly focusing on wildfires in Northern California. While helping, the two kids get essential advice from their parents and the fire chief about preventing wildfires and staying as safe as possible during one. They learn useful skills, including wetting cloth to keep smoke out of your mouth. The focus on educational and kid-friendly realism may not appeal to all readers, but there are great fire safety tips and other useful bits of advice. Some action scenes, like Jaden and Leela trying to save a wild bear from a fire, add adventure. This particular encounter surprisingly sets this book apart as the parents call out the children's behavior for being unsafe, stating that real heroes are prepared and trained-this is usually overlooked in similar books. The rest of the text focuses on real ways that kids can help in an actual disaster, like leaving out water for animals or making emergency packs for families. Numerous grayscale illustrations break up the text well, show the many action sequences, and highlight the diversity of the characters. VERDICT A good addition about natural disasters for chapter book collections.-Peter Blenski © Copyright 2024. 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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Massachusetts Superintendency Union #55

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

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

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

Reason:

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

Signed: _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

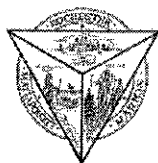
Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fall 2025
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 27, 2025
Title and Author of Book:	Thea Stilton Series by Stilton, Geronimo: The treasure of the sea (Book 5) Compass of the stars (Book 2) The dance of the star fairies (Book 8)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	This book is part of a series. The review below belongs to other titles reviewed... N/A Review Status: <i>Booklist (April 15, 2013 (Online))</i> Grades 2-4. The Thea Sisters find themselves recruited to investigate bribery and collusion at an international dance competition. Set against a Milanese backdrop—predominantly the La Scala Opera House—the five mouselings band together to help a new friend and reveal the shenanigans of Mice for Dance. The story is formulaic, although information about dance styles, terminology, and famous theaters around the world appear as entertaining sidebars. Readers diving into the series now will find no previous knowledge is necessary. Heavily illustrated in full color, this book is attractive and appealing. Enthusiastic Geronimo Stilton fans will certainly agree.

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



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(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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

Reason:

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

Signed: _____

S. Scan



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 23, 2025
Title and Author of Book:	Geronimo Stilton-Journey Through Time Series: The test of time : the sixth journey through time (Book 6)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... N/A</p> <p>Review Status:</p> <p><i>Horn Book Guide (Spring 2017)</i> In this installment in his time-traveling series, mouse Geronimo (the series' purported author) and crew hop in three different time machines that take them on adventures in the Ice Age, ancient Greece, and the Renaissance. As usual, the formulaic volume is heavily illustrated and graphically busy. Additional features include historical facts, pop quizzes, activities, craft projects, and a puzzle</p> <p><i>Horn Book Guide (Fall 2014)</i> In Hunt, newspaper publisher (and the series' purported author) Geronimo Stilton, a mouse, must search for his stolen laptop, which contains his latest manuscript. In Journey, Geronimo and crew test drive a time machine that takes them on prehistoric, ancient Egyptian, and medieval adventures. These formulaic volumes are heavily illustrated and graphically busy. Additional features include historical facts, bonus stories, quizzes, and jokes. [Review covers these Geronimo Stilton Special Edition titles: The Hunt for the Golden Book and The Journey Through Time.]</p>

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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:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	<p>The Baby-sitters Club Series by Martin, Ann M.:</p> <p>Mary Anne's bad luck mystery (Book 13)</p> <p>Claudia and the bad joke (Book 15)</p> <p>Kristy and the walking disaster (Book 16)</p> <p>Mallory and the trouble with twins (Book 17)</p>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles reviewed... N/A</p> <p>Review Status:</p> <p><i>Booklist (March 15, 2006 (Vol. 102, No. 14))</i></p> <p>Gr. 4-6. Kristy's Great Idea (1986), the first in Martin's hugely popular Baby-Sitters Club series (which grew to more than 100 titles and generated both a TV series and a movie), returns in a successful graphic novel makeover. Comics artist Telgemeier's clean-lined, black-and-white art with stark black details nicely differentiates the four personable seventh-graders who parlay their babysitting experience into a business: artsy Mary; overprotected Stacy; Claudia, the girl with a secret; and clever, outspoken Kristy, who willingly supports her friends but refuses to give her mother an inch when it comes to a new stepfather. The story has been effectively trimmed to accommodate the format (Kristy's actions and feelings are the focus), but there's still plenty of content, comedy, action, and emotion--in both the text and the art--as the kids cope with feisty toddlers and personal problems and fight with and help one another, while modeling right behavior and the ups and downs of friendship. It's easy to see how this could evolve into a series of its own.</p> <p><i>Publishers Weekly (April 24, 2006)</i></p> <p>Telgemeier offers a spirited graphic novel adaptation of the debut title in Martin's The Baby-sitters Club series, the story of the four founding members of this fledgling club. The graphic-style black-and-white panels engagingly spotlight the camaraderie, as well as the minor spats, among the quartet of seventh-graders-outspoken tomboy Kristy, earnest, shy Mary Anne, artistic and free-spirited Claudia and the somewhat secretive newcomer to town, Stacey-as they team up to launch a baby-sitting service. Various sitting jobs provide the story's livelier moments. Kristy arrives at one stint to discover that her charges</p>



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are rambunctious pooches rather than kids, and Mary Anne attempts to rescue a family's cat from the yard of an alleged witch. Telgemeier also portrays the tale's quieter moments, as Kristy gradually and credibly comes to accept her divorced mother's new fiancé and his children, and Stacey reveals that her mysterious behavior is due to the fact that she has diabetes. The artist adds abundant energy to the pages and, largely through amusingly exaggerated facial expressions, ably captures each character's personality. This will likely hook reluctant readers on this affable group of girls and may well spur a new generation of youngsters to move on to the original series. A second adaptation, *The Truth About Stacey*, is due in the fall. Ages 9-12. (Apr.) Copyright 2006 Reed Business Information.

Criteria for Selection of Library Materials

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	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Not applicable ▾
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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 ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.

Not applicable ▾

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

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

Reason:

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

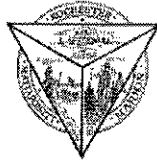
Signed: 



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Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	Baby-Sitters Little Sister Series by Martin, Ann M.: Karen's birthday (Book 6) Karen's prize (Book 10)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... ▾ N/A ▾</p> <p>Review Status: ▾ <i>School Library Journal (October 1, 2019)</i></p> <p>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 (January 1, 2020 (Vol. 116, No. 9))</i></p> <p>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</p>



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readers a doorway into an extremely popular franchise.

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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

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

Signed: _____

A handwritten signature in black ink, appearing to be "S. D. ...", written over a horizontal line.



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	Bad Kitty, Supercat by Bruel, Nick (Bad Kitty Series)
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... N/A</p> <p>Review Status: <i>School Library Journal (October 1, 2008)</i></p> <p>Gr 2-4-Bad Kitty and Poor Puppy are back. This time they are featured in a funny, heavily illustrated "how-to" chapter book that is reminiscent of Kate Klise and M. Sarah Klise's "Regarding the..." titles (Harcourt). The instructions for getting the feline into the water include begging, cajoling, and reverse psychology. The text includes clippings from the Daily Nooz, "Uncle Murray's Fun Facts," a "Quick Quiz," a glossary of cat sounds ("fft!"), and two notes from the editor to the author about what is "unprintable." The resistant cat makes a valiant effort to avoid the procedure but finally-"YEOWR!" "HISS!"-she is bathed. The pup gets his turn in an epilogue, but without any drama. Bruel's zany illustrations incorporate numerous perspectives that heighten the humor.-Marilyn Ackerman, Brooklyn Public Library, NY Copyright 2008 Reed Business Information.</p> <p><i>Booklist (October 15, 2008 (Vol. 105, No. 4))</i></p> <p>Grades 3-5. This follow-up to Bad Kitty (2005) pairs Bruel's witty asides and spastic, tongue-in-cheek commentaries with more high-energy cartoon illustrations. With hyperbolic humor, Bruel describes the dangerous process of cat bathing, from collecting the necessary tools (including cat shampoo and a "suit of armor" for humans), to finding and coaxing Kitty into the water, to dealing with your now-clean-though-very-unhappy animal. (One illustration suggests checking your sneakers for "something awful inside.") Following all of the scratching and hissing and spitting, a brief epilogue depicts bathing Puppy, a ridiculously simple process that cleverly highlights the elaborateness of Kitty's ritual. Packed into the chaos are fun facts, such as explanations for why cats hate water and the hows and whys of hairballs; a "glossary of common cat sounds"; a few strategically placed editor's notes; and a not-so-serious glossary. Whether they prefer cats or dogs, young and reluctant readers will get plenty of laughs from this comic and informative chapter book.</p>

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

Reason:

Signed: _____



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Massachusetts Superintendency Union #55

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Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 25, 2025
Title and Author of Book:	Pixar character encyclopedia DK Publishing, 2022
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

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

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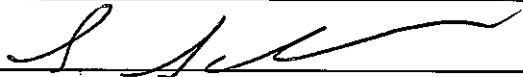
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

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: 



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Date of Receipt:	May 16, 2025
Name of Donating Individual/Group:	RMS PTO, Scholastic Spring Book Fair
Contact Information (phone/email):	rmspto.com
Date of Librarian Review:	May 23, 2025
Title and Author of Book:	<p>Geronimo Stilton And The Kingdom of Fantasy Series:</p> <p>The hour of magic : the eighth adventure in the kingdom of fantasy (Book 8)</p> <p>The wizard's wand : the ninth adventure in the Kingdom of Fantasy (Book 9)</p> <p>The guardian of the realm : the eleventh adventure in the Kingdom of Fantasy (Book 11)</p> <p>The golden key : the fifteenth adventure in the Kingdom of Fantasy (Book 15)</p>
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<p>This book is part of a series. The review below belongs to other titles review... ▾</p> <p>N/A ▾</p> <p>Review Status: ▾</p> <p><i>Horn Book Guide (Spring 2015)</i></p> <p>Newspaper publisher (and the series' purported author) Geronimo Stilton must fulfill an ancient prophecy involving a fearless knight, true love, evil witches, and powerful gemstones. With the help of a singing harp, magic pen, and guide bird, mouse Geronimo restores peace to the realm. Familiar elements (secret codes, fairyland maps, glitzy graphics), busy cartoon illustrations, and an action-packed pace characterize the formulaic series.</p>

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6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
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8. Library materials shall be selected to help students gain an awareness of our diverse society.	Not applicable ▾
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This book meets the criteria for inclusion in the library collection. ▾

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

Signed: *A. Sullivan*

Discarded Copies (231)**Page 1**

2025-04-29 at 7:23 AM -- Alexandria Librarian 24.10 -- Sollauer, Sandi

Name (Barcode) / Call # - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory E 597.8 FRO - Frogs 0590937820	10891 ROCH Damaged	Feb 14, 2025	13.00	0.00/0.00
Discarded from inventory E 598.47 SIM - Penguins 9780060283957	11661 ROCH Damaged	Feb 27, 2025	17.00	0.00/0.00
Discarded from inventory E 599. STP - PB - Cheetahs 1588101061	13558 ROCH Damaged	Apr 3, 2025	22.75	0.00/0.00
Discarded from inventory E 599.4 EAR - Zipping, zapping, zooming bats 0060234792	14253 ROCH Damaged	Apr 2, 2025	15.00	0.00/0.00
Discarded from inventory E 621.8 ARM - Cranes 1559161337	11115 ROCH Damaged	Feb 10, 2025	14.00	0.00/0.00
Discarded from inventory E 636.1 MAA - The Lipizzan horse 9780736854597	13173 ROCH Damaged	Jan 21, 2025	10.00	0.00/0.00
Discarded from inventory E 636.7 SIM - Dogs 0060289422	13971 ROCH Damaged	Jan 27, 2025	16.00	0.00/0.00
Discarded from inventory E 636.9 ROS - My first guinea pig 1930643748	14449 ROCH Damaged	Jan 30, 2025	15.00	0.00/0.00
Discarded from inventory E 641.5 BEA - Food and recipes of Japan 082395319X	10961 ROCH Damaged	Jan 15, 2025	14.50	0.00/0.00
Discarded from inventory E 641.5 BEA - Food and recipes of Mexico 082395224X	10962 ROCH Damaged	Jan 15, 2025	14.50	0.00/0.00
Discarded from inventory E 641.8 DEE - Bakers 1560657286	12708 ROCH Damaged	Jan 29, 2025	8.00	0.00/0.00
Donovan, Bryce (200264) E FIC JOH - Harold and the purple crayon 0060229357	20333 ROCH water damage	Apr 4, 2025	16.00	0.00/0.00
Discarded from inventory E FIC KEL - The messiest desk 9781559333191	64407 ROCH Damaged	Jan 3, 2025	16.00	0.00/0.00
Discarded from inventory E FIC KOE - PB - The little snowplow 076367074X	65738 ROCH water damage	Feb 24, 2025	6.00	0.00/0.00
Discarded from inventory E FIC KRO - PB - Patches lost and found 0761452176	65743 ROCH Damaged	Jan 22, 2025	6.00	0.00/0.00
Discarded from inventory E FIC LIO - PB - Inch by inch. 9780375857645	62715 ROCH pages torn, missing, and drawn on	Sep 23, 2024	3.00	0.00/0.00
Discarded from inventory E FIC LUM - PB - South Pole penguins 9780545068369	63228 ROCH Damaged	Jan 6, 2025	7.00	0.00/0.00

Discarded Copies (231)**Page 2**

2025-04-29 at 7:23 AM -- Alexandria Librarian 24.10 -- Sollauer, Sandi

Name (Barcode) / Call # - Title / ISBN	Barcode / Site / Reason	Discarded	Cost	Payment / Forgiven
Discarded from inventory	65222	Nov 6, 2024	5.00	0.00/0.00
E FIC MEA - PB - Super Bugs	ROCH			
9780545687560	water damage			
Sanders, Rhiannon (200938)	63572	Nov 21, 2024	4.00	0.00/0.00
E FIC SCH - PB - Skippyjon Jones in the dog house	ROCH			
0439856868	Damaged			
Discarded from inventory	64886	Nov 6, 2024	2.00	0.00/0.00
E FIC SHO - PB - This is the feast	ROCH			
9780066237947	Damaged			
Sadeck, Clayton (200176)	65067	Nov 6, 2024	4.00	0.00/0.00
E FIC WIL - PB - There is a bird on your head	ROCH			
9781423106869	Damaged			
Donovan, Bryce (200264)	14493	Apr 4, 2025	16.00	0.00/0.00
E FIC WOO - The deep blue sea	ROCH			
0439753821	water damage			
Discarded from inventory	60180	Nov 4, 2024	2.00	0.00/0.00
E SPI - A know-nothing Halloween	ROCH			
0060281855	Damaged			
Discarded from inventory	65931	Oct 25, 2024	16.00	0.00/0.00
FIC GRA OST - The midwinter witch	ROCH			
9781338540550	Water Damage			
Discarded from inventory	63533	Oct 25, 2024	12.00	0.00/0.00
FIC GRA SEL - The Cardboard Kingdom	ROCH			
9780545116022	Water Damage			
Rivera, Mason (200721)	64665	Nov 1, 2024	5.00	0.00/0.00
FIC HIS TAR - The battle of Gettysburg, 1863	ROCH			
9780545459365	Damaged			
Discarded from inventory	30008	Oct 24, 2024	17.00	0.00/0.00
FIC SPO GRE - Football champ	ROCH			
9780061626890	Moldy			
Discarded from inventory	21428	Jan 28, 2025	12.75	0.00/0.00
RED FIC POL - Thunder cake	ROCH			
0399222316	Damaged			

***** 28 total copies *****

Total Purchase Cost:	309.50
Total Replacement Cost:	309.50
Total charged to patrons:	0.00
Total payments made:	0.00

Lost Copies (229)**Page 1**

2025-04-29 at 7:16 AM -- Alexandria Librarian 24.10 -- Sollauer, Sandi

Name (Barcode) / Call # - Title / ISBN	Barcode / Site	Lost	Fee	Payment/Forgiven
Smith, Willa (200518) 954.96 MED - Where Is Mount Everest? 9780448484082	66583 ROCH	Jun 13, 2023	5.00	5.00/0.00
Smith, Willa (200518) 994.3 MED - Where is the Great Barrier Reef? 9780399542398	65688 ROCH	Jun 13, 2023	6.00	6.00/0.00
Lost from inventory BIO PRA - Rainbow revolutionaries 9780062947758	66803 ROCH	May 10, 2023	0.00	0.00/0.00
Lost from inventory E 551.47 PET - Tidal waves wash away cities 0761309225	10699 ROCH	May 9, 2023	0.00	0.00/0.00
McMahon, Milena (200883) E 591.68 CLI - Don't let them disappear 9780525514329	65640 ROCH	May 31, 2023	16.00	0.00/16.00
Motta, Beau (200836) E FIC BER - PB - Back to school with bigfoot 9781338217506	65369 ROCH	Jan 10, 2023	16.00	0.00/16.00
Monteiro, Valentina (200916) E FIC DEA - PB - Pete the Cat; Too Cool for School 9780545864572	66568 ROCH	Jun 15, 2023	4.00	0.00/4.00
Scanlon, Anthony (200790) E FIC DEP - PB - PAW patrol pit crew pups 9780553508789	65401 ROCH	Jan 12, 2023	4.00	0.00/4.00
Motta, Beau (200836) E FIC PIN - One hundred hungry ants 0395631165	21118 ROCH	Jun 15, 2023	12.75	0.00/12.75
Lost from inventory E FIC SCH - Skippyjon Jones in the dog house 0525472975	22459 ROCH	Mar 24, 2023	0.00	0.00/0.00
Wild, Maverick (200932) E FIC SCH - PB - Mittens 9780060546595	65053 ROCH	Jun 14, 2023	4.00	4.00/0.00
Delgado, Ryder (200908) E FIC SLA - Miss Bindergarten celebrates the last day of kindergarten 0525477446	10097 ROCH	Jun 15, 2023	17.00	0.00/17.00
Samples, Caleb (200024) E FIC WIL - There is a bird on your head 9781423106869	66599 ROCH	May 26, 2023	9.00	9.00/0.00
Costa, Julia (200567) FIC FAN DI - The miraculous journey of Edward Tulane 0763625892	30218 ROCH	Jun 15, 2023	19.00	0.00/19.00
Lost from inventory FIC GRA HOL - Sunny side up 9780545741651	65961 ROCH	May 30, 2023	0.00	0.00/0.00

2025-04-29 at 7:16 AM -- Alexandria Librarian 24.10 -- Sollauer, Sandi

Name (Barcode) / Call # - Title / ISBN	Barcode / Site	Lost	Fee	Payment/Forgiven
Costa, Julia (200567) FIC GRA KRO - Lunch Lady and the Summer Camp Shakedown 9780329779078	66656 ROCH	Jun 15, 2023	10.00	0.00/10.00
Crouch, Jackson (200779) FIC HUM OHA - Fins of Fury 9781250073266	66358 ROCH	Jun 15, 2023	16.00	0.00/16.00
Lost from inventory FIC REA YAN - Room to dream 9781338621129	66804 ROCH	May 10, 2023	0.00	0.00/0.00
Lost from inventory FIN HUM KIN - Double down 9781419723445	64590 ROCH	May 30, 2023	0.00	0.00/0.00
Lee, Bryan (200757) RED FIC PIL - Brawl of the wild 9781338236576	65672 ROCH	Jun 15, 2023	16.00	0.00/16.00
Crouch, Jackson (200779) RED GRA BLA - The Bad Guys 9780545912402	65025 ROCH	Mar 7, 2023	6.00	0.00/6.00
Lost from inventory RED GRA PIL - Lord of the fleas 9780545935173	66348 ROCH	Jun 15, 2023	0.00	0.00/0.00
Crouch, Jackson (200779) RED GRA PIL - On purpose 1338801953	66419 ROCH	Jun 15, 2023	13.00	0.00/13.00
Lost from inventory RED HUM LOO - Alvin Ho 9780375839146	66802 ROCH	May 10, 2023	0.00	0.00/0.00
Crouch, Jackson (200779) RED HUM OHO - My big fat zombie goldfish 1250029198	66350 ROCH	Jun 15, 2023	7.00	0.00/7.00
Bernier, Kai (200522) SERIES GER - The Gold Medal Mystery 9780545021333	65875 ROCH	Jun 15, 2023	8.00	0.00/8.00
Monteiro, Abrielle (200890) SERIES JUN - Junie B., first grader : shipwrecked 0375828044	31121 ROCH	Jun 15, 2023	12.00	0.00/12.00
Silva, Daniel (200882) SERIES KIT - Posy the puppy 9780192739940	65943 ROCH	Jun 15, 2023	6.00	0.00/6.00
Lost from inventory SERIES MYW - Mrs. Lilly is silly 9780545458511	65866 ROCH	Mar 27, 2023	0.00	0.00/0.00
Lost from inventory SERIES MYW - Mr. Harrison is embarrassin! 9780061969188	66680 ROCH	Mar 27, 2023	0.00	0.00/0.00

Lost Copies (229)**Page 3**

2025-04-29 at 7:16 AM -- Alexandria Librarian 24.10 -- Sollauer, Sandi

Name (Barcode) / Call # - Title / ISBN	Barcode / Site	Lost	Fee	Payment/Forgiven
Lost from inventory	31723	May 30, 2023	0.00	0.00/0.00
YA SCA GAI - The graveyard book				
9780060530921	ROCH			

***** 31 total copies *****

Total Purchase Cost:	349.75
Total Replacement Cost:	349.75
Total charged to patrons:	206.75
Total payments made:	24.00

Call Number	Title	Author	Year	Barcode	Life to Date Usage	Last Use
304.8 LEV	If your name was changed at Ellis Island	Levine, Ellen	1993	64115	0	None
363.5 MOR	Houses and homes	Morris, Ann	1992	60541	4	05/02/2018
398.2 HOD	Saint George and the dragon	Hodges, Margaret	1984	10487	1	10/12/2017
398.2 LAT	The winged cat : a tale of acient Egypt	Lattimore, Deborah Nourse	1992	30681	2	02/16/2017
398.2 LEM	The pied piper of Hamelin	Lemieux, Michele.	1993	10508	0	None
598.47 KAL	Penguins	Kalman, Bobbie	1994	14194	4	4/24/2018
E FIC BRE	Wagon wheel	Brenner, Barbara	1993	60353	1	11/14/2012
E 398.2 LLO	The gingerbread man	Lloyd, Megan	1993	10505	1	11/28/2012
E 398.2 ROT	The story of light	Roth, Susan	1990	10552	3	5/16/2013
E 398.2 STE	Old bag of bones	Stevens, Janet	1996	10571	2	5/17/2013
E 567.9 ALI	Digging up dinosaurs	Alik	1981	11941	1	3/12/2013
E 597.92 STO	Sea turtles	Stone, Lynn	1993	11090	1	10/18/2012
E 599.769 KIT	The otter	Ransford, Sandy	1999	10973	2	11/2/2015
E 621.8 ROW	Feel and touch!	Rowe, Julian	1993	12395	0	None
E 621.8 WHE	Wheels, pulleys & levers	Science Workshop	1995	10769	2	10/31/2017
E 646.6 BEA	Costumes	Beaton, Clare	1990	12710	9	10/9/2018
E 688.7 PEE	Baseball bat	Peebles, H.I.	1988	12736	0	None
E 792.8 MAU	Ballet	Maurer, Tracy	1997	11098	4	11/20/2018
E 796.4	The young gymnast	Jackman, Joan	1995	13122	15	3/18/2019
E 796.32	The young basketball player	Mullin, Chris	1995	13042	14	4/11/2019
E 974.4 SEW	The pilgrims of Plimoth	Sewall, Marcia	1996	64847	1	02/14/2019
					;	

Rochester Memorial School

12 document cameras 15 years old/not working

2 mac pro towers 2009

1 imac 2008

1imac 2015



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: June 2, 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 June 2, 2025

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$274,378 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**
- \$ 6,899,086 – Obligations Paid Year to Date
- \$ 274,378 - **Remaining Available Funds**

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$0.00	\$0.00	\$0.00	\$0.00	\$425.00	(\$425.00)	0.00%
01.305.001.1110.02.02	School Committee Clerical	\$2,600.00	\$1,000.00	\$1,000.00	\$1,600.00	\$0.00	\$1,600.00	61.54%
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	\$312.02	\$312.02	\$1,387.98	\$0.00	\$1,387.98	81.65%
01.305.001.1110.06.36	ADVERTISING	\$1,200.00	\$1,305.29	\$1,305.29	(\$105.29)	\$0.00	(\$105.29)	-8.77%
01.305.001.1110.06.37	CONFERENCE EXPENSE	\$300.00	\$90.00	\$90.00	\$210.00	\$0.00	\$210.00	70.00%
01.305.001.1125.06.36	ADVERTISING	\$0.00	\$170.00	\$170.00	(\$170.00)	\$0.00	(\$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	\$2,877.31	\$2,877.31	\$7,422.69	\$425.00	\$6,997.69	67.94%
01.305.004.1110.04.35	CENSUS	\$875.00	\$875.00	\$875.00	\$0.00	\$0.00	\$0.00	0.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$0.00	\$1,392.80	\$1,392.80	(\$1,392.80)	\$0.00	(\$1,392.80)	0.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$36,785.49	\$31,197.31	\$31,197.31	\$5,588.18	\$5,441.64	\$146.54	0.40%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$11,393.57	\$9,666.67	\$9,666.67	\$1,726.90	\$1,757.39	(\$30.49)	-0.27%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$3,826.70	\$3,826.70	(\$2,426.70)	\$0.00	(\$2,426.70)	-173.34%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$123.40	\$123.40	\$476.60	\$0.00	\$476.60	79.43%
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	\$212.21	\$212.21	\$2,447.79	\$0.00	\$2,447.79	92.02%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,037.93	\$20,778.78	\$20,778.78	\$1,259.15	\$3,785.61	(\$2,526.46)	-11.46%
01.305.004.1220.02.02	CLERICAL	\$8,711.72	\$7,430.64	\$7,430.64	\$1,281.08	\$1,309.29	(\$28.21)	-0.32%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$10,870.65	\$10,870.65	(\$9,970.65)	\$0.00	(\$9,970.65)	-1107.85%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$28,243.44	\$23,672.20	\$23,672.20	\$4,571.24	\$4,217.00	\$354.24	1.25%
01.305.004.1410.03.02	FINANCE OFFICE	\$31,631.86	\$26,900.76	\$26,900.76	\$4,731.10	\$4,804.19	(\$73.09)	-0.23%
01.305.004.1420.03.02	HUMAN RESOURCES	\$13,164.31	\$11,108.91	\$11,108.91	\$2,055.40	\$2,019.80	\$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	\$1,660.68	\$1,660.68	\$339.32	\$0.00	\$339.32	16.97%
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	\$151,378.10	\$151,378.10	\$16,075.22	\$23,334.92	(\$7,259.70)	-4.34%
01.305.007.2210.01.02	PRINCIPAL	\$132,627.24	\$120,461.52	\$120,461.52	\$12,165.72	\$10,038.48	\$2,127.24	1.60%
01.305.007.2210.01.06	ASSISTANT PRINCIPAL	\$118,073.34	\$108,354.53	\$108,354.53	\$9,718.81	\$9,029.59	\$689.22	0.58%
01.305.007.2210.02.09	CLERICAL	\$46,828.80	\$34,250.85	\$34,250.85	\$12,577.95	\$8,710.20	\$3,867.75	8.26%
01.305.007.2210.03.08	CAFE AIDES SUPERVISORY	\$22,202.89	\$15,920.55	\$15,920.55	\$6,282.34	\$5,551.01	\$731.33	3.29%
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	\$2,569.83	\$2,569.83	(\$2,069.83)	\$467.36	(\$2,537.19)	-507.44%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$6,737.58	\$6,737.58	(\$3,237.58)	\$38.23	(\$3,275.81)	-93.59%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$10,000.00	\$19,537.19	\$19,537.19	(\$9,537.19)	\$0.00	(\$9,537.19)	-95.37%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$88.39	\$88.39	\$1,861.61	\$0.00	\$1,861.61	95.47%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$545.00	\$545.00	(\$295.00)	\$0.00	(\$295.00)	-118.00%
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	\$7,708.80	\$7,708.80	\$2,541.20	\$0.00	\$2,541.20	24.79%
	Dept: ADMINISTRATION REG DAY - 007	\$350,282.27	\$321,119.02	\$321,119.02	\$29,163.25	\$33,834.87	(\$4,671.62)	-1.33%
01.305.010.2305.01.03	TEACHERS	\$1,994,221.99	\$1,442,880.18	\$1,442,880.18	\$551,341.81	\$416,572.14	\$134,769.67	6.76%

Rochester Public Schools

FY24-25 APPROVED RMS BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.010.2324.01.34	LONG TERM SUB- PROFESSIONAL	\$0.00	\$19,870.00	\$19,870.00	(\$19,870.00)	\$0.00	(\$19,870.00)	0.00%
01.305.010.2324.03.34	LONG TERM SUB - OTHER	\$0.00	\$1,652.40	\$1,652.40	(\$1,652.40)	\$0.00	(\$1,652.40)	0.00%
01.305.010.2325.03.34	SUBSTITUTES	\$55,000.00	\$62,628.47	\$62,628.47	(\$7,628.47)	\$0.00	(\$7,628.47)	-13.87%
01.305.010.2350.04.03	TUITION REIMBURSEMENT PROF DEV	\$0.00	\$9,317.60	\$9,317.60	(\$9,317.60)	\$526.60	(\$9,844.20)	0.00%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	(\$627.68)	(\$627.68)	\$3,127.68	\$747.68	\$2,380.00	95.20%
01.305.010.2350.06.37	TRAVEL,TRANS,CONFERENCES	\$5,000.00	\$1,028.30	\$1,028.30	\$3,971.70	\$0.00	\$3,971.70	79.43%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$540.00	\$540.00	\$11,460.00	\$0.00	\$11,460.00	95.50%
01.305.010.2356.04.03	TUITION REIMBURSEMENT	\$10,500.00	\$0.00	\$0.00	\$10,500.00	\$0.00	\$10,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$2,079,221.99	\$1,537,289.27	\$1,537,289.27	\$541,932.72	\$417,846.42	\$124,086.30	5.97%
01.305.013.2305.01.03	TEACHERS	\$263,317.44	\$203,362.80	\$203,362.80	\$59,954.64	\$60,323.20	(\$368.56)	-0.14%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$62,262.71	\$72,296.67	\$72,296.67	(\$10,033.96)	\$24,454.12	(\$34,488.08)	-55.39%
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	\$276,471.01	\$276,471.01	\$51,459.14	\$85,422.67	(\$33,963.53)	-10.36%
01.305.016.2305.01.03	TEACHERS	\$101,099.47	\$77,600.40	\$77,600.40	\$23,499.07	\$22,852.60	\$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	\$81,153.01	\$81,153.01	\$21,996.46	\$22,852.60	(\$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	\$88,799.72	\$88,799.72	\$38,443.05	\$26,032.25	\$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	\$92,915.70	\$92,915.70	\$36,377.07	\$26,032.25	\$10,344.82	8.00%
01.305.024.2305.01.03	TEACHERS	\$21,163.00	\$9,132.74	\$9,132.74	\$12,030.26	\$4,834.84	\$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	\$9,148.22	\$9,148.22	\$14,064.78	\$4,979.36	\$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	\$83,329.40	\$83,329.40	\$24,598.09	\$24,743.60	(\$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	\$87,137.44	\$87,137.44	\$22,840.05	\$24,743.60	(\$1,903.55)	-1.73%
01.305.043.2305.01.03	TEACHERS	\$144,721.41	\$110,856.60	\$110,856.60	\$33,864.81	\$32,846.00	\$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	\$400.00	\$400.00	(\$400.00)	\$0.00	(\$400.00)	0.00%
	Dept: MUSIC - 043	\$146,771.41	\$111,890.79	\$111,890.79	\$34,880.62	\$32,846.00	\$2,034.62	1.39%
01.305.049.2305.01.03	TEACHERS	\$131,748.56	\$100,446.40	\$100,446.40	\$31,302.16	\$29,706.20	\$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	\$103,890.43	\$103,890.43	\$29,908.13	\$29,706.20	\$201.93	0.15%

Rochester Public Schools

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☐ Include pre encumbrance

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From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.052.2305.01.03	TEACHERS	\$108,382.49	\$83,784.40	\$83,784.40	\$24,598.09	\$24,743.60	(\$145.51)	-0.13%
01.305.052.2430.05.23	SUPPLIES	\$2,050.00	\$4,442.28	\$4,442.28	(\$2,392.28)	\$0.00	(\$2,392.28)	-116.70%
	Dept: SCIENCE - 052	\$110,432.49	\$88,226.68	\$88,226.68	\$22,205.81	\$24,743.60	(\$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	\$2,885.91	\$2,885.91	\$24,614.09	\$0.00	\$24,614.09	89.51%
01.305.061.2351.05.23	SUPPLIES	\$5,000.00	\$908.96	\$908.96	\$4,091.04	\$0.00	\$4,091.04	81.82%
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	\$499.11	\$499.11	\$2,500.89	\$0.00	\$2,500.89	83.36%
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	\$15,291.37	\$15,291.37	\$27,708.63	\$0.00	\$27,708.63	64.44%
01.305.076.3200.01.11	NURSE	\$85,290.18	\$65,655.00	\$65,655.00	\$19,635.18	\$20,141.00	(\$505.82)	-0.59%
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	\$3,392.28	\$3,392.28	(\$1,342.28)	\$0.00	(\$1,342.28)	-65.48%
	Dept: HEALTH SERVICES - 076	\$88,340.18	\$69,047.28	\$69,047.28	\$19,292.90	\$20,141.00	(\$848.10)	-0.96%
01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$460,000.00	\$361,713.39	\$361,713.39	\$98,286.61	\$71,286.61	\$27,000.00	5.87%
	Dept: TRANSPORTATION REG DAY - 079	\$460,000.00	\$361,713.39	\$361,713.39	\$98,286.61	\$71,286.61	\$27,000.00	5.87%
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	\$14,795.88	\$14,795.88	\$2,735.81	\$2,690.16	\$45.65	0.26%
01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$58,773.86	\$54,249.22	\$54,249.22	\$4,524.64	\$4,521.06	\$3.58	0.01%
01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$161,953.00	\$148,516.30	\$148,516.30	\$13,436.70	\$31,483.70	(\$18,047.00)	-11.14%
01.305.088.4115.03.34	SUB/OVERTIME CUSTODIAL	\$0.00	\$3,589.13	\$3,589.13	(\$3,589.13)	\$0.00	(\$3,589.13)	0.00%
01.305.088.4120.04.17	HEAT	\$72,250.00	\$81,207.79	\$81,207.79	(\$8,957.79)	\$0.00	(\$8,957.79)	-12.40%
01.305.088.4130.04.15	TELEPHONE	\$9,000.00	\$5,243.98	\$5,243.98	\$3,756.02	\$1,156.02	\$2,600.00	28.89%
01.305.088.4130.04.16	ELECTRICITY	\$134,000.00	\$153,060.11	\$153,060.11	(\$19,060.11)	\$13,598.45	(\$32,658.56)	-24.37%
01.305.088.4130.04.19	MAINTENANCE OF WATER SYSTEM	\$8,600.00	\$14,191.36	\$14,191.36	(\$5,591.36)	\$1,884.84	(\$7,476.20)	-86.93%
01.305.088.4210.04.32	MAINTENANCE OF GROUNDS	\$9,200.00	\$11,801.06	\$11,801.06	(\$2,601.06)	\$844.00	(\$3,445.06)	-37.45%
01.305.088.4220.04.32	MAINTENANCE OF BLDG ONGOING	\$20,000.00	\$67,635.03	\$67,635.03	(\$47,635.03)	\$34,076.65	(\$81,711.68)	-408.56%
01.305.088.4220.05.26	CHEMICALS	\$9,350.00	\$2,123.07	\$2,123.07	\$7,226.93	\$876.93	\$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	\$37,598.31	\$37,598.31	(\$37,598.31)	\$2,201.69	(\$39,800.00)	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	\$596,823.33	\$596,823.33	(\$76,864.78)	\$93,396.83	(\$170,261.61)	-32.75%
01.305.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$14,563.02	\$14,563.02	(\$14,563.02)	\$0.00	(\$14,563.02)	0.00%
01.305.093.2130.03.04	NETWORK TECHNICIANS	\$65,403.30	\$38,834.71	\$38,834.71	\$26,568.59	\$9,708.69	\$16,859.90	25.78%
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	\$37,408.35	\$37,408.35	(\$22,408.35)	\$0.00	(\$22,408.35)	-149.39%
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%

Rochester Public Schools

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From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.305.093.2451.05.23	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%
	Dept: COMPUTER PROGRAM - 093	\$99,903.30	\$126,372.39	\$126,372.39	(\$26,469.09)	\$9,708.69	(\$36,177.78)	-36.21%
01.305.100.1435.04.36	LEGAL EXPENSE - SPEC ED	\$15,000.00	\$150.50	\$150.50	\$14,849.50	\$14,849.50	\$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	\$394.93	\$394.93	(\$394.93)	\$0.00	(\$394.93)	0.00%
01.305.100.2107.06.37	TRAVEL	\$0.00	\$220.70	\$220.70	(\$220.70)	\$0.00	(\$220.70)	0.00%
01.305.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$22,238.32	\$17,325.15	\$17,325.15	\$4,913.17	\$6,992.72	(\$2,079.55)	-9.35%
01.305.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,597.56	\$9,874.93	\$9,874.93	\$1,722.63	\$1,755.73	(\$33.10)	-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	\$67.20	\$67.20	\$82.80	\$0.00	\$82.80	55.20%
01.305.100.4230.04.31	SOFTWARE LICENSE	\$3,000.00	\$2,087.99	\$2,087.99	\$912.01	\$0.00	\$912.01	30.40%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$58,635.88	\$31,053.56	\$31,053.56	\$27,582.32	\$23,597.95	\$3,984.37	6.80%
01.305.102.2305.01.03	TEACHERS	\$30,654.78	\$23,509.60	\$23,509.60	\$7,145.18	\$6,700.43	\$444.75	1.45%
01.305.102.2330.03.08	PARAPROFESSIONALS	\$67,169.20	\$6,769.20	\$6,769.20	\$60,400.00	\$205.80	\$60,194.20	89.62%
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	\$412.49	\$412.49	\$587.51	\$0.00	\$587.51	58.75%
	Dept: PROJECT GROW - 102	\$99,323.98	\$30,691.29	\$30,691.29	\$68,632.69	\$6,906.23	\$61,726.46	62.15%
01.305.103.2305.01.03	TEACHERS	\$532,575.45	\$404,256.60	\$404,256.60	\$128,318.85	\$120,747.40	\$7,571.45	1.42%
01.305.103.2330.03.08	PARAPROFESSIONALS	\$176,497.76	\$116,680.47	\$116,680.47	\$59,817.29	\$51,824.55	\$7,992.74	4.53%
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	\$1,355.45	\$1,355.45	\$2,144.55	\$72.50	\$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	\$16,732.32	\$16,732.32	\$15,267.68	\$402.72	\$14,864.96	46.45%
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	\$541,024.59	\$541,024.59	\$206,348.62	\$173,047.17	\$33,301.45	4.46%
01.305.118.2305.01.03	TEACHERS	\$216,689.98	\$167,493.80	\$167,493.80	\$49,196.18	\$49,487.20	(\$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	\$51,566.60	\$51,566.60	\$433.40	\$4,115.40	(\$3,682.00)	-7.08%
	Dept: SPEECH - 118	\$272,439.98	\$219,580.74	\$219,580.74	\$52,859.24	\$53,602.60	(\$743.36)	-0.27%
01.305.121.2100.02.09	CLERICAL	\$0.00	\$30,537.36	\$30,537.36	(\$30,537.36)	\$14,009.27	(\$44,546.63)	0.00%
01.305.121.2110.02.09	CLERICAL	\$39,502.34	\$560.00	\$560.00	\$38,942.34	\$50.00	\$38,892.34	98.46%
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	\$293.87	\$293.87	\$1,706.13	\$144.90	\$1,561.23	78.06%
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$71,115.02	\$71,115.02	(\$1,115.02)	\$2,087.45	(\$3,202.47)	-4.57%
01.305.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$35,971.72	\$35,971.72	(\$10,971.72)	\$10,793.61	(\$21,765.33)	-87.06%
01.305.121.2800.04.35	THERAPY	\$118,000.00	\$79,359.09	\$79,359.09	\$38,640.91	\$15,080.16	\$23,560.75	19.97%
	Dept: SUPPORT SERVICES - 121	\$260,502.34	\$217,837.06	\$217,837.06	\$42,665.28	\$42,165.39	\$499.89	0.19%
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$425.00	\$425.00	\$475.00	\$0.00	\$475.00	52.78%
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	\$157,525.20	\$157,525.20	\$46,836.26	\$46,805.80	\$30.46	0.01%

Rochester Public Schools

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☒ 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
01.305.127.2800.01.03	PSYCHOLOGY	\$73,371.02	\$39,272.10	\$39,272.10	\$34,098.92	\$10,241.59	\$23,857.33	32.52%
01.305.127.2800.04.35	PSYCHOLOGICAL/CONTRACT SERVIC	\$0.00	\$21,518.75	\$21,518.75	(\$21,518.75)	\$6,793.75	(\$28,312.50)	0.00%
01.305.127.2800.05.24	SUPPLIES	\$2,000.00	\$17.40	\$17.40	\$1,982.60	\$0.00	\$1,982.60	99.13%
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,000.00	\$11,369.00	\$11,369.00	(\$2,369.00)	\$3,197.00	(\$5,566.00)	-61.84%
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	\$230,127.45	\$230,127.45	\$61,005.03	\$67,038.14	(\$6,033.11)	-2.07%
01.305.130.3300.06.43	TRANSPORTATION - COLLABORATIVE	\$146,305.00	\$79,570.03	\$79,570.03	\$66,734.97	\$18,725.00	\$48,009.97	32.81%
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	\$74,447.03	\$74,447.03	\$160,857.97	\$18,725.00	\$142,132.97	60.40%
01.305.133.9300.04.13	TUITION - RESIDENTIAL	\$201,674.00	\$97,656.61	\$97,656.61	\$104,017.39	\$55,984.24	\$48,033.15	23.82%
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%
01.305.133.9400.06.13	TUITION - COLLABORATIVES	\$45,702.18	\$40,380.14	\$40,380.14	\$5,322.04	\$15,216.25	(\$9,894.21)	-21.65%
	Dept: PROGRAMS W/OTHERS SPED - 133	\$297,376.18	\$138,036.75	\$138,036.75	\$159,339.43	\$71,200.49	\$88,138.94	29.64%
Grand Total:		\$7,173,464.00	\$5,521,502.65	\$5,521,502.65	\$1,651,961.35	\$1,377,583.59	\$274,377.76	3.82%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

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

Directors Update:

- Meal participation continues to be strong.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health Inspection.

Students Receiving Free and Reduced Meals:								
Free:					100		21 %	
Reduced:					16		3 %	
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	216	23%	404	43%	305	23%	650	49%
September	2864	30%	5183	55%	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%	2,863	31 %	5,741	62 %
April	2299	30%	4878	63%	2,395	32 %	4,586	61 %
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: June 2025

Rochester Memorial Elementary School

- Hosted annual Town Meeting.
- Playground and asphalt capital requests approved at Town Meeting.
- Audio/visual enhancements for cafetorium approved at Town Meeting.
- 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

May 2025

Message of the Month

Dear School Community,

Much has happened since the last Superintendent's Newsletter.



Once again, the residents of the Tri-Town chose to support their schools by approving the school budgets for the 2025-2026 school year as proposed by the school committees. For more information regarding our approved school budgets, please visit our Business and Finance webpage: <https://www.oldrochester.org/departments/business-finance>.

Additionally, the residents of our three towns voted to support the purchase of a new, high-quality math curriculum for all of our elementary schools. We are beyond thrilled that all of our elementary students in Marion, Mattapoissett, and Rochester will be utilizing the same math curriculum starting in the fall. I appreciate the work that many of our teachers have done to assess our current math curriculum and make recommendations for our next curriculum.

Moreover, the actions taken by the Tri-Town residents at the recent town meetings also secured capital funding for our schools. As a result, our schools will address one-time capital needs that include chiller replacement work, playground equipment replacement, playground resurfacing needs, window sealing, asphalt sealing, kitchen upgrades, and security needs.

Although it was a challenging budget development season - I am grateful to all of the school community stakeholders that contributed to the process and ultimately to the towns' voters for continuing to value public education and our students' needs.

Our students are currently enjoying the final days of the school year! It has been incredible to participate in the end of year events that all of our schools host. Our school community is rich in traditions and events that celebrate student achievements. Each year I am blown away by the number of attendees that go to our open houses, athletic events, concerts, art shows, field days,

and our graduation ceremonies. Our students are lucky to attend schools where the community regularly prioritizes and supports their academic growth and social emotional well-being.

In closing, our students are also looking forward to the summer vacation. They have worked hard this school year and are ready for summer days. Many of them have shared with me that they are looking forward to sleeping in a bit, attending summer camps, playing with their neighborhood friends, working summer jobs, vacationing with their families, wearing shorts and flip flops every day, or simply relaxing. With that being said, there are still a number of school days in front of us and we are excited for a strong finish!

Respectfully,
Michael S. Nelson
Superintendent of Schools

Pictures of Superintendent School Visits



Senior Stroll



Senior Stroll



Senior Stroll



OHS Field Day



JHS Civics Action Showcase



JHS Civics Action Showcase



Ms. Zajac's Class



AP Art Show



PreK Outdoor Fun

Office of Teaching and Learning

Thank You for Supporting our Schools!

Thank you to the communities of Marion, Mattapoisett, and Rochester for your continued support and commitment to our schools. We are excited to be moving forward with the recommendation to adopt a high-quality K–6 math program, Envisions by Savvas Learning, that will bring a unified curriculum to all three towns, ensuring a strong, vertically aligned foundation for students by the time they reach grade 7 in the regional school district. While we are currently pending votes from each of the individual town school committees, this step, alongside our newly aligned ELA program, marks meaningful progress toward district-wide consistency in core subjects. We are also actively working toward alignment in science and social studies. Your support makes this important work possible.

Rochester Holds Annual STEAMapalooza and Project GROW Art Show

Rochester Memorial School's STEAMapalooza night was an incredible celebration of curiosity, creativity, and community! Families and students packed the building, exploring hands-on science projects, STEM activities, student singing performances, and a book fair that brought learning to life in every corner. The energy was contagious and it was a night to remember. A huge thank you to the teachers and staff who brought the event to life with such enthusiasm, and to our principals for their leadership and support. It was a reminder of the amazing things that happen when we come together to celebrate student learning.

This year's Project GROW art show was all about animals! Throughout the school year, students explored the various habitats of a variety of animals and used all different kinds of art tools to bring their art to life. Students used materials such as clay, tissue paper, paint, bubble wrap and lots of other creative art tools. They tied their love for animals to many well-known artists like Van Gogh, Andy Warhol and Pablo Picasso to name a few. Together we watched as each students' overall confidence, independence and love for learning grew as they accomplished each piece. Each student sprinkled our class with the "wildest" art this year and we are so proud of them! A special thanks to Ms. Pacheco for organizing and holding the amazing event for our PreK students and families.

High School Talent:

It's been a wonderful month at the high school, full of creativity, talent, and school pride. I had the chance to visit Uncle Jon's Café for the opening reception of artwork displayed from our AP, AD, Honors Art, and Art III students on May 21. I was so impressed by the talented and thoughtful work on display. The show will be up through June 8th, and it's well worth a visit to see the range and depth of student expression. I also had the chance to watch the girls varsity lacrosse team in action—they played with such heart and determination. And the High School Spring Concert was a true celebration of musical talent, featuring standout performances by the a cappella group, chorus, and jazz band. I was equally impressed by the AP Research presentations where students delivered well-developed, thoughtful projects and spoke with clarity and ownership. Their work was well-done and their confidence during the presentations reflected real ownership of their learning. It's exciting to see our students shining in so many different ways!

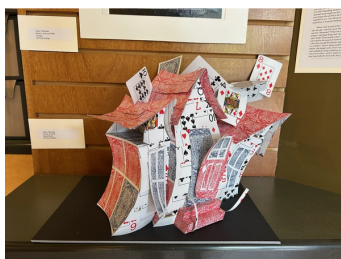
Sincerely,

Shari Fedorowicz

Assistant Superintendent of Teaching and Learning



STEAMapalooza



Art Show at Uncle Jon's



Project GROW Art Show

Office of Student Services

Special Education Parent Advisory Council (SEPAC)

The mission of the Marion, Mattapoisett, Rochester and Old Rochester Regional Special Education Parent Advisory Council (ORR SEPAC) is to work for understanding of, respect for and support of all children with special needs in our community. To that end, the ORR SEPAC will work to promote a network of parents of children with and without special needs, and provide a forum to share information and:

- Advise the Districts on development of special education programs;
- Promote communication and programs within the community to encourage understanding, acceptance and inclusion;
- Provide informational forums to families, educators, students and professionals.

If you are interested in becoming a member, please contact 508-758-2772, ext. 1942 to learn more!



Integrated Monitoring Review

Thank you to all of the families that provided feedback to the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) as part of the Integrated Monitoring Review of Old Rochester Regional School District & Massachusetts Superintendency Union #55. The district takes this feedback seriously and will use it to make continuous improvements.

If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Public Forums Available: Portrait of the Graduate

We're excited to invite the community to a public forum to learn more about our Portrait of the Graduate work and to share your thoughts and questions as we move forward. This is a chance to view the draft developed by our dedicated committee and offer input as we shape a shared vision

for what we want all Old Rochester graduates to know and be able to do. The forums will be held in the Media Center at the Junior High School, 133 Marion Road, Mattapoisett.

Forum Dates and Times:

Tuesday, June 10 from 12:00–1:00 PM

Tuesday, June 10 from 3:30–4:30 PM

Wednesday, June 11 from 4:00–5:00 PM

Thursday, June 12 from 10:00–11:00 AM

All are welcome, and we hope you'll join us in this important conversation about our students' futures. Please use this [form](#) to sign up to attend.



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Portrait of the Graduate

PUBLIC FORUM

These sessions will offer an opportunity for stakeholders to share their values, priorities and feedback for the Portrait of the Graduate in our districts.

LOCATION
Media Center | Junior High School
133 Marion Road
Mattapoisett, MA 02759
Please park in the student parking lot (near football field) and enter the building at door #23 beneath the cafeteria.

SESSIONS
Tuesday, June 10th 12:00-1:00pm
Tuesday, June 10th 3:30-4:30pm
Wednesday, June 11th 4:00-5:00pm
Thursday, June 12th 10:00-11:00am

QUESTIONS
kimread@oldrochester.org

RSVP

<https://forms.gle/4v6Xkn#700g0p57>

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

Massachusetts School Wellness Champion!

Director of School Food and Nutrition Jill Henesey and District Nurse Coordinator Nicole Reedy worked together this school year with a DESE school wellness specialist and a school wellness coach to update our District Wellness Program Policy in accordance with the state program School Wellness Initiative for Thriving Community Health (SWITCH). Ms. Henesey represented our schools at the Healthy Kids, Healthy Programs Summit on May 23rd and accepted the recognition of Massachusetts School Wellness Champion on behalf of our schools.



The Old Rochester Regional School District and Massachusetts Superintendency Union #55 Wellness Program Policy was approved by the Joint School Committee on May 8. Click [here](#) for the District Wellness Program Policy. We have solicited volunteers to represent all areas of our school communities and the three towns, and are currently confirming members and meeting dates for the 2025-2026 school year. Read more.

SAIL Summer Program Registration Open

Registration is now open for all students for the educational summer recreation program, Summer Adventures in Learning (SAIL). The program is held at the Old Rochester Regional High School, running for six weeks, which includes two, three-week sessions. Held on Tuesdays through Thursdays, from 8:30 a.m. to noon, Session A will run from July 1 through July 17 and Session B will run from July 22 through Aug. 7. [Read more.](#)



Immigration and Customs Enforcement (ICE) and Student Privacy in Schools

Our school community is committed to creating a welcoming and inclusive environment for all students regardless of their immigration status, the status of their family members, or any other measurable demographic. We are here to inspire all students to think, to learn, and to care.

Our school-system is fully compliant and supports Chapter 622 of the 1971 Massachusetts Legislative Acts, which prohibits discrimination in public school admissions and programs. The law reads as follows:

“No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness.”

The Massachusetts Office of the Attorney General has provided [specific guidance](#) and an [informational flyer](#) on ensuring equal access to education, ICE agent activity at schools and requests for information, protecting students and their information, and what to do if a student's parents or guardians are detained. Our administrative team has received training on how to follow this guidance.

If you have any questions, please reach out to the Superintendent's Office.

In the School Community

ORRSd recently earned the 'Best Communities for Music Education' distinction from the NAMM foundation for the third year in a row! The National Association of Music Merchants (NAMM), the largest global not-for-profit music trade organization, and The NAMM Foundation announced the 2025 BCME awards on Monday, May 12. [Read more.](#)



More than 130 student projects exploring important issues facing society were on display at Old Rochester Regional Junior High School during the Civics Action Project Showcase held on Tuesday, May 27. [Read more.](#)



Old Rochester Regional High School has been awarded an [Innovation Career Pathway \(ICP\)](#) designation for Business & Finance and Advanced Manufacturing (Architecture) programs from the Massachusetts Department of Elementary and Secondary Education (DESE). DESE announced Old

Rochester Regional High School's new ICP designations during the 2025 Massachusetts STEM Summit at Gillette Stadium on Wednesday, May 7. [Read more.](#)

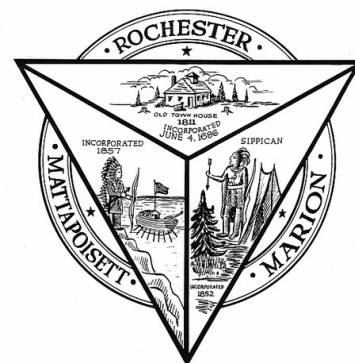


[Click here to view all the news across our schools!](#)

School Committee Happenings

Our School Committees are wrapping up the school year, recognizing student achievements, retirees and more! [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings (subject to change):

June 2nd - Marion School Committee
June 4th - Rochester School Committee
June 5th - Mattapoisett School Committee
June 12th - Joint 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.oldrochester.org



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



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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

To: Superintendent Michael Nelson
Members of the Rochester Memorial School Committee & Administrative Team
Members
From: Heidi Letendre, Principal
Re: Principal's Report-School Committee Meeting on June 4, 2025
Date: May 28, 2025

PreSchool:

- Preschool Teacher Ms. Pacheco held her 2nd Annual Art Show for pre-k families and it was a huge success.
- Preschool Promotion Ceremony for both sessions will be held on June 5th and June 6th from 12:00-1:00 PM.

School Presentations:

- STEAMapalooza was a great success with so many students sharing their inquisitive minds around science, technology, engineering, art and music.
- There were several science displays that outlined the Scientific Method based on the student's hypothesis and investigations.
- The art on display brightened our hallways and as well as the clay pot art displayed on the stage.
- Students also signed up to play musical instruments, or sing solo or with friends.
- Thank you to our PTO and volunteers for a successful Book Fair.
- Our 2nd Annual School Talent Show was amazing. There were over 20 student acts and the student ambassadors led the show with introductions and positive commentary after each act.
- We had dancers, singers, gymnasts, original skits with one dedicated to Mr. Forns, karate and a record paced Rubric cube demonstration.
- The 5th and 6th grade Band, Jazz Band and Chorus entertained RMS students and families on Wednesday, May 8th.

Staffing Updates:

- Alison Rotella, RMS secretary, resigned at the end of May.
- We recently hired a new paraprofessional Jennifer Rosati, a secretary, Lisa Russello and a special education teacher, Michaela Pace to start in August 2025.

Curriculum and Assessment Updates:

- End of Year DIBELS and Aimsweb Math assessments have been completed. MCAS assessments ended the week of May 19th.



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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

- Staff engaged in EOY data meetings the week of May 19th.
- Kindergarten Screenings are complete and Kindergarten placement has started.
- Placement for next year Pre-K to 5 is in process and classroom assignments will be noted on the end of year report cards.
- Teachers had professional development on May 28th. Teachers engaged in content area professional development.

Final June Events:

- Monday, June 2nd: Grade 2 field trip to the Lloyd Center
- Monday, June 2nd: 6th-grade to Martha's Vineyard/All Day
- Tuesday, June 3rd: 6th grade to Junior High visit-10:00-12:00
- Tuesday, June 3rd: 3rd grade Wax Museum - 1:30-2:30 cafe
- Wednesday, June 4th: Fitness Fun Day/Boosterthon Fun Run/Staff vs. 6th-grade basketball game
- Wednesday, June 4th: Staff Meeting
- Thursday, June 5th: Project GROW Graduation
- Friday, June 6th: Project GROW Graduation
- Friday, June 6th: Kindergarten show 1:30-3:00 PM (cafe)
- Monday, June 9th: 6th-grade Carnival 1:00-3:00 PM, back field
- Wednesday, June 11th: Promotion Ceremony 9:30 AM in gymnasium

RMS Marching Band at the Memorial Day Celebration





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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

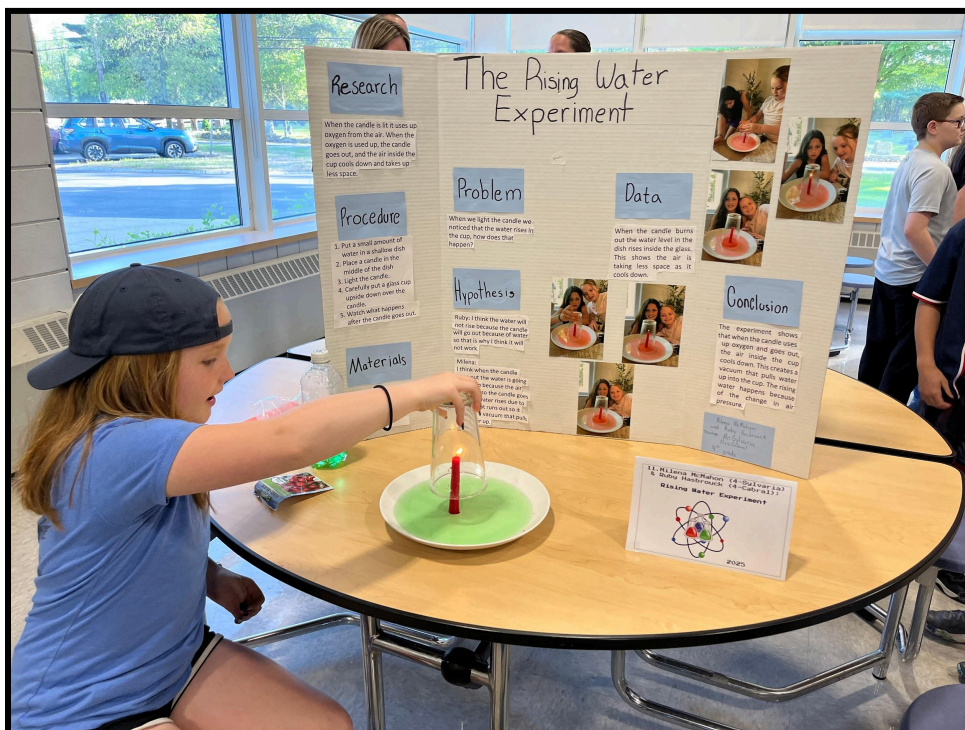
Talent Show



STEAMaPalooza Making Airplanes



One of Many Experiments





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



Heidi J. Letendre, Principal
heidiletendre@oldrochester.org

Charles West, Assistant Principal
charleswest@oldrochester.org

Student Art on Display



Band Concert



Rochester School Committee Subcommittee 2025-2025 DRAFT

Chairperson	Vacant
Vice Chairperson	Kate Duggan
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox / Toni Bailey
ORR District School Committee	Robin Rounseville
Mass. School Supt. Union No. 55	Anne Fernandes Vacant Joshua Trombly
READS	Michael Nelson
Sick Leave Bank	Robin Rounseville Anne Fernandes
SMEC	Anne Fernandes
Early Childhood Advisory Council	Kate Duggan
Sole Signatory	Vacant Kate Duggan (alternate)
MASC Delegate/Legislative Liaison	Kate Duggan
School Physician	Dr. Reynolds/Dr. Mendes
District Wellness Committee	Robin Rounseville
Collective Bargaining	Not Applicable
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Anne Fernandes
Policy Subcommittee	Joshua Trombly
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Fund Committee	Robin Rounseville
Budget Subcommittee	Committee as a whole
Town Liaison	Vacant (Chairperson)
Superintendent's Goals Subcommittee	Vacant (Chairperson) Anne Fernandes
Equity Subcommittee	Kate Duggan