Pursuant to Chapter 30A of the Massachusetts General Laws, you are hereby notified of the following meeting:

ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
16 Pine Street
Rochester, Massachusetts

September 24, 2026 at 5:30 p.m.

Google Meet:
Video call link: https://meet.google.com/mtx-wjvv-rcr
Or dial: (US) +1 385-645-1361 PIN: 793 522 284#

This meeting will be conducted in a hybrid format. School Committee, administration and the public will have the option of meeting in person at Rochester Memorial School located at 16 Pine Street, Rochester, MA 02770 or via Google Meet. Supporting documentation for agenda items can be found on the School Committee webpage: https://www.oldrochester.org/district/sc.

I. Meeting to Order

II. Pledge of Allegiance

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

IV. Public Comment
Public comment is governed by approved school committee policy.

V. Approval of Minutes (VOTE)
That the School Committee review for approval the following minute(s)
- **a. Regular Session Minutes:** June 3 and September 11, 2026
- **b. Executive Session Minutes:** June 3 and September 11, 2026

VI. General

a. Opening Day Update and Recognition
That the School Committee review hear an update from administration.
New Hires:

Name	Position
Joshua Vanderquist	Assistant Principal
Megan Allen	Special Education Teacher
Graham Correia	Paraprofessional
Rebecca Johns	Paraprofessional
Kristina Miranda	Special Education Administrative Assistant
Leah Santos	Paraprofessional
Rebecca Sorenson	Paraprofessional

Longevity:

Name	Years of Service
Nikita Higgins	10
Jennifer Hunter	10
Jamie Alves	20
Doreen Gonet	20
Susan Audette	25
Stephanie Cyr	25

b. Approval of Donation(s) (VOTE)

That the School Committee review the following:

- A donation from the Rochester Senior Center of school supplies for RMS students; 19 – 10 packs classic markers, 1 – 10 pack fine markers, 1 – 10 pack thin point markers, 1- 24 pack flair markers, 26 – 12 pack colored pencils, 1 36-pack colored pencils, 254 - #2 pencils, 30 pink erasers, 50 Halloween erasers, 32 glue sticks, 42 Sharpies, 24 – 24 pack crayons, 1 12 pack dry erase markers, 72 – Papermate pens, 2 – 10 pack Bic pens, 1 water paint tray, 3 Elmer's glue, 75 packs of sticky notes, 6 – 1 subject notebooks, 9 folder, 6 rolls of paper towels, 3 composition books, 2 junior size composition books, 16 – 12oz hand sanitizer, 10 – 16.9oz hand sanitizer, 4 – 85 count disinfecting wipes, 3 – 32 count Clorox wipes, 4 – 20 wipe wet ones, 1—poly aprons, 4 cubed tissue boxes, 3 boxes of Band-Aids, 1 – 300 pack of assorted Band-Aids and 1 – 200 pack of assorted Band-Aids.
- A donation from Deb Moniz to the Band Program of one clarinet.
- A donation from Michelle Ganno-Sherwood (parent) to the Band Program of one trombone.
- A donation of the following books from the Plumb Library: *Maybelle Goes to Tea* by Katie Speck, *Of Mice and Magic* by Ursula Vernon, *Emperor Pickletine Rides the Bus: An Origami Yoda Book* by Tom Angelberger, *It Happened on a Train* by Mac Barnett, *Danger Goes Beserk* by Mac Barnett, *The Ghostwriter Secret* by Mac Barnett, *The Case of the Case of Mistaken Identity* by Mac Barnett, *Frank Einstein and the EvoBlaster Belt* by Jon Scieszka, *Frank Einstein and the BrainTurbo* by Job Scieszka, *Archie Takes Flight* by Wendy Mass and Michael Brawer, *Rowley Jefferson's Awesome Friendly Spooky Stories* by Jeff Kinney, *Water Planet Rescue* by Weny Mass and Michael Brawer, *The Princess in Black and the Trick-or-Treating Trouble* by Shannon Hale, *Archie's Alien Disguise* by Wendy Mass and Michael Brawer, *What the Dinosaurs Did on Halloween* by Refe Tuma, *Fluffle Bunnies* by Anna Humphrey, *Eyewitness Amphibian* by Dr. Barry Clarke, *Frank Einstein and the Electro-Finger* by Jon Scieszka, *Frank Einstein and the Antimatter Motor* by Jon Scieszka, *Frank Einstein and the Bio-Acton Gizmo* by Jon Scieszka, *Frank Einstein and the Space Time Zipper* by Jon Scieszka, *The Strange Case of Origami Yoda* by Tom Angleberger, *Darth Paper Strikes Back* by Tom Angleberger, *The Secret of the Fortune Wookiee* by Tom Angleberger, *The Surprise Attack of Jabba the Puppet* by Tom Angelberger and *Princess Labelmaker* to the Rescue by Tom Angelberger.
- A donation from the Rochester Democratic Town Committee of school supplies for RMS students: Tissues - 46 rectangular boxes, 26 square boxes, 17 pocket packs, Hand sanitizer - 2 60 oz. refill bottles, 15 12 oz. bottles, 8 personal size bottles, Spray cleaner - 2 bottles, multi-surface cleaner, Disinfectant wipes - 57 canisters, Baby wipes - 2 packs, #2 pencils - 1,181 pencils, Erasers - 43 large pink, 148 pencil-top, Glue sticks - 340 glue sticks, Sharpies - 48 assorted colors, Dry erase markers - 290 markers, Microfiber dry erase marker erasers - 72 erasers, Post-it notes - 125 pads, Highlighters - 273 highlighters, Crayons -3,064 crayons, Colored pencils - 1,424 colored pencils, Magic markers- 112 markers, Paper towels - 46 rolls, Underwear - 149 pair girls, 10 pair boys, Sweatpants - 4 pair, Band-Aids - 830 assorted, Chapstick - 4 Chapsticks, Lip balm - 100 mini size, Scissors - 11 pair, Pens - 66 assorted ink pens, Pencil sharpeners - 13 small pencil sharpeners, Pencil cases - 13 assorted styles, Rulers - 10 assorted styles, Binders – 1, Backpacks - 5 backpacks, Spiral notebooks - 32 single subject notebooks, Composition books - 9 composition books, 2-pocket folders - 47 folders, Report covers - 1 , Notebook paper - 300 sheets, and index cards - 400 index cards

c. Approval of Grant(s) (VOTE)

That the School Committee review the Small, Rural School Achievement Program (REAP) grant award in the amount of $60,701 from the US Department of Education.

d. Reorganization (VOTE)

That the School Committee reorganize for the 2026-2027 school year.

VII. Administrative and School Committee Reports

a. Chairperson Report

That the School Committee hear a report from the Chairperson regarding current happenings in the school and local community.

b. Central Office Reports

i. Superintendent

1. That the School Committee review the most recent Superintendent's Newsletter.

ii. Teaching & Learning
    1. That the School Committee hear an update on current happenings of curriculum, professional development, new teacher induction program and teaching and learning initiatives.

iii. Student Services
    1. That the School Committee hear an update on current happenings of the student services department, including community outreach events, and updates on initiatives related to school climate and culture, and safe schools.

iv. Business Office
    1. The Business Office is currently closing out FY26 and will provide an update at the next meeting.
    2. That the School Committee review the Record of Warrant(s) as signed by the sole signatory for June 10, 30, August 5, 10 and 20, 2026.

v. Facilities
    1. That the School Committee review this month's update from Facilities Director Eugene Jones.

vi. Food Service
    1. That the School Committee review this month's update from Food Service Director Jill Henesey.

vii. Personnel
    1. The following staff members resigned or retired at the conclusion of the 2025-2026 school year.

Charles West	Assistant Principal
Kathy Harding	Paraprofessional
Kim Amato	Special Education Admin. Asst.
Margaret Berry	Paraprofessional
Meghan Craig	Paraprofessional

2. The following staff members were reduced at the conclusion of the 2025-2026 as a result of operating budget reductions: Catherine Staier, Bridget Houlihan, Alex Sylvaria and Lauren Harper. Ms. Staier and Ms. Houlihan were hired back for the 2026-207 school year in one-year, grant funded teaching positions.

c. Principal and School Council Report

That the School Committee review the Principal's report including student recognition, classroom lessons, community events and school council information.

VIII. School Committee Reports

View agendas, resources and minutes online**:** https://www.oldrochester.org/district/sc.

a. Budget Subcommittee
b. Capital Subcommittee
c. Equity Subcommittee
d. Policy Subcommittee
e. District Wellness Committee
f. ORR District Committee
g. Tri-Town Education Foundation Fund
h. Early Childhood Council
i. SMEC
j. READS
k. MASC
l. Superintendent's Goals Subcommittee

IX. Information and Future Agenda Items

a. Information

i. READS Quarterly Report for September 2026
ii. Letter from ORRHS Class of 2021 Graduate Bess Pierre
iii. Project 351 Invest in Impact Newsletter
iv. Press Release: Chair Duggan Joins MA Education Policy Fellowship

b. Timeline

i. Next Rochester School Committee: November 9, 2026
ii. Next Joint School Committee: October 1, 2026

c. Future Agenda Items

i. School Improvement Plan Approval (November)
ii. MCAS Results (November/December)
iii. Initial Budget Review (January)
iv. School Choice Public Hearing (January)
v. Health Unit Application (February)
vi. Budget Public Hearing (March)
vii. Approval of Leases (April)
viii. School Committee Reorganization (June)
ix. Student Handbook Approval (June)

District-wide news is available on our website: https://www.oldrochester.org/district/news
District-wide events are available on our website: https://www.oldrochester.org/district-calendar

X. Executive Session (VOTE)

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.

XI. Adjournment (VOTE)

The list of agenda items are those reasonably anticipated by the Chair to be discussed at the meeting. If you need more information or reasonable accommodations for this meeting, please contact the Superintendent's Office at 508-758-2772 ext. 1956. Meeting resources, minutes and recordings are available on the School Committee webpage: https://www.oldrochester.org/district/sc

Meeting Minutes

ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
16 Pine Street
Marion, Massachusetts

June 3, 2026 at 6:00 p.m.

MEMBERS PRESENT: Kate Duggan (in-person), Chairperson, Kirstin Jimenez (remote arrived at 7:01pm), Robin Rounseville (in-person) and Josh Trombly (in-person).

MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools, Heidi Letendre, Principal, Charles West, Assistant Principal and Melissa Wilcox, School Committee secretary (all in-person).

I. **Meeting to Order**
The meeting was called to order at 6:19pm by Chairperson Duggan. Chairperson Duggan stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined. Chairperson Duggan added that the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

II. Pledge of Allegiance
All those present stood for the Pledge of Allegiance.

III. Recognition
That the School Committee recognize the retirements of Kathy Harding, Paraprofessional and Kim Amato, Special Education Administrative Assistant. That the School Committee recognize Charles West, Assistant Principal for his years of service to Rochester Memorial School.
Superintendent Nelson and the administration shared remarks and recognized the accomplishments and service to RMS by Ms. Harding, Ms. Amato and Mr. West.

IV. Public Comment
Public comment is governed by approved school committee policy.

Michael Cosovitch commented: *I'm a dual master's degree psychologist, school guidance counselor who has worked for students in public schools and private alternative schools for 38 years. I spent the last 29 years of my career working with students in middle and elementary school. I'm a licensed mental health counselor in Massachusetts. My youngest child went through RMS and had a wonderful experience. I strongly support the staff and administration of RMS. In my career as a public school counselor, I spent many hours with administrators, students, and parents addressing students who made poor choices. One of the things that I learned quickly is that there are two sides to every story. And context matters when trying to assign responsibility and formulate a disciplinary response to inappropriate behavior for all those involved. The focus where I worked was to always assist students to learn from their mistakes while maintaining their privacy. I see the administration of RMS functioning the same appropriate way in a matter of what has now become a one-sided public media takedown of RMS. Most sadly the family on the other side of this issue has been scapegoated on social media. And it's literally being driven out of town. The school was following the law as it stands in Massachusetts, providing access to girls' bathrooms to gender non-conforming children. I ask you, have you ever gotten to know a gender non-conforming child, young adult, or adult. You may be a person who thinks it's a choice and how they identify can be driven out of them. I'm here to tell you that as a counselor, I have met and worked with many wonderful non-conforming students who need support in navigating a society that does not understand them, and thinks they can simply be coerced into binary conformity. I'm here to tell you that, indeed,*

children as young as 4 years old display their nonconformity. Not recognizing them and providing support leaves this vulnerable population subject to depression and suicide. I worked with a student in the early 90s whose family could not bring itself to accept their unconforming son's gender identity. From a very early age, it was clear that the child was not conforming to his biological son. Time was exhausted.

Deborah Tolstonog commented*: I'm speaking today because I believe that all students and families deserve to be treated with care and respect in our community and in our schools, and have their privacy rights respected, regardless of who they are. Every parent sends their best child to school. This quote speaks to all children being precious to their families, with all their differences, and that the school will work with each child as they are without judgment. As parents, none of us are immune to facing challenging issues with our kids. We rely on the care and compassion of school professionals to address issues when they arise, with discretion and sensitivity, fairness and respect. Most of us would be horrified to have a story about our child's issues spread all over town. I am disheartened that members of our community did just that and engaged in a smear campaign against a 9-year-old student, their family, and our school. Fueled by misinformation, conjecture, and prejudice against gender nonconformity. The incident was blasted across multimedia platforms with many twists and turns to fit their political narrative, referring to a bathroom incident between two 9-year-olds as sexual as sexual harassment, and demonizing the school officials for the way this was handled. This is shameful and ignorant, and it serves to undermine the integrity of our residents and our school community. For the record, 9-year-olds are not sexually motivated, regardless of their gender identity. In addition, this incident was used as a campaign strategy in the recent town school committee election, using signage reading, concerns for our school on voting day, as one example. The irony here is shocking, that a school committee candidate and their supporters would actively promote a prejudicial misinformation campaign, and ultimately an attack on a child, their family and the school. All of this is an effort to serve on the school board. This makes no sense. Rights don't discriminate. They are for everyone, with all different lifestyles and values. Using vulnerable children and hateful rhetoric to promote a political agenda causes real hurt to real people and erodes our community.*

Luis Rivera commented: *Thank you, administration, thank you, school committee, and thank you members of the community for allowing me to speak tonight. 30 days ago I stood in this very room and spoke from the heart about an incident involving my daughter on May 1st, when a boy entered the restroom, was peering through the stall, knowing that she was in there, and decided it was okay to push through the door and stare at her. I came here respectfully with one goal, to ensure that what happened to my daughter would be taken seriously, and that meaningful action would follow. Instead, after weeks, I was forced to file a Title IX complaint before any action was taken. It should not take weeks for a family to receive answers when a child has been affected like this. At the last meeting, I asked for transparency. I asked the parents to be clearly informed, or for the parents to be clearly informed about the policies and laws governing restroom access, so they could have informative conversations with their own children. Instead, the information was buried in a brief, small newsletter from the principal that families likely never saw. What disappoints me the most is that we've had to miss the opportunities for meaningful dialogue. This matter was not placed on the agenda, and as a result, we have not had a public discussion this community deserves. We could have talked about strengthening student privacy, improving procedure, and preventing situations like this from happening again. Let me be clear, and I said it last month, this is not about politics. This is not about Democrats, Republicans, religion, race, left, right, red, or blue. It's not about hostility towards any group of people. This is about the safety and privacy and well-being of all of our children. My daughter's experience matters. The experience of every child in this district matters. The current measures put in place is not a long-term solution. Sending students to the restroom one at a time may address the immediate concerns, but it does not solve the broader problem. We need thoughtful, fair, and effective policies that protect all students. Not punishing the whole class. My concerns extend far beyond my daughter. There are thousands of female students in this district, and the decision made today will affect them for years to come. We have the obligation to ensure that every child feels safe and protected. As a father, it's heartbreaking to watch my daughter relive that experience through investigations and interviews. Every time she has to tell her story over again, it crushes me on the inside. But it also strengthens my resolve to seek answers and advocate for her. You have the authority right here to lead, review the policies, engage the community, consider solutions that work in other districts in this great Commonwealth of Massachusetts. I will*

continue to advocate for my daughter, and for every little girl whose concerns deserves to be heard. I stand before you emotionally exhausted behind this, but I'm determined. My daughter has a name and a face, and I am her voice, though. I will continue to use this voice until meaningful changes occur. Thank you for your time.

Bridget Kearns commented*: I came here to express concerns regarding an article I read in Sippican Weekly that misrepresented the current Mass law regarding bathroom use in schools. The law is often misunderstood and misrepresented by schools and media alike, and parents are left confused. There is no law in Massachusetts that requires schools to allow students to use the bathroom of the gender they identify with. The non-discrimination law that applies to schools they're referencing is MGL76. It simply doesn't explicitly state how bathroom use occurs. There is no policy or procedure established by the DESE. Nor is there a rule or regulation. There's only guidance. Guidance is not legally enforceable, it's merely a suggestion. It describes one way to provide bathroom access for transgender students when there are other legal solutions. The only law regarding transgender bathroom access is MGL272, and it applies only to places of public accommodation. You cannot apply this law anywhere but places of public accommodation, which schools are not. Only the legislature has that authority, and they did not amend MGL76 at that time. There is, however, federal law that does require schools to prevent males and female bathrooms. There is no state law that conflicts with this. And even if there was… if you accept federal money, you are bound to follow federal law, even in situations in which it may conflict. In regards to how this situation specifically has been handled, the school has not provided an adequate safety plan for the victim. The safety plan was to limit all classroom students to one person in the bathroom at a time. This is not a safety plan, this is a solution that works for the school, and a bad one. The consequence is not specific to the bully, but rather applies to all students. This is like removing access for everyone when a kid acts up, rather than having one student lose access to recess. The consequence needs to be specific to the bully, not because it's justice, but because this is a teachable moment for all students, and you missed it. The victim was egregiously told she could use the single-stall bathroom, rather than the bully losing access to communal bathrooms altogether. You have failed both students. The victim very likely does not feel safe with this solution, and therefore is being punished. Adults can't monitor bathrooms because we sacrificed safety for privacy, and now the victim has likely learned adults are not protecting her. The bully needs to understand that this behavior is not acceptable, and that under no circumstances should he be violating anyone's privacy. The best solution is for the bully to experience consequences of using the single stall, because he cannot be trusted in a communal bathroom that cannot be supervised. Any communal bathroom. I experienced a situation like this with my daughter when another girl engaged an unwelcome touch in the locker room. The safety plan was to remove the bully from the locker room. She was required to change in the single stall. The bully lost access to the locker room. My daughter was not told if she was uncomfortable, she had to do the alternative. The action of the school feels amiss because the student is transgender and is justified under some guise of discrimination, but the consequence should be the result of the bully's behavior, not their identity.*

Alia Cusolito commented: *I live in Rochester. I went to RMS. For years, I have encouraged any students, trans students, other students, to use, a single-use bathroom if they feel unsafe, and I think that that is fair, as myself and many of my friends have done that for a long time, because we didn't feel safe in the school because of folks who don't respect our existence. There's been a lot of talk about privacy concerns, but I find it most important that all children can go about their day without the topic of what's in their pants ever coming up. That's between a child, their parents, and their doctor. Not everyone in the town. This is an individual student, so if this occurred intentionally, then the school would respond with disciplinary measures, which we, the public, will not know about. It's illegal for them to tell us what measures were taken to correct the behavior of a minor. And to be quite frank, I find it upsetting that we're even discussing this private incident so publicly. I don't believe that a 9-year-old can consent to being part of a political campaign like this. I know how exhausting and frustrating it is. To not know what disciplinary measures have been taken, but this isn't something that cannot be shared. The response of only allowing one child in at a time seems like as public a change as could be expected. If this was an accident, then there is simply no reason for all of us to be discussing it anyway. I've been walking on in the bathroom before, and I'm sure many of us have, and if a student is feeling really unsafe or uncomfortable because of that experience, then I hope that they have supportive family and counselors. However, there's no reason that that should lead to checking the sex of every student who needs to pee. Or*

sexualizing a common, awkward interaction, like forgetting to lock a door. Comprehensive sex ed would help students understand themselves and their feelings and their bodies more, so what I advocate for is that kind of age-appropriate education. Young kids don't need to discuss anything graphic, but they can be introduced to ideas like boundaries and how to properly apologize, and what to do if they're feeling uncomfortable in an interaction or in their body. I feel it's a lot more important that students have access to age-appropriate sex education throughout their school experience. I haven't felt as safe as I wish I was, because… but that was all because of other students not understanding me, or harassing me and my friends, or inappropriate behavior from straight male teachers. A lot of the concerns from the other side here are born out of fear and confusion and wanting to keep your kids safe, which I really understand. But I'm very sad to see other ideas that are also shared by the TTFBC organization, such as having issues with posters that say, don't discriminate, or posters that say science is real. I'm not sure what the concern is with those posters. Your kids are safe when they're protected, accepted, and when we give the information to be an informed citizen and to be a safe member of their community. Please respect your children and their futures by allowing them to make mistakes and learn and grow from them privately.

Isabelle Gomes-McCann commented: *Hi, I'm Isabel Gomes-McCann, and I live in Rochester. First of all, I want to thank every single school committee member and the administration for, at least what I've seen, their handling of this situation. Maintaining the privacy of these two children, 9-year-olds, is so important, and it's also the law. And I am sure the school is investigating. In the 20 years that I've been here, I've never seen any administration mishandle anything. So I have faith that this is being handled properly. I've also read all 15 pages of the Title IX complaint. And people keep coming up here and saying, this isn't about identity, this isn't about identity. Well, in the second paragraph of the Title IX complaint, it starts with, the Rivera's knowledge, to their knowledge, there were two male students at the school who identify as female. So now we're including another student who had nothing to do with the situation, but he's being mentioned, he or she, I don't know, is being mentioned in this Title IX. The Title IX complaint starts with identity. So, you can't tell me that this is not about identity. The other thing is that the Title IX complaint has nothing to do with bathrooms. We're all up here talking about bathrooms, and yet the Title IX mentions sexual harassment. That is the complaint. The complaint is not bathroom use. And so, we have people saying one thing, and then we have Sam Whiting, who is the lawyer, filing a complaint about something else. And I'm pretty sure I know why Sam did not go after a complaint regarding bathroom use, because he wouldn't have won it. And that's why he's going after sexual harassment. The Supreme Court has many rulings on what is actually considered type of behavior and that means behavior that is done to arouse and sexualize. I'm not a psychologist, but I find it really hard to believe that a third grader would have that in their mind as they're using the bathroom. And I only have one other thing to say. It's insulting to me to have adults get up here and call a 9-year-old a bully.*

Stacy Shriver commented: *I wanted to respond to the alleged harassment issue, because I don't think it was prioritized when it first arose. And it has led us to this now. I'm not here to ask why, but the community questions whether student safety is being adequately protected at school. People have lost trust in schooling and want a solution. Obviously, there's strong feelings. There's no trust among adults. How do we govern a school with such strong afflictions? We would rather be focusing on mastery-based education, maintaining high standards, and not eliminating them, but we're distracted by a culture war. One only has to look toward Worcester. With thousands of students off the count of sex ed every year, after Worcester Public Schools started using the strongly graphic rights, respect or the three R's, K-12 sex ed curriculum. appealing to schools because of its free access, to see the impact of an education curriculum that has swung too far away from education standards. Rahm Emanuel has a good quote on these issues, frustrating parents on public schools. We've spent the past 5 years debating pronouns, this is a quote, without noticing that too many students can't tell what a pronoun is. We've become so obsessed with bathroom access that we've ignored classroom excellence. America has lost a plot. He's a prior mayor of Chicago and White House Chief of staff under President Obama. Now, we must deal with the debate of biological reality. Here's a suggestion from someone who was on a school committee for 20 years, and he chaired it. I asked create a team with two polarized school committee members, each who present the issue to a larger team made up of a mediator plus a school maintenance construction group. They meet, look at parameters, and come back with a solution we all can live*

with. Here's some additional guidance. If we could use single bathrooms, where would they go? Look, we need to put a bathroom in there. We respectfully ask the school leadership, Principal Letendre, School Committee Chair Duggan, school committee members, and Superintendent Nelson to take the following actions. One, formally acknowledge that the current bathroom policy at RMS has not adequately protected all students. Two, revise the policy to ensure that communal bathrooms and changing areas for girls are reserved for biological females. And three, provide a single room bathroom as a solution. I thank you.

Anne Fernandes commented: She no longer had a public comment.

Donald Spirlet commented: *I'm a resident of Rochester. I didn't make a prepared statement, I wasn't planning on speaking tonight. I don't come with a list of all kinds of letters after my name. But I am a taxpayer. You know, Mike, I didn't realize you drew such a big crowd. I would have to assume that all of you are here to support the teachers of this school, as I am. I know some of them, certainly not all of them. Let me tell you, they are the best. And if you don't believe that. Hang around with some of them. They are great. I don't think everyone's here for that. I think they're here not happy with the administration of the school, or the school committee. And I'll join you with them. I would hate to beat them up publicly, and I won't do that. But I'm just asking all of you. Could you please fix this? Thank you.*

Carla Correia commented: *I am from Rochester. I am a parent of current students at RMS, and have been for the last 7 years. I don't usually do this, come and speak publicly, but I've decided I need to stand up for our school, and for our leadership, and for our teachers, and for our students. And I decided that instead of taking a poll on, social media with the general public who are not in our schools, that I would poll some people whose opinions really matter to me. So at dinner last night, I asked my kids what it meant to them to feel safe. I got a couple different answers. Adults, looking out for them, okay? Being taken care of. Not having to worry. Alright, so we just kept kind of talking, so what are some places you feel safe? Home. School. Grandma's. Okay. I tell my friends and family all the time, I wish you could spend one day in the school. You see the best in people gathered with one purpose, and that's the safety and success of all our students. There's real support and understanding of all the children. Having kids in elementary school, I think we all have been faced with some calls, maybe, regarding situations that involved our kids, some behaviors. Each time, personally, I feel they were handled with awareness and thoughtfulness of the situation from either Mrs. Letendre, Mr. West, or the classroom teacher. And as a parent, I want to hear from the school, because I want to align myself with the school and how to address any concerns regarding my kids in order for them to achieve the best outcome overall. I stand with RMS, I stand with the staff, and I cannot thank them enough for all they do for our students.*

Jessica Riley commented: *I am a resident of Rochester, Mass. I have a 4th grade student that attends Rochester. Although I have never attended a single school committee meeting, I do plan to attend a lot more. I am here today in support of the Rivera family to help raise the voice of what has occurred since May 1st, 2026. I cannot abandon a fellow community member when they need us most. I don't want to speak for anyone else other than myself, but it is clear that the school system, administrators, and faculty combined have failed both students involved, as well as the entire student body who has been who has been exposed to this event in one way or another. I want to express an extreme dissatisfaction and gradual but ongoing decrease in pride of this school and its administrators. My husband and I moved to Rochester in 2017 specifically for this school system. The open farmland, mom-and-pop shops, and quiet nights were an added bonus. But we single-handedly came here for the education and values we pour into our children and their upbringing as much as anyone else in this room. We believe that our children, all of our children, are the future, and that we must invest in them to best of our abilities. We believed our children would be safe physically and emotionally at this school. We believed RMS stood above the norm and operated based on professional, educational, and ethical standards. I've come to have a very different opinion than I did in 2017. The last 5 years have evidenced a profound downward trend across many areas.*
Primarily, I am outraged at the way this specific event has been addressed. The school neglects to have clear-cut policies around the topic of LGBTQ. The outrage from our community is not relevant to the transgendered identity of the child who reportedly violated another child. This outrage is because the child has been the victim of a crime that has not been adequately addressed. This further victimizes the student who reported the violation of her privacy while using a school restroom. The lack of efficient policy, the lack of conducting any sort of formal investigation at the moment this was reported, the lack of preserving the rights of every student attending the school, these are all at the root of our anger,

sadness, confusion, and turmoil. I'm not quite sure how our school officials and other relevant parties can push agendas through library books and other resources without first ensuring that there are supportive and effective policies in place, and without securing formal trainings for administration and educational staff. I'd be curious to know how often these policies are reviewed, and how often training is provided to administrators and faculty. Are there clear and concise, distinct bathroom policies that are common knowledge to students? Even in state and public buildings, we see single-use bathrooms that are labeled as gender neutral. When I think back on my experience, having had children in this school for just under 10 years, the rate of incompetency has increased as the years have gone on. I'm not taking this broadly away from Mr. Rivera and his daughter's traumatic experience. I'm providing specific, actual examples of how RMS has continued to trend in a downward way. I am hoping that the school committee and other stakeholders can admit that there is a serious need for immediate change. Rather than switching the script and making this event something it isn't, please stay in the here and now. This is about a severe violation of a 9-year-old child that has happened at the hand of another child. The first offense was not entering and using the bathroom. It was invading a person's space and peeping into a bathroom stall, later attempting to open it. Keep the genders out of it if needed. What happened is still wrong. At this time, I feel there must be accountability, and I'm hopeful that there will be a review and editing of the current policies. I am hopeful that with adequate corrective action, my pride in RMS can be restored.

V. Approval of Minutes

That the School Committee review for approval the following minute(s)

a. Regular Session Minutes: May 7, 2026

Motion to approve the May 7, 2026 as presented by Joshua Trombly
Seconded by Robin Rounseville
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

VI. General

a. School Improvement Plan Update

That the School Committee hear an update from administration on the close of the 2024-2026 plan. Superintendent Nelson shared each school building is closing out their two year school improvement plans which aligns with the strategic plan Vision 2028. The schools across all of the districts have worked hard to align systems and plans to be more of a cohesive system with all six schools. The administration will work in the summer to develop the final draft for a new two year school improvement plan to be presented to the school committee in the fall, which will align with the final two years of Vision2028. Ms. Letendre provided an overview of the closure of the 2024-2026 school improvement plan. Please see appendix A.

b. Approval of the 2026-2027 Student Handbook

That the School Committee review the 2026-2027 Rochester Student Handbook draft.
Assistant Principal Mr. West explained the revisions to the student handbook which included staff and school committee updates, Google opt-out language and report card information.

School Committee Feedback: Mr. Trombly discussed the dress code language around the responsibility falling to the student and families being struck. He noted that 'offensive' is subjective. Ms. Duggan concurred that the objective is to not distract from learning rather than focusing on offensive. Mr. Trombly shared the following revisions that blended the current language, edits and suggestions; Responsibility for students' dress and appearance will rest with individual students and their parents/guardians/caretakers Students and their parents/guardians/caretakers may choose the student's attire, provided it does not damage school property, meets health and safety standards, does not disrupt the school environment, and complies with the following guidelines: Students are prohibited from wearing any clothing, including masks, that contain obscenities and/or symbols, slogans or words that degrade any gender, culture, religion, or ethnicity. Clothing that contains language or symbols regarding violence, drugs, or alcohol is prohibited. The administration reserves the right to determine appropriateness of clothing consistent with these guidelines. A student whose clothing is determined inappropriate for school will be required to arrange for other, more appropriate clothing to be provided. Crocs, slide-on sandals, and flip-flops can create a safety issue during physical activity. Sneakers are required for physical education classes and strongly recommended for recess. 13 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.

Motion to approve 2026-2027 Rochester Student Handbook with Mr. Trombly's revisions by Robin Rounseville
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

c. Approval of Disposal of Library Materials

That the School Committee review for disposal the list of weeded, damaged and lost books to be discarded from the RMS library.
Superintendent Nelson explained the librarians review materials annually according to policy.
Motion to approve the disposal lists of library materials as presented by Robin Rounseville
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

d. Approval of 2026-2027 School Committee Dates

That the School Committee review the following school committee dates: September 24, 2026, November 12, 2026, January 7, 2026, March 17, 2027 (Wednesday), April 8, 2027, May 13, 2027 and June 9, 2027 (Wednesday).
Motion to approve the 2026-2027 Rochester School Committee dates as presented by Robin Rounseville
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

e. Approval of Donation(s)

That the School Committee review the following donations:

- From the RMS PTO the books; *The Wizard's Guide to Magical Experiments* by AJ Wood, *I Survived the California Wildfires* by Lauren Tarshis, *I Survived the Great Molasses Flood, 1919* by Lauren Tarshis, *I Survived the Japanese Tsunami, 2011* by Lauren Tarshis, *Llama Llama Loose Tooth Drama* by Anna Dewdney, *Darkstalker (Wings of Fire: Legends)* by Tui Sutherland, *Talons of Power (Wings of Fire, Book 9)* by Tui Sutherland, *The Bad Guys, Book 1* by Aaron Blabey, *Armadillo and Hare: Small Tales from the Big Forest* by Jeremy Strong, *Jessi Ramsey, Pet-Sitter* by Ann Martin, *Dawn on the Coast* by Ann Martin, *Love Finds a Way* by Vern Kousky, *The Baseball Encyclopedia* by Alex Kostival, *The Humble Pie (Food Group)* by Jory John, *Dog Man Big Jim Believes Book 14* by Dav Pilkey, *Dog Man Big Jim Begins Book 13* by Dav Pilkey, *Dog Man The Scarlet Shedder Book 12* by Dav Pilkey, *Big Tree* by Brian Selznick, What Do We Know About the Yeti? By Ben Hubbard, What Do We Know About the Chupacabra? By Pam Pollack, Another by Christian Robinson, Snoop by Gordon Korman, Buffalo Fluffalo by Bess Kalb, Pete the Cat's Cool New Ride by Kimberely Dean and Cook It! The Dr. Seuss Cookbook for Kid Chefs by Daniel Gercke.
- From the Plumb Library the following books: *Nanette's Baguette* by Mo Willems, *Strega Nona Does it Again* by Tomie dePaola, *Max & Rub and Twin Trouble* by Rosemary Wells, *The Typewriter* by Bill Thomson, *Bear Can't Sleep* by Marni McGee, *I'm Not Small* by Nina Crews, *The Little Red Cat Who Ran Away and Learned his A-B-C's* by Patrick McDonnell, *Parents Here and There; A Kid's Guide to Deployment* by Marie-Therese Miller, *Ruby in Her Own Time* by Jonathan Emmett, *Poe Won't Go* by Kelly DiPucchio, *Journey (Book 1)* by Aaron Becker, *Strega Non's Gift* by Tomie DePaola, *Sweater Weather* by Matt Phelan, *Can You Find It (the Metropolitan Museum of Art)* by Judith Cressy, *The Secret Life of the Sea Otter* by Laurence Pringle, *Creepy Monsters, Sleep Monsters* by Jane Yolen, *You Will Be My Friend!* By Peter Brown, *ABC Animal Jamboree* by Giles Andreae, *Daisy Gets Lost* by Chris Raschka, *Chirri & Chirra on the Town* by Kaya Doi, *The Very Fairy Princess: Attitude of Gratitude* by Julie Andrews, *Littlebat's Halloween Story* by Diane Mayr, *Meeow and the Blue Table* by Sebastien

Braun, *Meeow and the Big Box* by Sebastien Braun, *Big Dreams, Small Fish* by Paula Cohen, *A Dog's Life* by Caroline Sherman, *Memory Jars* by Vera Brosgol, *Chaiwala!* By Priti Birla Maheshwari, *Lola Sleeps Over (Lola Reads)* by Anna McQuinn, *Bear has a Story to Tell* by Philip Stead, *Every Friday* by Dan Yaccarino, *The World Belonged to Us* by Jacqueline Woodson, *Ballyhoo Bay* by Judy Sierra, *Halloween* by Harry Behn and *Mama's Kisses* by Kate McMullan.

Motion to approve all of the donated books as presented by Robin Rounseville
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

f. Reorganization

That the School Committee reorganize for the 2026-2027 school year.
The School Committee agreed to table this agenda item until the fall when they have a full committee except appointing Superintendent Nelson to READS.
Motion to appoint Superintendent Nelson as the READS representative by Robin Rounseville
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

VII. Administrative and School Committee Reports

a. Chairperson Report

Chairperson Duggan shared the following remarks:
We find ourselves at the last School Committee meeting of the 2025-2026 school year, and there is much to celebrate! But before that, I want to address something that I know is on many people's minds. At our May 7th meeting, concerns were raised about a situation involving students at RMS. Those who have attended school committee meetings regularly over the years know that individual student behavior is never discussed at these public meetings, because the School Committee does not—and should not—get involved in individual student situations, disciplinary matters, or day-to-day operational decisions. Those responsibilities belong to our professional educators and administrators, who are trained to handle them appropriately and confidentially. I understand that some families are frustrated when they cannot get detailed information about how specific situations are being handled. But student privacy laws exist for good reasons—to protect all of our children. Just as you or I would want our child's personal matters kept confidential, other families deserve that same protection. I encourage any families with concerns to follow the proper channels: If you have a disagreement with how your child's personal situation was handled or questions about something that happened at school, start with your child's teacher, then the principal, and if needed, the Superintendent's office. If you disagree with a current School Committee policy, there are established procedures for requesting policy review. If you disagree with state law or regulation, you can contact your state representative or the Department of Elementary and Secondary Education. If you've gone through those channels and feel your concerns haven't been adequately addressed, please let me or another School Committee member know so we can ensure the process is working as it should. Because this is an elementary school, please remember there are young children involved in every one of these situations. Children who deserve privacy, dignity, and the opportunity to learn in an environment free from public controversy about their personal circumstances. As school leaders, our responsibility is to ensure all students feel safe and supported while respecting the legal protections that exist for every child. It is indeed a heavy responsibility, and I am so grateful that we have people in our RMS community who bring their training, education, experience, and heart to this work every day, showing up to give their best for our children. That dedication is worth celebrating, so I want to take a moment to express gratitude to everyone who has made this school year possible. To our teachers, paraprofessionals, and interventionists: thank you for your patience, creativity, and dedication to our students' learning and growth. To our administrators in central office and in the building, including our social workers: thank you for your leadership, your problem-solving, and your commitment to creating an environment where both students and staff can thrive. To our specialists—art, music, PE, library, and health: thank you for showing our students that education is more than reading and math, and that there are so many ways to learn, grow, and shine. To our bus drivers, custodians, food service workers, office staff, and nurse: thank you for the essential work you do that keeps our school safe, clean,

and running smoothly. To our PTO and volunteers, especially everyone out there today!: thank you for the countless hours you have devoted to organizing events, and for the financial support you provide to enrich our students' experiences with field trips, assemblies, and more. To our families, parents and guardians: thank you for reading with your kids at home, staying engaged with your children's education, showing up for concerts and conferences, and the countless other ways you support both your own children and our entire school community. And to our students: thank you for showing up ready to learn, for asking questions, for trying new things, for being kind to each other, and for reminding us every day why we do this work. Without all these amazing people, RMS would be just a building. Our students are fortunate to be surrounded by so many adults who care deeply about their success, and I'm honored to work alongside all of you in service of Rochester's children. It takes a village. Thank you all for being part of ours. Have a wonderful, restful summer, and we'll see you back here in the fall.

b. Central Office Reports

i. Superintendent, Teaching & Learning and Student Services
Superintendent Nelson provided an overview of his most recently newsletter and commended the students, staff and faculty as the school year comes to a close.

ii. Business Office
The School Committee was provided with the Record of Warrant(s) as signed by the sole signatory for April 29, May 13 and May 28, 2026.

iii. Facilities
- The School Committee was provided the following report from Facilities Director Eugene Jones:
  Hosted Annual Town Meeting.
- Submitted Annual Statistic Report to MA DEP for our water wells.
- Replaced Annex Air compressor VFD on RTU AHU#E.
- Completed required maintenance on facility systems and equipment.

iv. Food Service
The School Committee was provided the following report from Food Service Director Jill Henesey:
- In the process of procuring food and supplies for the SY 26-27.
- Meal Participation has continued to be strong.
- Resources to help support families in need of additional food assistance can be found at ORRschoolmeals.com

v. Personnel
1. Kathy Harding is retiring as a paraprofessional and Kim Amato is retiring as a Special Education Administrative Assistant. Charles West is resigning as Assistant Principal (to become the Principal at Center School).

c. Principal and School Council Report

Principal Letendre shared the following:
School Events:
● Mr. Huckabee was able to secure a presentation for our first graders. Salt the Humpback whale visited on Monday, May 11th. Salt is a 43 foot life-sized inflatable humpback whale modeled after an actual humpback with the same name from the NECWA (New England Coastal Wildlife Association).
● Rochester Memorial School would like to thank our community partners for welcoming our kindergarten classrooms to Plumb Library, the Police Station and the Post Office as part of their social studies curriculum, understanding what makes a community.
● Thank you to our PTO for hosting the annual Bus Driver Appreciation Breakfast on May 15th. We are thankful to have such a great team of patient and kindhearted bus drivers.
● Thursday, May 21st our 4th grade band performed for their families while our third graders learned about the band for the upcoming school year.
● On Thursday, May 21st our Kindergarten students embarked on their annual field trip to the Heritage Museums & Gardens.
● Most recently, our 5th and 6th grade Spring Concert took place on Thursday, May 28th. They performed for the entire school at 1:45 PM and then for families and friends at 6:30 PM.

Curriculum and Assessment Updates:

● On Monday, May 4th , Marion Institute Grow Education Program Educator, Nate Sander, spent the afternoon with our third graders. Our students planted kale and lettuce seedlings and also direct-sowed radish, pea, and cilantro seeds. The final visit took place on Monday, June 1st.

● Kindergarten Screening took place on May 26th and May 28th. We have about 51 students that will enter our kindergarten in September 2026.

● Placement for fall 2026 has begun and depending on staffing, we may not be able to send home class placement until August.

● Wednesday, May 26th: RMS held its final Learning Walk of the year. It is great to see the new curriculum in place and staff being more comfortable with the Envisions Math Curriculum.

School Council Meeting:

● The School Council held its final meeting of the year on May 20th and the PTO along with Mrs. Letendre is looking for one replacement for the school council committee. We are very grateful for Ms. Barbara Lee's dedication over the past three years. We wish her and her son all the best in the years ahead.

Staffing:

● A huge congratulations goes out to Mr. Charley West for his appointment to Principal at Center School. They are fortunate to have Mr. West and we are so grateful for his commitment to Rochester for the past 23 years. He will surely be missed at Rochester Memorial School.

● Congratulations also goes out to Kathy Harding on her retirement. She has been a constant at RMS for many years and she has positively impacted many children and staff over her tenure. She will also be greatly missed.

● Kim Amato has recently resigned her position from RMS as of August 22, 2026. We cannot thank her enough for her passion and dedication to supporting students when she was a paraprofessional as well as our current special education administrative assistant. She is so efficient and organized and oftentimes supports and mentors our newer staff indirectly. ○ We wish all of them much success and happiness in their future endeavors.

Upcoming June Dates:

● Wednesday, June 3rd-Boosterthon, Staff meeting & School Committee Meeting

● Thursday June 4th**:** First Grade Field Trip to Capron Zoo (Rain Date Friday, 6/5) and PLC Meeting Time

● Tuesday, June 9th: PTO Meeting at 7:00 PM, Equity Subcommittee meeting at 4:30 and Joint School Committee meeting at 6:00 PM

● Monday, June 15th: 6th grade tour of Junior High School

● Monday, June 15th: Assembly The SkyDome

● Thursday, June 11th: Project GROW graduation 12:00, T/Th families

● Monday, June 22nd: Last day of school and the Annual 6th Grade Promotion Ceremony at 9:30 AM

VIII. School Committee Reports

a. Budget Subcommittee – no report
b. Capital Subcommittee – Superintendent Nelson shared parking lot improvements are scheduled for the summer.
c. Equity Subcommittee – Meeting next week
d. Policy Subcommittee – Mr. Trombly reported they met on May 27th and discussed the following policies which will be reviewed by the Joint School Committee soon: ECAB – Access to Buildings and Grounds, EEAEA – Bus Driver Examination and Training, KBG – Parent Advisory Councils (PACs) for Special Education and English Language Learners, JKAA – Time-Out, Seclusion, and Restraint of Students and new policy JLCD – Administration of Medication to Students and JLCDC Self-administration and Self-Carry of Medications
e. District Wellness Committee – Ms. Rounseville reported their last meet was in May and they met with the DESE consultant for the last time.
f. ORR District Committee – Ms. Rounseville said they have not met but graduation went well and she acknowledged how many students are highlighted during the ceremony.
g. Tri-Town Education Foundation Fund – Ms. Jimenez shared the event committee met today regarding the first gala being held on October 8th.

h. Early Childhood Council – no report
i. SMEC – Mr. Trombly reported they met on June 1st and it was Executive Director Catherine Cooper's last meeting ahead of her upcoming retirement. They approved minutes, updated FY26 spending plan, 2nd reading of FY27 spending plan and the next meeting is September 29th.
j. READS – no report
k. MASC – Ms. Duggan encouraged committee member participation in upcoming Lunch and Learn events.

IX. Information and Future Agenda Items

a. Information
b. Timeline
i. Next Rochester School Committee: September 24, 2026* pending approval
ii. Next Joint School Committee: June 9, 2026
c. Future Agenda Items
i. MCAS Results (November/December)
ii. Initial Budget Review (January)
iii. School Choice Public Hearing (January)
iv. Health Unit Application (February)
v. Budget Public Hearing (March)
vi. Approval of Leases (April)
vii. School Committee Reorganization (June)
viii. School Improvement Plan Approval (June)
ix. Student Handbook Approval (June)

The 2025-2026 school calendar is available on our website: https://tinyurl.com/239tr9xa

District-wide events are available on our website: https://www.oldrochester.org/district-calendar

X. Executive Session

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 to enter into executive session at 7:53pm for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements, only to return to adjourn by Robin Rounseville.
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

Motion to exit executive session at 8:55pm only to return to adjourn by Robin Rounseville.
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

XI. Adjournment

Motion to adjourn at 8:56pm by Robin Rounseville.
Seconded by Joshua Trombly
Motion Carries 4-0
Roll Call (Duggan; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

Meeting Resources
Agenda
May 7, 2026 Minutes DRAFT
24-26 School Improvement Plan Outcomes

Student Handbook Revisions
Library damaged, lost and weeded book lists
Book Donations
Reorganization List
Superintendent's Newsletter
Warrant(s)
Food Service Report
Facilities Report
Principal's Report

Meeting Minutes

ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
16 Pine Street
Rochester, Massachusetts

September 11, 2026 at 12:00 p.m.

MEMBERS PRESENT: Kate Duggan, Chairperson, Isabel Gomes McCann, Kirstin Jimenez, Robin Rounseville and Joshua Trombly (all remote).

MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools and Melissa Wilcox, Recording Secretary (both remote).

I. Meeting to Order

The meeting was called to order at 12:06pm by Chairperson Duggan. Chairperson Duggan stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined. Chairperson Duggan added that the meeting is being conducted via Google Meet.

II. Pledge of Allegiance

Those present recited the Pledge of Allegiance.

III. Executive Session

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 to enter into executive session at 12:07pm 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, to return to regular session by Robin Rounseville.
Seconded by Joshua Trombly
Motion Carries 5-0
Roll Call (Duggan; yes, Gomes McCann; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

Motion to exit executive session at 12:21pm to return to regular session by Robin Rounseville.
Seconded by Kirstin Jimenez
Motion Carries 5-0
Roll Call (Duggan; yes, Gomes McCann; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

IV. General

a. Approval of Memorandum of Agreement

That the School Committee review a Memorandum of Agreement between the School Committee and the Rochester Memorial Teachers' Association regarding a curriculum leader position.
Motion to approve the Memorandum of Agreement with revisions as discussed by Robin Rounseville.
Seconded by Kirstin Jimenez
Motion Carries 5-0
Roll Call (Duggan; yes, Gomes McCann; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

V. Adjournment

Motion to adjourn ta 12:2pm by Robin Rounseville.
Seconded by Joshua Trombly

Motion Carries 5-0
Roll Call (Duggan; yes, Gomes McCann; yes, Jimenez; yes, Rounseville; yes, Trombly; yes)

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
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Assistant Superintendent of Finance & Operations

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

STATEMENT ON BACK TO SCHOOL 2026-2027

On September 2, our students will begin the 2026-2027 school year. This is such an incredibly exciting time in our school community.

With such excitement comes many new experiences for our students. Some students are starting school for the first time in our preschool or kindergarten classrooms. Other students are transitioning from their elementary schools to our junior high school, while the rising ninth graders will be starting their high school experiences.

This summer other students moved to the Tri-Town, have enrolled in our school choice program, or selected our high school as an Acushnet resident. During the first weeks of the school year, our educators will work diligently to establish classroom cultures that ensure all students feel welcome and safe. By doing so, all students should feel a strong sense of belonging that will enable academic growth throughout the school year.

From a strategic planning perspective – this school year will mark year four of Vision2028. Our schools have been collectively working together to realize the objectives and initiatives within Vision2028 by sharing a common vision, core values, and a theory of action. We believe that this cohesive strategic planning approach allows all of our students to benefit from the outcomes we achieve together.

On Opening Day – we will spend time connecting with one another, sharing initiative updates, celebrating the longevity of our peers' educational careers, welcoming new colleagues and hearing about the impact of AI on the field of education from our motivational keynote speaker.

The mission of our school system remains our guide moving forward.

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

Thank you for being educators – our work matters.

_____

Michael S. Nelson

Superintendent of Schools

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

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OPENING DAY AGENDA
August 31, 2026

Breakfast (7:30am – 8:30am) – Meet & Greet
Coffee and breakfast food items will be available during this time in the Old Rochester Regional School District's Cafeteria. Please also use this time to reconnect with your colleagues and meet new ones.

Opening Remarks, Introductions, & Recognitions (8:30am) – The Leadership Council
All staff members are expected to report to the high school auditorium for Opening Day activities.

Keynote Presentation (Approximately 9:15am) – Jeff Riley, Former Massachusetts Commissioner of Elementary and Secondary Education, Executive Director of Day of AI



Keynote Presentation Overview
Jeffrey Riley, former Massachusetts Commissioner of Elementary and Secondary Education and longtime public educator, reflects on the people at the heart of public education: educators. Drawing on more than three decades in classrooms, schools, and district leadership, he will share his perspective on the profound impact educators have on students and communities. He will acknowledge the complexity and importance of the work done every day while celebrating the people who make public education possible and the meaningful difference they make in the lives of students. From that foundation, Riley will turn his attention to one of the most significant changes shaping education today: artificial intelligence. He will explore how artificial intelligence is reshaping our world and why AI literacy is essential for today's students. Ultimately, this session will inspire educators and school leaders to see AI not just as a tool, but as a powerful catalyst for empowering students to shape the future.

Biography of Keynote Speaker
Over a career spanning more than 30 years in public education, Jeffrey Riley served in a wide variety of roles — including special education teacher, adjustment counselor, assistant principal, principal and superintendent. In 2018, he was appointed the 24th Commissioner of Elementary and Secondary Education for the Commonwealth of Massachusetts, serving until his retirement in 2024. He currently serves as Executive Director of Day of AI, a non-profit launched out of MIT that focuses on AI safety in education. Mr. Riley holds a bachelor degree in philosophy from Pomona College in California, a master's degree in school counseling from the Johns Hopkins University in Maryland, and a master's degree in school administration, planning and social policy from Harvard University in Massachusetts.

Dismissal – Return to School Buildings

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

August 31, 2026

WELCOME BACK!

Old Rochester Regional School District &
Massachusetts Superintendency Union # 55

Words from a Bulldog Graduate

Bess Pierre
Class of 2021



VISION2028

Strategic Plan

Mission

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

Vision

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

VISION2028

Strategic Plan

Core Values

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

VISION2028

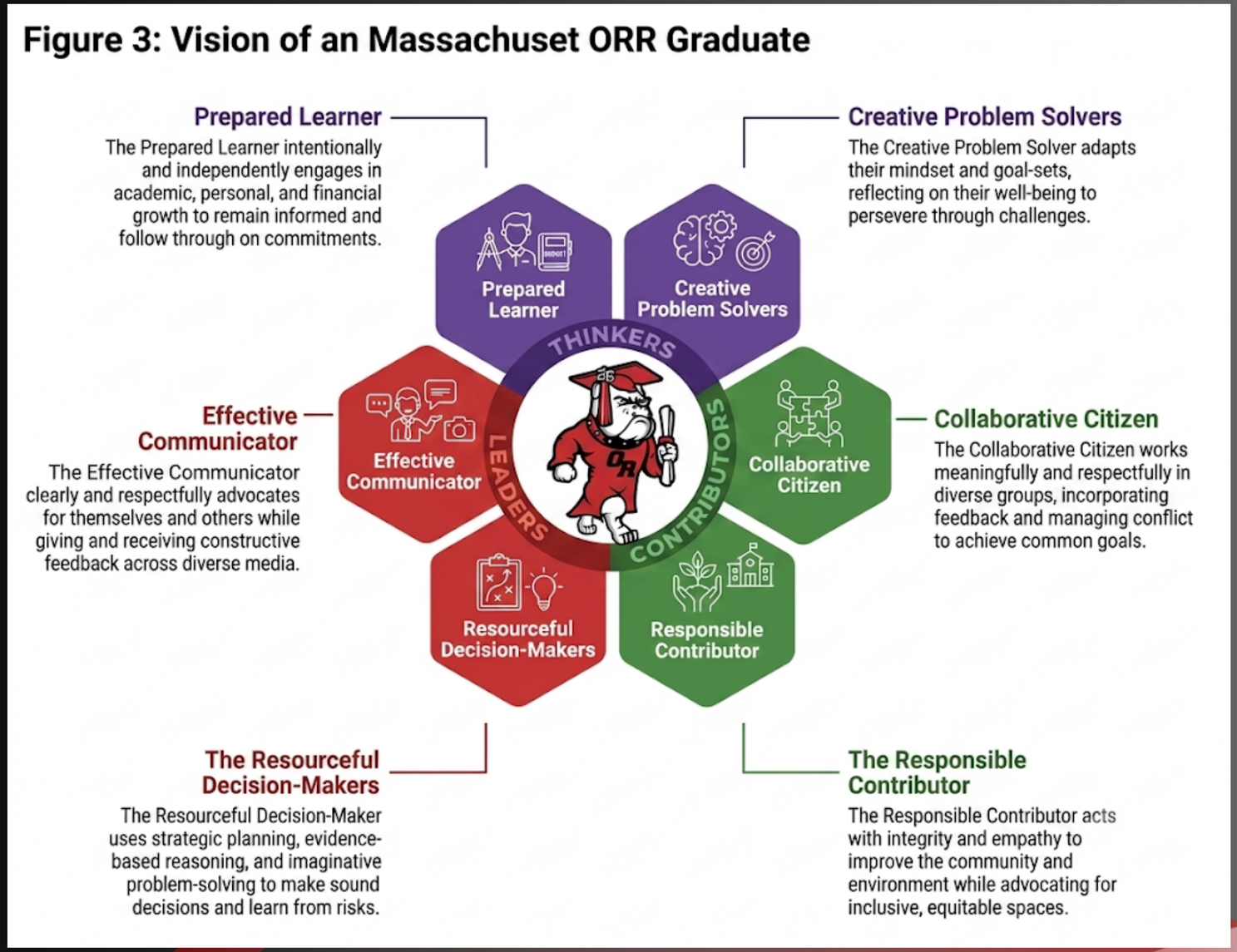
Strategic Plan

Theory of Action

IF WE…
implement a rigorous, equitable, and cohesive curriculum that aligns with our Vision 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.

VISION OF THE GRADUATE

Figure 3: Vision of an Massachuset ORR Graduate



VISION 2028

TEACHING AND LEARNING

Objective One:

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

Objective Two:

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 Vision of the Graduate.

TEACHING AND LEARNING

VISION 2028

Year 3 Accomplishments:

- Literacy: Continued the Literacy Action Plan with a focus on Tier 2 classroom interventions.
- Curriculum: Followed a predictable cycle for curriculum review and updates.
- Professional Development: Continued UDL and UbD training, including secondary UDL work and collaborative planning time.

Year 4 Focus:

- Curriculum & ATLAS: Expand UbD/ATLAS curriculum writing and strengthen PreK – 12 alignment.
- Assessment & Data: Strengthen common assessments, scoring, and use of data to inform instruction.
- Instructional Priorities: Advance enVision Math, Writing Revolution, IXL, MTSS, and ongoing UbD/UDL professional learning.

VISION 2028

SUPPORT SYSTEMS AND CLIMATE & CULTURE

Objective Three:

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

Objective Four:

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

VISION2028

SUPPORT SYSTEMS AND CLIMATE & CULTURE

Year 3 Accomplishments:

- Student Supports: Strengthened academic and social-emotional supports across Tiers 1–3.
- Intervention: Expanded targeted K–12 intervention and enrichment through dedicated support blocks.
- Student Voice: Continued student-led wellness and awareness initiatives.

Year 4 Focus:

- Student Supports: DCAP PD and K–12 support systems.
- SEL & Student Voice: Fly Five and student voice.
- Data & Communication: PowerSchool alignment and IXL screening pilot.

SAFE SCHOOLS

VISION 2028

Objective Five:

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

SAFE SCHOOLS

VISION 2028

Year 3 Accomplishments:

- Safety & Security: Strengthened cybersecurity, ALICE/CPI training, and emergency response.
- Facilities & Technology: Maintained, and modernize buildings, equipment, and networks.
- Capital Planning: Advanced long-term building and infrastructure plans.

Year 4 Focus:

- Safety & Security: Strengthen cybersecurity, emergency preparedness, and staff training.
- Facilities & Technology: Assess needs, maintain systems, and plan for phased replacement.
- Capital & Resources: Advance long-term capital plans and align resources with district needs.

WELCOME NEW STAFF

CENTRAL OFFICE

Central Office

MARIE GRABLE
ASSISTANT SUPERINTENDENT OF STUDENT SERVICES

Bio:

- Over 30 years of experience working in the field of Special Education

Fun Fact(s):

- I love all views from my kayak



Central Office

MICHAEL PERRONE
ASSISTANT SUPERINTENDENT OF FINANCE AND OPERATIONS



Bio:

- Over 20 years overseeing school finance and operations
- Recently served as Acting Superintendent along with Director of Business and Finance for Middleboro Public Schools

Central Office

SUSIE SILVA

HUMAN RESOURCES MANAGER

Bio:

- 14 Years of experience in HR, with 30+ years in the aviation field

Fun Fact(s):

- I'll travel almost anywhere to catch a favorite live band in concert



Central Office

JESSICA GOMES
PAYROLL SPECIALIST

Bio:

- Enjoy spending time with my two kids, family and friends, and making the most of every day
- Cooking is definitely my passion I love being in the kitchen and trying new recipes

Fun Fact(s):

- I love to sketch and paint in my free time
- My dream vacation would be to go to Maldives



Central Office

SHAINAN PAUL
ACCOUNTS PAYABLE



Bio:

- I like beach vibes
- I love the hot weather
- I always make time for family

Fun Fact(s):

- I am hilarious, but do not ask my children they will lie and say I am not



ROCHESTER MEMORIAL SCHOOL

Rochester Memorial School

JOSHUA VANDERQUIST

ASSISTANT PRINCIPAL

Bio:

- Come from New York, where I most recently served as an elementary Assistant Principal
- Began career as a music teacher before becoming a Music Department Leader and Student Success Coordinator

Fun Fact(s):

- My background as a music teacher included designing and building sets for school productions, which sparked a lifelong love of woodworking and furniture building



Rochester Memorial School

MEAGAN ALLEN

SPECIAL EDUCATION TEACHER

Bio:

- Hired in January as special education teacher for RMS
- I am married to wonderful husband for 7 years, together for 15 and we have three beautiful daughters- Amelia who is 5, and Lily and Scarlett our twin 2 year olds
- We have a beautiful Lab named Lila that completes our crazy/busy family

Fun Fact(s):

- I love to read, go to the beach, and spend time with my family and friends
- I won second place in a pageant for impersonating Richard Simmons as my talent



Rochester Memorial School

GRAHAM CORREIA

PARAPROFESSIONAL

Bio:

- Grew up in Rochester and attended ORR schools
- Father of 2 children
- Assistant varsity basketball coach at Bridgewater Raynham High School, as well as high jump coach

Fun Fact(s):

- I run ultra marathons in my spare time
- I am a licensed electrician



Rochester Memorial School

REBECCA JOHNS

PARAPROFESSIONAL

Bio:

- Just graduated from Stonehill College in May with a degree in elementary education and psychology
- I am currently getting my master's at Stonehill in special education prek-8

Fun Fact(s):

- I love the beach, shopping, going on walks
- I am the middle child
- My favorite season is fall



Rochester Memorial School

KRISTINA MIRANDA

SPECIAL EDUCATION ADMINISTRATIVE ASSISTANT

Bio:

- I share my life with my husband and our two children
- When I'm not cheering at my kids' sports games, I'm usually lost in a book or exploring outside

Fun Fact(s):

- I am an ordained Reverend



Rochester Memorial School

LEAH SANTOS
PARAPROFESSIONAL



Bio:

- Recently graduated from UMass Dartmouth with a degree in Psychology

Fun Fact(s):

- Fall is my favorite season
- I enjoy playing the piano, traveling, and spending time with my friends and family

Rochester Memorial School

REBECCA SORENSON

PARAPROFESSIONAL

Bio:

- My husband and I have 2 boys
- I have over 13 years of experience working in classrooms from infant/toddler and preschool ages through grade 6.
- I have spent the last 7 years as a substitute teacher at Rochester Memorial School

Fun Fact(s):

- This summer, my family got started on our "National Parks Bucket List" and visited Acadia National Park
- My hobby is archery
- I love to paddle board, hike and bike ride with my family
- Disney anything is my weakness





YEARS OF SERVICE RECOGNITION

Old Rochester Regional School District

YEARS OF SERVICE RECOGNITION

15 Years

Doreen Lopes

Rochester Memorial School

YEARS OF SERVICE RECOGNITION

10 Years	Nikita Higgins and Jennifer Hunter
20 Years	Jamie Alves and Doreen Gonet
25 Years	Susan Audette and Stephanie Cyr

CONNECT!

ORRconnect Mobile App

ORRconnect is also on Facebook!

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

KEYNOTE PRESENTATION



Jeffrey Riley, Executive Director
Day of AI

THANK YOU

We are looking forward to a great year!

The Rochester Senior Center

Memorial School Supply Drive

19 - 10-pack Classic Markers
1 - 10-pack Fine Markers
1- 10-pack Thin Point Markers
1- 24-pack Flair Markers

26- 12-pack Colored Pencils
1- 36-pack Colored Pencils
254- #2 Pencils

30 Pink Erasers
50 Halloween Erasers

32 Glue Sticks

42- Sharpies

24- 24 pack Crayons

1- 12-pack Dry Erase Markers

72- Papermate Pens
2- 10-pack Bic Pens

1- Waterpaint Tray

3 Elmer's Glue

75- packs Sticky Notes

6- 1 subject notebooks

9 Folders

6 Rolls of Paper Towels

3 Composition Books
2 Junior-size composition books

16- 12oz. Hand Sanitizer
10- 16.9oz. Hand Sanitizer
4- 85 Count Disinfecting Wipes
3- 32 Count Clorox Wipes

4- 20 wipe Wet Ones
100 Poly Aprons

4 Cubed Tissue Boxes

3 Boxes of Bandaids
1- 300 pack of Assorted Bandaids
1- 200 pack of Assorted Bandaids

One clarinet donated by Deb Moniz.



One trombone donated by Michelle Ganno-Sherwood (parent).



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 4, 2026
Title and Author of Book:	**Emperor Pickletine rides the bus : an origami yoda book** (Origami Yoda Books, Book 6) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (November 1, 2014)* Gr 4-6-The fateful day has finally arrived for the seventh graders at McQuarrie Middle School to embark on their much-anticipated field trip to Washington, DC, their reward for defeating the FunTime Menace back in Princess Labelmaker to the Rescue (Abrams/Amulet, 2014). When cell phones and origami (and paper altogether) are banned on the trip by Principal Rabbski, and "bus buddies" are mandated, the kids are anxious that things might turn "nostrul" (awful). Tommy and the gang open a new case file chronicling their ups and downs, with Kellen adding the riotous illustrations. Smuggled cell phones and lime Fruit Roll-Ups used to create Fruitigami Yoda may save the day, but Harvey threatens to sour everyone's plans with his smuggled evil origami, Emperor Pickletine (with real pickle head). Chaperones include Mr. Good Clean Fun (along with his monkey puppet, Soapy) and dreaded Mr. Howell, who seems destined to thwart any possible fun. Can the students avoid the standardized tests? Will Fruitigami Yoda conquer Emperor Pickletine? As Angleberger brings the wildly popular series to a close (or does he?), age-appropriate boy-girl relationships are explored, and most of the story lines are wrapped up. As in the previous titles, instructions to make the origami figures are included, and this installment also includes an entertaining chart showing the effects of Origami Yoda on all of the pertinent characters. Fans of the series won't want to miss the satisfying conclusion, but new readers should start at the beginning.-Michele Shaw, Quail Run Elementary School, San Ramon, CA (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (September 1, 2014 (Online))* Grades 4-6. The seventh grade of McQuarrie Middle School hits Washington, D.C., in this final installment of the popular Origami Yoda series. Exciting as a field trip is, the Rebel Alliance is reeling because Principal Rabbski has banned origami for the entire trip! Comical scheming ensues as students pick (and regret) their bus buddies, and amid the chaos, Harvey smuggles aboard an evil, smelly puppet: Emperor Pickletine! Can his fellow students withstand his taunts to draw them to the Sour Side without the help of the origami Alliance? Luckily, Dwight has brought a bag of very foldable Fruit Roll-Ups with him and Fruitigami Yoda makes his debut. Characters and content mature in this book, as many

	students go from buddies to couples, but Angleberger's characteristic humor remains in abundant supply, and there are plenty of museum high jinks to entertain the less romantically inclined. Origami Yoda has an earth-shattering revelation or two to impart before the book's end, making for a fitting series conclusion.

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

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

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

Reason:

Old Rochester Regional School District

Massachusetts Superintendency Union #55

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

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**It happened on a train** (Brixton Brothers, Book 3) by Barnett, Mac
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Kirkus Reviews (August 15, 2011)* The Brixton Brothers Detective Agency is no more. Kid gumshoe Steve Brixton (who actually doesn't have a brother, he just picked the name because it mirrors his beloved Bailey Brothers detective stories) has, at the ripe old age of 12, retired from the detecting game. He became disenchanted upon discovering, during his last adventure (Ghostwriter Secret, 2010), that the author of those inspiring books was actually a criminal mastermind. So Steve's given up his agency, and now his best chum Dana is spending entirely too much time with Other Dana, his girlfriend. Little does Steve know that signing up for the Model U.N. with Dana and Other Dana will place him on a train rocketing toward detecting destiny!When meeting a mysterious young lady onboard gets Steve invited into the mysterious last car on the Sunset Coastliner, Steve and Dana (but not Other Dana) find themselves invited to protect Mr. Vanderdraak's new, vintage motor car from serial car thieves! Can Steve solve the case? More importantly, can he go more than five minutes without getting trapped somewhere? Barnett's sly and often silly Hardy Boy parody chugs along with plenty of laughs and enough honest-to-gosh mystery to please any lover of boy detective fiction. Rex's black-and-white pencils (which also parody the Hardy tales) are still a fine match for the goofiness. Mention of the next adventure at mystery's close will make Brixton fans smile. (Humorous mystery. 10-14) *Booklist (November 1, 2011 (Vol. 108, No. 5))* Grades 4-6. Newly retired from his short career as a detective, seventh-grader Steve Brixton even hauls his beloved Bailey Brothers mystery series out to the trash. He turns down one case, but the next mystery proves too tempting. Soon he is in hot pursuit of crooks on a train and in Mexico. In another fond but amusing send-up of Stratemeyer-era mystery series, Barnett finds time to poke fun at derivative fantasy books as well. A romantic interest adds another dimension to the earnest, intrepid, sometimes thick but always likable main character. An amusing addition to the Brixton Brothers series.

Criteria for Selection of Library Materials

Old Rochester Regional School District

Massachusetts Superintendency Union #55

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

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

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

Reason:

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

Signed: Sara Sala

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**Danger goes berserk** (Brixton Brothers, Book 4) by Barnett, Mac
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (November 1, 2012 (Vol. 109, No. 5))* Grades 4-6. After converting an abandoned doghouse into his office, 12-year-old detective Steve Brixton accepts a new case: finding a stolen surfboard. Steve and his chum Dana rent boards, don wetsuits, and (with no relevant experience) try to infiltrate the local surfer scene. Disaster ensues, but the intrepid sleuth perseveres. Like the three earlier volumes of the Brixton Brothers series, this chapter book takes the adventure and plotting of an old-school (think Hardy Boys) series mystery and overlays it with deadpan, offbeat humor. The occasional full-page drawings help define the characters, settings, and tone of the story. Wildly improbable and reliably entertaining. *Horn Book Guide (Spring 2013)* Twelve-year-old sleuth Steve has a nasty run-in with a group of hard-core surfers called the Berserkers while trying to track down a stolen surf board; he must assist the police in cracking a pirating case if he wants their help with the Berserkers. This fourth Brixton Brothers volume will appeal to both comical-mystery fans and extreme sports enthusiasts.

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

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist

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

Reason:

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

Signed: Susan Sacco

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

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Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**The ghostwriter secret** (Brixton Brothers, Book 2) by Barnett, Mac
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (March 1, 2011)* Gr 4-6-Steve Brixton, private detective, is back in the second installment (S & S, 2010) in the series by Mac Barnett. Steve and his friend Dana discover that there are two mysteries colliding as they dodge criminals, bullets, and the police in this hilarious and thrilling adventure. Twists at every turn and fast-paced plot lines will keep mystery fans engaged while the comedy will appeal to a broader audience. Part of the fun is the complete improbability of the situations the pair find themselves in. This is not a detective novel for the timid, though everything works out swimmingly in the end. Narrator Arte Johnson expertly draws out all the characters from Steve's sardonic sense of humor to tough-talking gangster goons. Those unfamiliar with the first book, The Case of the Case of Mistaken Identity (S & S, 2009), will have no trouble enjoying this story which will probably inspire them to pick up the first title.-April Mazza, Wayland Public Library, MA (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Kirkus Reviews (September 1, 2010)* Partially thanks to his solving The Case of the Case of Mistaken Identity (2009), 12-year-old Steve Brixton has been able to start his own detective agency. Now he's a real sleuth like his heroes, the fictional Bailey Brothers, no matter what his mother's lame, cop boyfriend Rick might say to the contrary. Steve gets a call from Victor Fairview, the richest man in Ocean Park, Calif., when Fairview's red diamond goes missing. Steve solves that case in less than an hour despite Rick's interference. While charged with guarding the diamond, Steve gets a letter from his idol, MacArthur Bart, author of the Bailey Brothers books. Bart needs Steve's help! With best friend Dana in tow, Steve sets out to find Bart. Can a detective weaned on a couple of 1950s Hardy Boys clones solve a case with more twists than a...a really twisty thing? Barnett's second Brixton Brothers mystery continues the whimsically sardonic adventures of everyone's soon-to-be-favorite clueless-yet-earnest boy detective-wannabe. Shot through with moments of goofiness and dotted with Rex's black-and-white illustrations, this is sure to please existing fans and win new ones. (Mystery. 8-12)

Criteria for Selection of Library Materials

Old Rochester Regional School District

Massachusetts Superintendency Union #55

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

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

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

Reason:

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

Signed: Sarah Sherman

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**The case of the case of mistaken identity** (Brixton Brothers, Book 1) by Barnett, Mac
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (October 15, 2009 (Vol. 106, No. 4))* Grades 4-6. Meet Steve Brixton, who lists The Bailey Brothers' Detective Handbook at the top of the Fifty-nine Greatest Books of All Time, closely followed by the 58 volumes of the Bailey Brothers Mysteries, a Hardy Boys–style series. Steve, an aspiring boy detective, stumbles into a mystery involving the Maguffin quilt, a priceless artifact hidden by its last guardian before his death and still missing. Playing with the tropes of the Stratemeyer mystery series, the book provides all their action and adventure but adds a level of humor that will sometimes have readers laughing out loud. Similarly, Rex's illustrations have a mid-twentieth-century look, and in an accomplished, deadpan manner, offer one of the book's funniest moments. And though librarians usually roll their eyes when a good-guy librarian character appears in a novel, they may find it hard to resist Barnett's over-the-top portrayal of the profession as an elite undercover force expert in intelligence, counterintelligence, Boolean searching, and hand-to-hand combat. A smart, amusing mystery, this promising first novel is a fine start for the Brixton Brothers series. *School Library Journal (February 1, 2013)* When 12-year-old Steve Brixton, a fan of Bailey Brothers detective novels, is mistaken for a real detective, he must elude librarians, police, and the mysterious Mr. E as he seeks a missing quilt containing coded information. Arte Johnson gives Steve's predicament a matter-of-fact, almost sardonic tone, with methodical pacing and understatement that provides listeners with laugh-out-loud enjoyment of this wholly improbable story. Fans will also enjoy the other titles in this series, The Ghostwriter Secret and It Happened on a Train, also available from Listening Library. Common Core Standard: CCSS.ELA-Literacy.RL.5.7 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Instructional Extension: Visit this go-to website that provides thorough information and multiple ideas for classroom extensions as well as descriptions of mystery series, novels, and picture books: Carol Hurst Children's Literature-Mysteries in the Classroom Fiction, Non-Fiction and Activities for Pre-School through Ninth Grade (www.carolhurst.com/subjects/mysteries.html). (c) Copyright 2013. Library

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Criteria for Selection of Library Materials

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Critera
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 Critera
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 Critera
6. Physical format of library material shall be suitable for their intended use.	Item Meets Critera
7. Library materials shall be current and up-to-date.	Item Meets Critera
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.

Old Rochester Regional School District

Massachusetts Superintendency Union #55

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**Frank Einstein and the EvoBlaster Belt** (Frank Einstein, Book 4) by Scieszka, Jon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Horn Book Guide (Spring 2017)* Frank's EvoBlaster invention--which permits evolution and devolution into other life forms--leads Frank and his friends on hilarious misadventures packed with genuine scientific information. Frank eventually engages in a battle of the species with his nemesis, T. Edison, who has been causing mischief in Darwin Park. This fourth series entry's dynamic three-color illustrations and informative back matter match its blend of humor and science.

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4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Not applicable

Old Rochester Regional School District

Massachusetts Superintendency Union #55

5. Library material shall meet the curriculum needs of students and staff.	Item Meets Critera
6. Physical format of library material shall be suitable for their intended use.	Item Meets Critera
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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: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**Frank Einstein and the BrainTurbo** (Frank Einstein, Book 3) by Scieszka, Jon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (November 15, 2015 (Online))* Grades 4-6. In the third book in the series, Frank is hard at work on an invention to help his friend Janegoodall succeed at pitching tryouts. Meanwhile, his rival, Edison, plots how to steal and use the BrainTurbo for evil purposes (cue diabolical laughter). A perfect page-by-page balance of nerdy science and zany humor will draw readers in and keep them moving. Tie to Gary Paulsen's Harris and Me (1993) and The Schernoff Discoveries (1997) and the Jack books from Jack Gantos to keep readers in stitches. Appended materials on systems within the body will be of particular interest to life-science teachers. *Kirkus Reviews (September 1, 2015)* Can kid genius Frank Einstein improve on the human body? After investigating matter and energy and myriad related topics and scientists along the way, Frank has come to a question concerning anatomy. Can friend Janegoodall's natural pitching skills be augmented somehow in order to win her a spot on the Midville Mud Hens' roster? With the help of candy-loving sidekick Watson, Janegoodall herself, and self-assembled robots Klink (the smart one) and Klank (the...um, cuddly one), Frank works through the various systems of the body, one by one. From an exploration of the senses, he decides that boosting the brain is the best way to boost the body. However, rival genius (term used loosely) T. Edison and his signing sidekick Mr. Chimp try to take control and take credit. How can the good guys win when mind control comes into play? Scieszka's third joke-filled Frank Einstein adventure jam-packed with sneaky science lessons is perfect for young scientists who may prefer fact to fiction. Biggs' ample tricolor (orange, black, and white in this outing) illustrations extend both the story and the science. Aftermatter broadens the fun with additional science facts, puzzles, and even baseball tips. Halfway through the series, the science and the sly (and slapstick) laughs are still going strong. (Science fiction/humor. 6-10)

Criteria for Selection of Library Materials

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

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

Reason:

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

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**Frank Einstein and the Electro-Finger** (Frank Einstein, Book 2) by Scieszka, Jon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (April 1, 2015 (Vol. 111, No. 15))* Grades 3-6. Frank Einstein is back, with his trusted companion Watson, his dutiful robots Klink (the smart one) and Klank (the affectionate one), and this time the experimental team is joined by their baseball-playing behaviorist friend, Janegoodall. Back, too, are dastardly evildoer T. Edison and his sign language–speaking chimp, Mr. Chimp. Can Frank and his crew foil Edison's plans to monopolize Midville's power plant? Can they successfully deliver wireless energy (that is, static cling) via their Electro-Finger? How long has Police Chief Jacob been going to Poetry Club? Scieszka's furious narrative, full of goofball humor and shenanigans, flies along, accelerated by Biggs' spot illustrations, diagrams, and scientific figures. And there's plenty of real science here, too, from meaningful descriptions of simple machines to blueprints for the Perfect Peashooter. Back matter ("Frank Einstein's Energy Notes") includes scientific definitions, instructions for a homemade Electro-Finger, a poem from Police Chief Jacobs, and Mr. Chimp's recipe for Ants on a Log. Good stuff. *Horn Book Guide (Fall 2015)* With his trusty sidekicks, Klink and Klank, Frank wages a battle against his classmate and nemesis, T. Edison, for the town's energy supply. Both scientific facts and jokes abound in this action-packed second installment. Humorous black-and-white illustrations with yellow accents include appropriately complex scientific diagrams, while an afterword provides instructions for "how to make your own Electro-Finger," scientific definitions, and more.

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

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

Reason:

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

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	July 31, 2026
Title and Author of Book:	**Frank Einstein and the antimatter motor** (Frank Einstein, Book 1) by Scieszka, Jon **Frank Einstein and the bio-action gizmo** (Frank Einstein, Book 5) by Scieszka, Jon **Frank Einstein and the space-time zipper** (Frank Einstein, Book 6) by Scieszka, Jon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	For Series Specific Titles: This book is part of a series. The review below belongs to other titles revie... Review Status: *School Library Journal (August 1, 2014)* Gr 3-5-Scieszka's latest novel centers on kid genius and inventor Frank Einstein and his two self-assembled robots, Klink and Klank. When Frank designs an antimatter motor flying bike to submit for Midville's Science Prize, his idea is stolen-along with Klink and Klank-by his rival, T. Edison, and Edison's sidekick, Mr. Chimp, an actual chimp who communicates through sign language. But, with a bit of ingenuity, and a little help from his Grampa Al and his friend Watson, Frank is able to thwart Edison's plans and rescue the two robots. Sciezka writes in the present tense, creating a fast-paced read, and offers plenty of science facts for children. Biggs's cartoon drawings cleverly add to the story, particularly his illustrations of Mr. Chimp's sign language, which are seamlessly interspersed as dialogue throughout the text. Although not entirely original as a character, Frank is likable and resourceful, while Edison makes for a diabolical but predictable villain. However, children will enjoy the matter-of-fact Klink, affable Klank, and droll Mr. Chimp, all of whom provide the majority of the laughs in the book and inject some novelty into an otherwise standard story. With humor, straightforward writing, tons of illustrations, and a touch of action at the end, this book is accessible and easy to read, making it an appealing choice for reluctant readers. áA solid start to the series.-Laura J. Giunta, Garden City Public Library, NY (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist starred (September 1, 2014 (Vol. 111, No. 1))* Grades 3-6. In this start to a new series, young Frank Einstein and his trusted pal Watson foil the dastardly plans of archnemesis T. Edison and his financial advisor, Mr. Chimp. Along the way, they rely on the material assistance of Frank's genius robot Klink and not-so-genius-but-affectionate robot Klank and the abiding support of Frank's Grampa Al. The high jinks begin at a school science prize

	competition and continue after Edison steals Frank's antimatter technology, ultimately leaving the fate of the world hanging in the balance. Scieszka soaks the narrative in real science, from a narrative structure built on the principles of scientific inquiry to throwaway jokes about apes and teeth. Literary allusions abound, including a principled invocation of Isaac Asimov's three laws of robotics as articulated in I, Robot. The busy book design features imagery on almost every spread; Biggs' full-page comic illustrations alternate with spot drawings, numbered scientific figures, diagrams, and blueprints. The clever use of typefaces adds to the visual appeal, with distinctive fonts for the two robots' dialogue and pictographic ASL hand letters for Mr. Chimp (with a key in the back). In the final analysis, this buoyant, tongue-in-cheek celebration of the impulse to "keep asking questions and finding your own answers" fires on all cylinders.

Criteria for Selection of Library Materials

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7. Library materials shall be current and up-to-date.	Item Meets Critera
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: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 3, 2026
Title and Author of Book:	**The strange case of Origami Yoda** (Origami Yoda Books, Book 1) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (May 1, 2010 (Vol. 106, No. 17))* Grades 4-6. Tommy and his friends think that Dwight is a weirdo who's "always talking about robots or spiders or something." In true Dwight fashion, he shows up at school one day brandishing a little origami Yoda finger puppet. The really weird thing is that it doles out very un-Dwight-like bits of wisdom, and the mystery is whether the Yoda is just Dwight talking in a funny voice or if it actually has mystical powers. The book is structured as a collection of stories gathered by Tommy and told by kids who either believe or don't. See, Tommy has a more vested interest than just idle curiosity—he is dying to know if he can trust Yoda's advice about asking the cute girl to dance with him at the PTA Fun Night. Origami Yoda—a sort of talking cootie catcher—is the kind of thing that can dominate all those free moments in school for a few weeks. Angleberger's rendering of such a middle-grade cultural obsession is not only spot-on but also reveals a few resonant surprises hidden in the folds. Naturally, Yoda-making instructions are included. *School Library Journal (June 1, 2011)* Gr 4-6-A group of sixth graders keeps a journal and learns about friendships as they try to figure out if an origami finger puppet made by an oddball classmate really has the power to predict the future. Different typefaces reflect the varied voices, and numerous cartoon drawings on crumpled-paper backgrounds create a sense of verisimilitude. Audio version available from Recorded Books. (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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	Select a Response

Old Rochester Regional School District

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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: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 3, 2026
Title and Author of Book:	**Darth Paper strikes back** (Origami Yoda Books, Book 2) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (February 1, 2012)* Gr 3-6-Like The Strange Case of Origami Yoda (Abrams, 2010), this book is honest, funny, and immensely entertaining. The story again revolves around Dwight and his advice-dispensing finger puppet, Origami Yoda. Tommy, Dwight, and the rest of the crew are back for seventh grade at McQuarrie Middle School. The promising year takes a turn for the worse when Dwight is suspended, drawing suspicions that Harvey and his rival finger puppet, Darth Paper, are responsible. Origami Yoda's last piece of advice to Tommy is to create a file to present to the school board to keep Dwight from getting kicked out for good. The chapters are narrated by a variety of characters, each building the case in support of Dwight and Origami Yoda. The illustrations and design will engage readers, with pages made to look like those from an actual case file and black-and-white doodles filling the margins. Based on the positive reception Origami Yoda has received, kids will be clamoring for this sequel. They won't be disappointed.-Travis Jonker, Dorr Elementary School, MI (c) Copyright 2012. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Horn Book Guide (Spring 2012)* In this Strange Case of Origami Yoda sequel, Dwight's (debatably) wise finger puppet, Yoda, pushes enough of Harvey's buttons that he creates Darth Paper. This results in Dwight almost being sent to remedial school. Narrator Tommy submits a case study to the school board in Dwight's defense filled with sketches, annotations, and anecdotes by classmates, which adds to the goofy, eye-pleasing fun.

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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: Scott Nelson

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 3, 2026
Title and Author of Book:	**The secret of the Fortune Wookiee** (Origami Yoda Books, Book 3) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (January 1, 2013)* Gr 4-6-In this humorous installment (Amulet Books, 2012) of Angleberger's popular "Origami Yoda" series, Dwight is suspended and the students of McQuarry Middle School miss their favorite oddball. Without Dwight, there's no Origami Yoda to help them with their problems, and the principal wants to ban all origami from her halls. However, Sara receives a gift from Dwight in the form of a paper cootie catcher, or fortune wookie-an origami Chewbacca that offers sage advice to the students. Meanwhile "Dwight-sightings" have the kids worried as reports come in saying that their friend has been seen acting way too normal in his new school, and the kids fear they may never see Origami Yoda again. Performed by various narrators, the ensemble cast accurately delivers snarky middle-school humor and angst. When the wookie bellows in its incomprehensible way and Han Foldo interprets with his trademark sarcasm, the narrator manages to sound convincingly like the Star Wars characters. This wonderful addition to the series will be enjoyed even by those unfamiliar with the previous titles.-Sandi Jones, Augusta High School, AR (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Horn Book Guide (Spring 2013)* The third wacky, doodle-embellished Origami Yoda book finds the kids of McQuarrie Middle School soldiering on without Dwight and Origami Yoda's advice. Then Sara brings in a paper fortuneteller in the shape of Chewbacca. Tommy, Kellen, and Harvey try to get to the bottom of Fortune Wookiee and figure out why Dwight's acting way too normal at his new school.

Criteria for Selection of Library Materials

Old Rochester Regional School District

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

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

Reason:

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

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 3, 2026
Title and Author of Book:	**The surprise attack of Jabba the Puppett** (Origami Yoda Books, Book 4) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (November 1, 2013)* Gr 4-7-When Dwight returns to McQuarrie Middle School on the first day of spring semester, questions swirl. Will Origami Yoda return with him? Will he only say "Purple," as he sometimes does? But before the gang can find out, new problems arise. Principal Rabbski has enacted FunTime, annoying videos of Professor FunTime and his singing calculator, designed to raise students' standardized test scores. He cancels all extracurricular activities and the big field trip and introduces disgusting new healthy food. When the students turn to Origami Yoda for guidance, he tells them they must fail their tests on purpose to make their statement. The students form a Rebel Alliance to rally other students on their side. When Rabbski finds out about their sinister plot, she tries to foil it. As the Rebel Alliance gains momentum, new origami puppets emerge, including Jabba the Puppett. Fans of the series will relish the side drawings' goofy humor, the new puppets to make, and the cliff-hanger promising more to come. One character even brings a little math and science into the plot with his graphs showing how FunTime is actually making the students less smart. New readers of the series will probably need to go back to the prior books for complete understanding.-Michele Shaw, Quail Run Elementary School, San Ramon, CA (c) Copyright 2013. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (November 15, 2013 (Online))* Grades 3-6. “Captain” Dwight and Origami Yoda return to McQuarrie Middle School just in time to wage battle against a powerful new enemy in Angleberger’s latest installment of this popular series. After a poor showing on the state standardized tests, McQuarrie students learn that their favorite classes—art, choir, sports, LEGOs—are being replaced by FunTime, a learning enhancement program that proves to be anything but fun. With Origami Yoda at the helm, an Origami Alliance forms to launch a rebellion against FunTime in order to save the school and its students from the Dark Side. Angleberger delivers another clever, funny crowd-pleaser in a diary-style case file packed with doodles and the voices of key participants in the rebellion. The message isn’t bad either: uniting for the greater good and standing up for one’s beliefs. Fans of the series, or of Star

Old Rochester Regional School District

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	Wars, will hit warp speeds to grab a copy of this one.

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

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Date of Librarian Review:	August 4, 2026
Title and Author of Book:	**Princess Labelmaker to the rescue!** (Origami Yoda Books, Book 5) by Angleberger, Tom
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (April 1, 2014 (Online))* Grades 4-6. At McQuarrie Middle School, the war against FunTime (the euphemistically named standardized test-prep program) continues, but it seems the Origami Rebel Alliance's previous victory may be short-lived. Despite Principal Rabbski's promise to replace FunTime with extracurriculars, it's still being shown in class! Desperate times call for desperate measures, and someone has decided to take matters into his or her own hand puppet. Princess Labelmaker makes her daring debut by stealing the rebels' secret case file and giving it to the principal, an act that could prove their salvation or their demise. Plastered with Labelmaker's commentary, the latest file offers insight into the nobility of the rebels' cause and the self-serving designs of FunTime's creators. This continues the characteristic spirit and humor readers have come to expect of the Origami Yoda series. In what may be their greatest challenge yet, Angleberger puts the Alliance to the test in more ways than one. But perhaps the greatest mystery of all is this: Just whose hand is behind Princess Labelmaker? HIGH-DEMAND BACKSTORY: These books are more popular than a working droid on Tatooine. Expect the usual army of young Jedis to come out swinging for a copy. *School Library Journal (August 1, 2014)* Gr 3-7-Three weeks have passed since the Origami Rebellion confronted Principal Rabbski and the board of education in protest against Dr. Edu-Fun's test review video program, FunTime. Now, the Rebellion's case file-a written account of "basically everything the Rebel Alliance did to disrupt the learning environment," an environment void of field trips, art, band, and LEGO Robots classes-is missing. Listening to the wisdom of Origami Yoda, one lone renegade, Princess Labelmaker, attempts to enlist the help of nemesis Rabbski, pleading her to read the case file with an open mind. Will Rabbski link herself to the dark side, an acronym minefield of mandated test prep: CCSS, RTI, PARCC, or will she become the newest ally in the war between teaching and teaching to test? Angleberger's timely story creatively encourages readers to contemplate the topics of testing, bullying, and the power of teamwork. Solid narration is provided by nine different readers, although the loss of margin doodle comments included on the hard copy (Abrams, 2014) is noticeable. A great conclusion to the story that began in the fourth title in the series.-Cheryl Preisendorfer, Twinsburg City

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Date of Librarian Review:	August 4, 2026
Title and Author of Book:	**Archie takes flight** (Space Taxi, Book 1) by Mass, Wendy and Micheal Brawer
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (May 1, 2014)* Gr 2-4-At eight years, eight months, and eight days old, Archie Morningstar is finally old enough to join his dad on the midnight taxi shift for "Take Your Kid to Work Day." When they blast out of orbit, it quickly becomes clear that his dad has an unusual job and that his vehicle is no ordinary taxi. Archie is now privy to the secret family business: driving aliens around the galaxy in a high-tech space vehicle. Displaying a special talent for reading an interactive space map, Archie becomes his dad's copilot, guiding them through wormholes and taking them to a distant planet to pick up their first fare. He soon finds himself helping a furry deputy of the Intergalactic Security Force apprehend an alien associated with B.U.R.P., the universe's biggest criminal organization. This series opener zips along at an energetic pace that will keep readers actively engaged. Plenty of humor and adventure make it a solid addition to early chapter-book collections, and the inclusion of science facts at the end adds an educational element. Grayscale cartoon illustrations open each chapter and are interspersed throughout the text; they have a childlike quality that complements young Archie's first-person narration. Readers will look to the stars for more interplanetary adventures to come.-Amanda Raklovits, Champaign Public Library, IL (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (April 15, 2014 (Vol. 110, No. 16))* Grades 2-4. The first in the Space Taxi series for emergent readers, this sci-fi adventure introduces an engaging character, Archie Morningstar, and a talking cat sidekick who fights crime. When the action begins, Archie doesn't know about his father's secret identity as an intergalactic voyager who, well, pilots a space taxi. Soon Archie himself is being tested as a navigator who can expertly spot wormholes. When a fare turns out to be a wanted criminal, Archie and his dad make the acquaintance of a cat Archie nicknames Pockets in honor of his capacity to stow a tremendous amount of policing gear beneath his fur. In the end, Pockets agrees to come back to Earth with Archie so they can join forces in fighting an evil organization called BURP. The plotting never overdoes it, the surprises are gentle, and the humor is always on target for a young demographic. This reads like the beginning of a story with legs (or perhaps

	wheels), so prepare your cab fare for future installments.

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Title and Author of Book:	**Rowley Jefferson's awesome friendly spooky stories. 2** (Diary of an Awesome Friendly Kid, Book 4) by Kinney, Jeff
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 revie... ▾ N/A ▾ Review Status: ▾ *Booklist (April 15, 2019 (Vol. 115, No. 16))* Grades 2-5. Greg Heffley has spent plenty of time in the spotlight, wouldn't you say? His best friend, Rowley, certainly thinks so, and this spin-off of the wildly popular Wimpy Kid series gives the beleaguered sidekick a chance to shine (sort of). It starts out well enough, with Rowley narrating his exploits in classic Kinney style, but soon Greg catches on and mayhem ensues. First, Greg insists Rowley write an official biography of Greg, but Rowley's anecdotes aren't particularly laudatory—in fact, Greg comes off as a pretty big jerk. Naturally, this only leads to more hilarity, particularly around Rowley and Greg's odd-couple friendship. As you'd probably expect, Kinney perfectly captures middle-school logic and relationships, especially the manic escalation of fights. Rowley emerges as a sweet if gullible kid, whose desire to be a good friend leads him down some questionable paths. Laughs abound, of course, and a roundup of lies Greg told Rowley is particularly hilarious. Kinney has mastered this format, and fans of the beloved series will be delighted by this fresh perspective.HIGH-DEMAND BACKSTORY: This is certainly one of the biggest books to come out this year. Kinney's fans already know all about it, so plan accordingly! *Publishers Weekly (April 1, 2019)* No fan of the Wimpy Kid series would argue that Greg Heffley's long-suffering sidekick, Rowley Jefferson, doesn't deserve a turn in the spotlight. And none will be surprised that as soon as Rowley claims it, Greg hijacks it for himself. What begins as Rowley's diary-illustrated in Kinney's familiar stick-figure style-quickly morphs into a biography of Greg, who insists that "there are gonna be a LOT of biographies about him one day," but he's giving Rowley the chance to write the first. What follows is a retelling of some indignities that Rowley has suffered at Greg's hands: Greg's manipulation of Rowley extends to every facet of their friendship, including cheating on a math test so thoroughly that he inadvertently copies Rowley's name onto his own paper. But Rowley remains an "awesome friendly kid" through and through-when the friends create original comics, Rowley's superhero, Amazing Guy, blocks attacks with rainbows and wears padded gloves "so he doesn't hurt the bad guys too much." His superpower, like Rowley's, is kindness. This series spinoff first appeared in 2018 (at half its present length) as a promotion for Scholastic Book Clubs. The fuller version will

	please fans, many of whom have long maintained that Rowley deserves better. Ages 8-12. (Apr.) © Copyright PWxyz, LLC. All rights reserved.

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Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (October 1, 2014)* Gr 2-4-Eight-year-old Archie Morningstar and his dad join Pockets, an agent of the Intergalactic Security Force posing as an ordinary cat, on another crucial mission in space. This time, the trio is dispatched to Nautilus, a planet where most of the inhabitants live underwater. Before setting off, they will need to modify their space taxi to function as a submarine. Once on Nautilus, the team must discover why the water on the planet is suddenly disappearing. If they can't figure out the mystery and reverse the effects, the aliens on the planet won't be able to survive. The humor, introduction to a new alien world, and fast, energetic pacing will keep readers of this early chapter book series engaged. Archie's first-person present-tense narration puts readers right with him as he meets new creatures and has exciting experiences alongside Pockets and his dad. Science concepts related to the story, such as cloud formation and magnetite, are explained at the end. Those looking for a fast-paced, out-of-this-world adventure will want to hail the space taxi for a ride.-Amanda Raklovits, Champaign Public Library, IL (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (October 15, 2014 (Online))* Grades 2-4. The second installment of the Space Taxi series find eight-year-old Archie Morningstar, navigator of his father's space taxi and newly appointed deputy of the Intergalactic Security Force, setting out on a mission to the watery planet Nautilus. Archie, his dad, and their mission leader—talking-cat Pockets—investigate the mysterious disappearance of the water from the planet's surface and uncover a plot by the evil organization BURP. This rollicking adventure, full of goofy antics and subtle lessons in acceptance, is complemented by simple line drawings and concludes with a trio of fun space facts "to impress your friends and teachers."

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

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Title and Author of Book:	**The Princess in Black and the trick-or-treating trouble** (Princess in Black, Book 12) by Hale, Shannon
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (June 1, 2026)* Gr 1-3-The Hales return with a fizzy, Halloween-ready installment that leans into the series' signature blend of sincerity, slapstick, and low-stakes heroics. Princess Magnolia, who is white, longs to join the trick-or-treaters rather than stay home handing out caramel apples. Her wish is granted sooner than expected when a parade of costumed kids-one in an impressively monstrous getup-mistakes her partially donned disguise for a Halloween costume. Soon Magnolia is racing into the night, still wearing her pink ball gown under her hero cape, just as a real monster begins causing delightful mayhem. The narrative unfolds in brief, punchy chapters with controlled vocabulary and plenty of repetition to support emerging readers. Visual cues do heavy lifting: Pham's watercolor-and-ink illustrations brim with motion and good humor. Expressive close-ups and full-bleed spreads heighten both the silliness and the suspense as Magnolia toggles between princess and hero. The trio of trick-or-treaters she encounters appears to be varying shades of white, with one child depicted with a slightly darker skin tone. The monster's antics remain friendly rather than frightening, keeping the tone firmly in early reader comedy territory. Fans will enjoy another seasonal adventure with a beloved heroine, though newcomers may find stronger entry points elsewhere in the series. Still, this Halloween tale offers an inviting middle path between spooky and sweet, delivering a satisfying hero moment without overshadowing the joy of trick-or-treating. VERDICT A lively, Halloween-themed outing that will satisfy series fans and support emerging readers.-Rose Garrett © Copyright 2026. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A This book is part of a series. The review below belongs to other titles revie... Review Status: *School Library Journal (October 1, 2014)* Gr 2-4-Eight-year-old Archie Morningstar and his dad join Pockets, an agent of the Intergalactic Security Force posing as an ordinary cat, on another crucial mission in space. This time, the trio is dispatched to Nautilus, a planet where most of the inhabitants live underwater. Before setting off, they will need to modify their space taxi to function as a submarine. Once on Nautilus, the team must discover why the water on the planet is suddenly disappearing. If they can't figure out the mystery and reverse the effects, the aliens on the planet won't be able to survive. The humor, introduction to a new alien world, and fast, energetic pacing will keep readers of this early chapter book series engaged. Archie's first-person present-tense narration puts readers right with him as he meets new creatures and has exciting experiences alongside Pockets and his dad. Science concepts related to the story, such as cloud formation and magnetite, are explained at the end. Those looking for a fast-paced, out-of-this-world adventure will want to hail the space taxi for a ride.-Amanda Raklovits, Champaign Public Library, IL (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (October 15, 2014 (Online))* Grades 2-4. The second installment of the Space Taxi series find eight-year-old Archie Morningstar, navigator of his father's space taxi and newly appointed deputy of the Intergalactic Security Force, setting out on a mission to the watery planet Nautilus. Archie, his dad, and their mission leader—talking-cat Pockets—investigate the mysterious disappearance of the water from the planet's surface and uncover a plot by the evil organization BURP. This rollicking adventure, full of goofy antics and subtle lessons in acceptance, is complemented by simple line drawings and concludes with a trio of fun space facts "to impress your friends and teachers."

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Signed: Renee Scott

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Date of Librarian Review:	September 3, 2026
Title and Author of Book:	**What the dinosaurs did on Halloween** (What the Dinosaurs Did) by Tuma, Refe
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (June 1, 2026)* PreS-Gr 2-It's Halloween, and the dinosaurs are plotting every which way to get candy. They may try to rappel down to the candy bucket on a fishing rod or distract the humans with a plunger to the face. They might even construct a full-size skeleton robot disguise to go trick-or-treating. Nothing will stop them. The hilarity of the photographs will delight and inspire readers. For grown-ups, the "About This Book" section is an extra special delight, adding a bit of context to the fun and chaos inside. An ideal companion for a story time craft or STEAM activity, this is also perfect for kids who love dinosaurs, Halloween collections, or those libraries that have the other titles in this series. Race/ethnicity of the humans depicted is unclear, as the photographs only show partial views and they are all in costume. VERDICT This latest installment of the "What the Dinosaurs Did" series continues to amuse and captivate. A solid addition for most libraries.-Shana Shea © Copyright 2026. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Kirkus Reviews (May 1, 2026)* In the fourth title in the What the Dinosaurs Did series, the rampaging reptiles smell candy. "Pay close attention on Halloween night, and you might see strange little shadows darken your hall. Not cast by ghouls, goblins, or ghosts..." The shadows are, of course, cast by miniature dinosaurs, and, having scented candy, they're on the hunt. They attempt a candy raid by parachute (epic fail). They tie a rope to a plunger that they try to shoot at a tantalizing candy bowl (no go). Most sneakily and promisingly, they don Halloween costumes to avoid detection. This series' calling card is its eye-blasting illustrations—in this case, photographs that were, per an authors' note, "taken using a DSLR camera haunted by a mildly disgruntled spirit known only as 'Gary.'" The images conjure the full-color saturation of CGI-heavy movies, but more captivating than famous actors are this book's stars: plastic toy dinos (the kind for sale at a natural history museum's gift shop) and the authors' young, mostly white-presenting human friends, who posed in Halloween costumes, one kid presiding as the keeper of the candy, aka the dinos' archnemesis. The photos have the immediacy of an I Spy book's art and plenty of humor; the stegosaurus dressed up like a taco is especially chuckle-worthy. (Nice one, Gary.) A funny, weird, and wondrous eyeful. (Picture

	book. 4-8)

Criteria for Selection of Library Materials

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

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Critera
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 Critera
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 Critera
6. Physical format of library material shall be suitable for their intended use.	Item Meets Critera
7. Library materials shall be current and up-to-date.	Item Meets Critera
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.

Old Rochester Regional School District

Massachusetts Superintendency Union #55

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 4, 2026
Title and Author of Book:	**Fluffle bunnies. 1,Buns gone bad** (Fluffle Bunnies, Book 1) by Humphrey, Anna
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (August 2024 (Online))* Grades 1-4. A fluffle of wild bunnies is born in the park. When they can fend and forage, Mama Fluffle leaves to pursue her dream of becoming a jujitsu expert. As Biggie, Boingy, and Flop begin to explore, they quickly realize that bark beasts (dogs) and sky snacks (bees) are scarier than expected. Worst of all, the chipmunks steal their nest, forcing them to take refuge in a public bathroom before lodging in a trashcan–where they face macho raccoons. Realizing they must rely on their wits, the bunnies work to outsmart their foes and reclaim the park as their home. The bunnies have adorable physical traits and expressive faces. A silly narrator (in the form of a moth) bookends this origin story, the first in a series. An early graphic novel for emerging readers, it has an entertaining plot. Kniivila's grayscale artwork is appealing in its simplicity, varying between panels and splash pages to hold attention. While they're not quite the evil masterminds that the book claims, they're set up to wreak adorable chaos in future books. *School Library Journal (June 1, 2024)* Gr 2-5-A park, a public bathroom, and a crabby moth greet readers. The moth offers to tell the tale of the Fluffle Bunnies's descent into badness. That road starts out sweetly with the birth of siblings Flop, Biggie, and Boingy, but Mama soon abandons her brood to pursue her jujitsu career. The naive threesome must now fend for themselves. Food, water, and shelter prove illusive, and a ferocious dog, mean, nest-stealing chipmunks, and girls using the public bathrooms drive the unknowing trio into a covered trash can. There they are captured by two raccoons who confuse Flop's leg for a lucky rabbit foot. The road to deception (and survival) is paved when the siblings promise to grant the gullible raccoons three wishes. Readers will laugh out loud as all the wishes are granted with hilarious outcomes while the bunnies outsmart the racoons. The moth then sets the stage for the next adventure/takeover! Black-and-white illustrations in a variety of panels are used to great effect with plenty of action and loads of funny dialogue. VERDICT Fans of "The Bad Guys" series by Aaron Blabey will welcome these rascally rabbits in this new series that's ideal for any graphic novel collection.-Elisabeth LeBris © Copyright 2024. Library Journals LLC, a

	wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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5. Library material shall meet the curriculum needs of students and staff.	Item Meets Critera
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7. Library materials shall be current and up-to-date.	Item Meets Critera
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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.

Old Rochester Regional School District

Massachusetts Superintendency Union #55

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	July 31, 2026
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	August 10, 2026
Title and Author of Book:	**Eyewitness Amphibian** (DK Eyewitness) by Clarke, Barry Dr.
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A This book comes from a publisher known for quality children's books. It is ... Review Status:

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

Old Rochester Regional School District

Massachusetts Superintendency Union #55

9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Not applicable
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Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist

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

Reason:

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

Signed: _____

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	December 22, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	February 3, 2026
Title and Author of Book:	Maybelle goes to tea by Speck, Katie
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *Booklist (November 1, 2008 (Online))* Grades 2-5. Fresh from her first enterprise, Maybelle in the Soup (2007), Maybelle the cockroach is back for another adventure with her friend Henry the flea. This time around, Maybelle is dying to go to the Ladies Spring Tea being given by Mrs. Peabody. How can she get one of those great Chocolate Surprise Cookies without being caught by Ramona the Cat? Or being spotted by Mr. Peabody, who would certainly call the exterminator? Add the annoying new denizen of the Peabody household and the pesky fly Maurice, and Maybelle's work is really cut out for her. After a series of hilarious mishaps, Maybelle gets her cookie and makes a new friend out of Maurice in the bargain. Dryly funny black-and-white sketches throughout the book will make this a sure-fire hit for the post–"I Can Read" crowd. *School Library Journal (May 1, 2011)* Gr 2-4-Plenty of slapstick humor accompanies the attempts of a cockroach to stop newcomer fly Maurice from eating the treats for Mrs. Peabody's very proper spring tea. Maybelle's presence in a cucumber sandwich horrifies guests and leads to attacks by flyswatter, bug bomb, and Ramona the cat. Numerous drawings and nonstop action encourage readers graduating to chapter books. (c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

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

Old Rochester Regional School District

Massachusetts Superintendency Union #55

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

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

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

Reason:

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

Signed: Sarah Sullivan

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review (Form 2)

Date of Receipt:	December 22, 2025
Name of Donating Individual/Group:	Plumb Memorial Library, Rochester MA
Contact Information (phone/email):	www.plumblibrary.com
Date of Librarian Review:	February 5, 2026
Title and Author of Book:	Of mice and magic (Hamster Princess, Book 2) by Vernon, Ursula
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	N/A N/A Review Status: *School Library Journal (January 1, 2016)* Gr 3-6-Fierce warrior hamster princess Harriet Hamsterbone and her faithful battle-quail, Mumfrey, are itching for adventure mere weeks after obliterating the fairy curse in the first book of the series, Harriet the Invincible (Dial, 2015). Now that she is no longer invincible, she cannot participate in her favorite pastime, cliff diving, and she yearns for a new mighty quest. When a fairy shrew appears, needing her assistance at the Mouse Kingdom, Harriet quickly obliges. She learns of the plight of the 12 dancing princess mice, who are cursed to dance all night, every night. Arriving at the castle armed with a poncho of invisibility, Harriet must find out what is forcing the princesses to dance and break the curse before it's too late. What she unearths is a rodent-tweaked version of the "Twelve Dancing Princesses," in which the 12 princesses, who are named after the months of the year (January, February, March, etc.), seem destined to marry the 12 mole brothers (named after the zodiac signs: Gemini, Pisces, etc.). The generous comic book-like, two-toned illustrations are reminiscent of Vernon's "Dragonbreath" series (Dial) and suit the text perfectly. VERDICT A quick and satisfying read that is as hilarious as it is fun. Make room on the shelves for this not so frilly princess.-Michele Shaw, Quail Run Elementary School, San Ramon, CA © Copyright 2016. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted. *Booklist (January 1, 2016 (Online))* Grades 3-6. Harriet Hamsterbone is back in action. Our warrior princess is no longer invincible, but she's hungrier than ever for adventure, and the more dangerous, the better, much to the dismay of her royal parents. When she hears about a micromanaging mouse king with 12 dancing daughters and a mystery he can't solve, well, what's a hamster like Harriet to do? She packs up her faithful riding quail and sets out to break those princesses' curse. Or not break it, if that's what they want ("I liked my curse. It made me invincible," she shrugs). Either way, she's happy to be on a mission again. Spunky Harriet is just as wonderful as she was in her debut, and this sequel certainly lives up to the success of its predecessor (Harriet the Invincible, 2015). Fans of twisted feminist fairy tales will be delighted, and Harriet's existing followers won't be disappointed with this second installment. Bring on book three!

Old Rochester Regional School District
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Signed: _____

RMS CLASSROOM SUPPLY DONATION INVENTORY
(Donations collected by the Rochester Democratic Town Committee on behalf of the RMS community, September 24, 2026)

Tissues	46 rectangular boxes, 26 square boxes, 17 pocket packs
Hand sanitizer	2 60 oz. refill bottles, 15 12 oz. bottles, 8 personal size bottles
Spray cleaner	2 bottles, multi-surface cleaner
Disinfectant wipes	57 canisters
Baby wipes	2 packs
#2 pencils	1,181 pencils
Erasers	43 large pink, 148 pencil-top
Glue sticks	340 glue sticks
Sharpies	48 assorted colors
Dry erase markers	290 markers
Microfiber dry erase marker erasers	72 erasers
Post-it notes	125 pads
Highlighters	273 highlighters
Crayons	3,064 crayons
Colored pencils	1,424 colored pencils
Magic markers	112 markers
Paper towels	46 rolls
Underwear	149 pair girls, 10 pair boys
Sweatpants	4 pair
Band-Aids	830 assorted



Chapstick	4 Chapsticks
Lip balm	100 mini size
Scissors	11 pair
Pens	66 assorted ink pens
Pencil sharpeners	13 small pencil sharpeners
Pencil cases	13 assorted styles
Rulers	10 assorted styles
Binders	1
Backpacks	5 backpacks
Spiral notebooks	32 single subject notebooks
Composition books	9 composition books
2-pocket folders	47 folders
Report covers	1
Notebook paper	300 sheets
Index cards	400 index cards

Total items donated: 9,346

S358A261387

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Rochester
135 Marion Rd
Mattapoisett, MA 02739

2 AWARD INFORMATION

PR/AWARD NUMBER	S358A261387
ACTION NUMBER	1
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRECTOR
Michael Nelson (508) 758-2772
mikenelson@oldrochester.org
EDUCATION PROGRAM CONTACT
Eric L Schulz (202) 260-7349
eric.schulz@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE HELPDESK 888-336-8930
obssed@servicenowservices.com

4 PROJECT DESCRIPTION

84.358A
Small, Rural School Achievement Program

5 KEY PERSONNEL

N/A

6 AWARD PERIODS

BUDGET PERIOD	07/01/2026 - 09/30/2027
FEDERAL FUNDING PERIOD	07/01/2026 - 09/30/2027

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$60,701.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$60,701.00

8 ADMINISTRATIVE INFORMATION

UEI	SGP6MML1MM85
REGULATIONS	CFR PART 76 EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	F062026 , s

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL 107-110 X ELEMENTARY & SECONDARY EDUCATION ACT OF 1965, AS AMENDED 2001
PROGRAM TITLE:	RURAL EDUCATION ACHIEVEMENT PROGRAM
CFDA/SUBPROGRAM NO:	84.358A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1000M	2026	2026	ES000000	B	QJ5	000	358	4101A	$60,701.00

Rochester School Committee Subcommittee 2026-2027 DRAFT

Chairperson	Kate Duggan
Vice Chairperson	Josh Trombly
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox
ORR District School Committee	Robin Rounseville
Mass. School Supt. Union No. 55	Kate Duggan Kirstin Jimenez Josh Trombly
READS	Michael S. Nelson
Sick Leave Bank	Robin Rounseville Kate Duggan
SMEC	Josh Trombly
Early Childhood Advisory Council	Robin Rounseville
Sole Signatory	Kate Duggan Josh Trombly (alternate)
MASC Delegate/Legislative Liaison	Kate Duggan
School Physician	Dr. Reynolds/Dr. Mendes
District Wellness Committee	Robin Rounseville
Collective Bargaining	Kate Duggan Kirstin Jimenez
Grievance Subcommittee	Committee as a whole
Capital Planning Committee	Josh Trombly
Policy Subcommittee	Josh Trombly
Warrant Review Committee	Committee as a whole
Tri-Town Education Foundation Fund Committee	Kirstin Jimenez
Budget Subcommittee	Committee as a whole
Town Liaison	Kate Duggan
Superintendent's Goals Subcommittee	Kate Duggan Robin Rounseville
Equity Subcommittee	Kirstin Jimenez

Budget Subcommittee - Consistent with Policy DBD, the Superintendent will have overall responsibility for budget preparation. The first priority in the development of an annual budget will be the educational well-being of the students reflecting the District's goals while considering the interest(s) of the taxpayers. The budget document shall reflect all sources of revenue. It shall clearly explain how those funds will be used. The subcommittee will work with the Superintendent and appropriate administrative staff, as well as appropriate town representatives, to review and prepare financial planning. The subcommittee will bring forward its recommendations to the school committee in order to support the annual school district budget, documents for certification and ongoing financial concerns of the district. The subcommittee will provide regular reports and/or recommendations to the school committee.

Equity Subcommittee - Consistent with Policy JBB, the School Committee's goal is to strive to address the needs of every student in each of our schools. The Equity subcommittee will work together with building administration to encourage access to high quality curriculum, support, and other educational materials/resources while creating schools with a welcoming and inclusive culture and environment. The subcommittee will review discipline data, action plans and initiatives to support this learning. The subcommittee will provide regular reports and/or recommendations to the school committee.

Facilities Subcommittee - Consistent with Policy FA, the responsibility of the Facilities subcommittee is to maintain facilities throughout the school system that support learning. The subcommittee may be involved in safety and security of the schools, technology, infrastructure and facilities related projects. The subcommittee will work with administration in these areas on an as-needed basis. The subcommittee will provide regular reports and/or recommendations to the school committee.

District Wellness Committee - Consistent with Policy ADF, the District Wellness Committee will create, strengthen and work with the school-building administrators to, implement, monitor, review, and, as necessary, revise the school Wellness Program Policy. The committee will also serve as a resource to each of the District's school buildings for implementing the District Wellness Program Policy. The District Wellness Committee may be composed of parents, high school students, and the school food authority, members of the school committees, school administrators, teachers, health professionals, physical education teachers and members of the public. The subcommittee will provide regular reports and/or recommendations to the school committee.

Negotiations Subcommittee - Consistent with Policy HA, the School Committee is responsible for negotiations with recognized employee bargaining units. The subcommittee will convene as needed to analyze current collective bargaining agreements, make recommendations and review requests from the units accordingly. The subcommittee may utilize legal counsel to assist in negotiations. The subcommittee will conduct formal discussions with the bargaining unit to come to terms in a Memorandum of Agreement, which will be presented to the full school committee for review and approval.

Policy Subcommittee - Consistent with Policy BGC, the Superintendent is expected to call to the attention of the subcommittee all policies that are out of date or for other reason appear to need revision. All policies must reflect best practices, be aligned with the requirements of law and the statewide goals and standards established by the Board of Education, and must not be in conflict with current contracts and handbooks of the school(s). Staff, parents, and the community will have input into this process. The subcommittee may take into consideration model policies developed by the Massachusetts Association of School Committees. Where appropriate, the subcommittee Chair, or designee, will seek advice from the School Committee's legal counsel. The subcommittee will provide regular reports and/or recommendations to the school committee.

Superintendent's Goals Subcommittee - Consistent with Policy CBI, the Superintendent's Goals subcommittee is responsible for working with the Superintendent to establish goals for the school system in adherence to Regulation 603 CMR 35.00: Evaluation of Educators from the Department of Elementary and Secondary Education. The subcommittee will review the evaluation process, including timeline, evaluation documents and organization of materials. The Superintendent's performance will be reviewed in accordance with these specified goals and standards according to the evaluation cycle agreed upon by the Superintendent and the members of the Joint School Committee. The subcommittee will provide regular reports and/or recommendations to the school committee.



Superintendent's Newsletter

August 2026

Message of the Month



Dear School Community,

It is my hope that our families enjoyed the summer break. The 2026-2027 school year is fast approaching. Our facilities team has been hard at work preparing our school buildings for the first day of school. The hallways and classrooms are sparkling and ready for our students! This newsletter contains updates and resources for our parents and guardians regarding the opening of schools. Each month the Superintendent's Office will issue a newsletter with relevant information for the school community. Furthermore, each school will issue a weekly newsletter for parents and guardians on Sundays at 3:00pm starting on August 30th. On behalf of the faculty, staff members and administration - we are very excited to start the school year on September 2nd!

Respectfully,

Michael S. Nelson
Superintendent of Schools

SAIL Summer Highlights







Office of Teaching and Learning



From Dr. Fedorowicz
Assistant Superintendent of Teaching and Learning

Teaching and Learning Updates for the 2026–2027 School Year
As we begin a new school year, I wanted to share a few updates from our Office of Teaching and Learning. We have been spending a great deal of time reviewing our instructional resources and looking for ways to strengthen teaching and learning while making the best use of resources we already have across the district. These updates are part of our ongoing work connected to our Vision2028 Strategic Plan and our commitment to providing students with strong, consistent instruction.

Updated Assessment Tools
This year, we are transitioning from Aimsweb assessments to IXL LevelUp for benchmark assessments in English Language Arts and Mathematics through a pilot. Since IXL is already a familiar resource for our students and teachers, this allows us to streamline our assessment practices and data analysis while giving teachers additional information to help support student learning and growth.

EnVisions 2027
Our elementary schools are also beginning the year with the newest version of EnVisions for Mathematics. This is an update to a program our teachers already know and use, with new features and resources to support the most current mathematics instruction. Teachers will receive professional learning throughout the year as they become familiar with the updates and continue strengthening their math instruction. We are grateful to our three communities for their continued support and investment in our schools. Their commitment helps make important improvements like these possible and directly supports the learning experiences we are able to provide for our students.

The Writing Revolution
We are also excited to begin a K–6 pilot of The Writing Revolution. This approach provides practical writing strategies that teachers can use across all subject areas and easily integrate into the curriculum they already teach. Our goal is to strengthen writing instruction without adding another full curriculum for teachers and students.

These updates represent another step in our ongoing work to provide teachers with high-quality, research-informed resources while keeping instruction consistent and focused on what students

need. We are excited about the work ahead and grateful to our teachers for the time, thought, and care they put into making these improvements meaningful for our students.

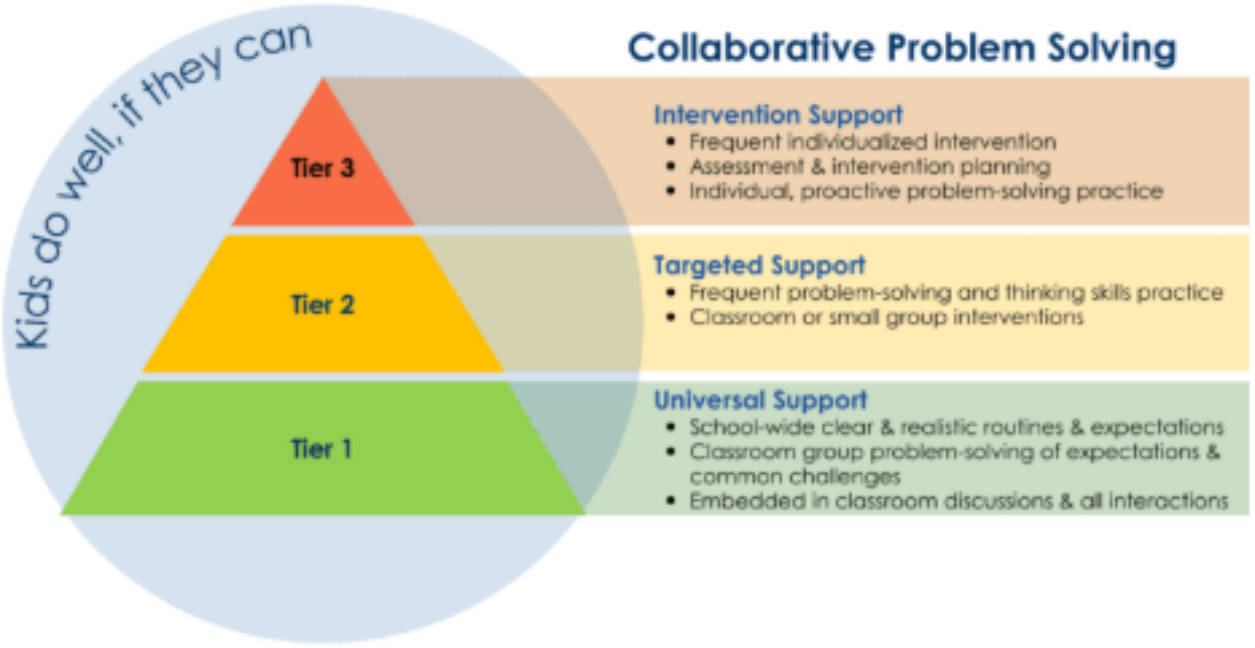
Office of Student Services

From Ms. Grable
Assistant Superintendent of Student Services



Welcome to the start of the 2026-2027 school year. It has been a busy and productive summer. I have enjoyed spending time with each building principal as they showcased, with pride, the layout of their buildings. I have been so impressed with this administrative team and have felt so welcomed by the community members who have stopped by to greet me. I look forward to seeing the corridors and classrooms filled with teachers and students looking refreshed and ready to go. A few of the initiatives I will be supporting this year include Instructional Learning Walks, Multi-Tiered Systems of Support (MTSS) and Collaborative Problem Solving.

I look forward to getting to know students, staff, school committee and other community members as I continue to engage in the Old Rochester Regional School District Superintendency Union #55. For more information about Student Services, including our Special Education Advisory Council, Student Records Policy and Bullying Intervention plan, please visit our website here.



Bus Routes



2026-2027 Bus Routes are available on our website. Please allow for a 10 minute variance before and after the times indicated on this link for at least the first five (5) to seven (7) school days. This will ensure that our students will be at their bus stops at the time of pick up. Click here to review safety tips.

Update PowerSchool Annual Forms

Annual forms (in the General tab) are now available in PowerSchool for all families to complete for each student(s), including the nurse's emergency information. The information in these forms is populated from information you have previously provided, so in most cases it's a quick review and update as needed.

Please login to PowerSchool using your parent account and click on Forms in the left menu. The 'General' tab should open with the annual forms for you to review and update as needed. Read more.

MCAS Family Portal

The Massachusetts Department of Elementary and Secondary Education (DESE) is pleased to share the MCAS Family Portal with you. This online tool lets you see your student's MCAS test results.

Preliminary MCAS results from spring 2026 are available. You will also see your student's results from past years (2023–2025), if available. The MCAS Family Portal will be updated in September when final results are ready. This information is only applicable to students who have taken the MCAS before (3rd grade or above). Read more.

Food Service

All students will continue to receive 1 FREE Breakfast and 1 FREE Lunch per day, during the school year. Additional meals are available for a fee. Free and reduced applications are available online here. Only one application is necessary per family. You will be notified via email or U.S. postal mail of your child's status. *This information may be shared, only with your consent, and used for other school benefits.* Lunch menus are available in the ORRconnect app, on the website in the Families & Students menu and on the Food and Nutrition Services website.

Communication Plan

The Communication Plan will be utilized to ensure that all communications align with the District's strategic goals. The plan will be evaluated and updated as needed. Our goal is to effectively

communicate with all stakeholders and create an environment of cooperation, collaboration and sense of community. [Click here to view our communication plan](#).



Safety and Emergency Preparedness

The safety and security of our students and staff remain a top priority. We value our strong partnership with the Police and Fire Departments of Marion, Mattapoisett and Rochester and work collaboratively with our public safety partners to regularly review, practice, and strengthen our emergency procedures.

- **Fire Drills:** Fire evacuation drills are conducted throughout the school year in coordination with the local Fire Department.
- **School Evacuation Drill:** Each school has an evacuation plan in place, if needed.
- **School Alert/Lockdown:** School alert and lockdown procedures are practiced with students and staff and may includes participation from the local Police Departments.
- **Bus Evacuation:** Annual bus evacuation drills are conducted in collaboration with our transportation provider.
- **Medical Response:** Schools maintain established protocols for responding to medical emergencies involving students and staff.
- **Building Access and Visitors:** Exterior doors remain locked during the school day. All of our schools continue to use Raptor Technology for all visitors entering our buildings. 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. CORI checks are required for any parent/guardian volunteers and are available in the main office of your student's school.
- **Arrival and Dismissal:** Staff supervise arrival and dismissal procedures to support the safe and orderly transition of students to and from school.

Our goal is to prepare students and staff for emergencies without creating unnecessary fear or anxiety. Safety procedures are practiced in a developmentally appropriate, child-centered manner. Families can support this work by reminding children that the adults at home, at school, and within our community work together to keep them safe.

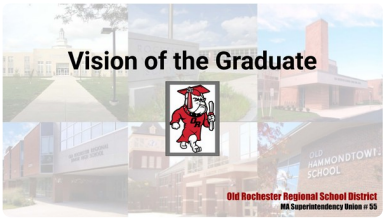
Attendance is Essential to Student Success!



Consistent attendance is essential to every student's academic success, and it will remain an important priority this school year. Students have just 180 school days each year, and every day provides important opportunities for learning, connection, and growth. While we understand that students will occasionally need to miss school due to illness or other circumstances, regular and on-time attendance makes a meaningful difference.

If you have questions or concerns about your child's attendance, or are experiencing challenges that make regular attendance difficult, please contact your child's school Principal. We want to work in partnership with families to support students in being present and ready to learn each day.

Vision of the Graduate Approved by the Joint School Committee



In June, the Joint School Committee approved the Vision of the Graduate which includes six core competencies with five attributes each. The Vision of the Graduate aligns with our goals within the Strategic Plan, Vision2028, and also incorporates new state graduate requirements. Read more.

Prepared Learner
Core Competency
Attributes:

- Engages and participates intentionally in learning across academic disciplines.
- Seeks new ideas to broaden perspectives and cultivates open-mindedness.
- Seizes opportunities to grow, explore, and lead proactively.
- Builds independence and remains informed.
- Manages time and finances effectively and follows through on commitments.

Creative Problem Solvers
Core Competency
Attributes:

- Adapts and shifts mindset to meet challenges.
- Perseveres by setting personal goals and evaluating progress in meeting them.
- Reflects to show self-awareness and to self-advocate when needed.
- Prioritizes personal well-being to live a healthy life and to engage in self-improvement.
- Develops and contributes to positive support systems and meaningful relationships.

Responsible Contributor
Core Competency
Attributes:

- Takes action to improve the community and the environment.
- Practices ethical behavior and operates with integrity, kindness, compassion, and empathy.
- Explores and respects differences in perspectives, beliefs, and cultures.
- Advocates for inclusive, equitable, and accepting communities.
- Engages in civic responsibility and the democratic process.

Collaborative Citizen
Core Competency
Attributes:

- Contributes meaningfully and respectfully to group work.
- Receives and incorporates feedback effectively.
- Manages conflict to successful resolution.
- Honors others' viewpoints to achieve common goals.
- Takes responsibility for the impact of their communication.

Resourceful Decision-Makers
Core Competency
Attributes:

- Plans, analyzes and adapts strategically.
- Applies knowledge, skills and experience to generate solutions.
- Reasons effectively using evidence to make sound judgments and decisions while evaluating the validity of information.
- Uses imagination to develop meaningful ideas and connections.
- Learns from successes and failures by taking risks.

Effective Communicator
Core Competency
Attributes:

- Works with diverse groups of people by honoring, respecting and listening to all voices.
- Advocates respectfully for oneself and others.
- Gives, receives and accepts appropriate constructive feedback.
- Expresses oneself clearly through verbal and nonverbal communication.
- Navigates and responds to multimedia/digital media information safely and responsibly.

Inaugural Fall Gala!

The Old Rochester Regional Tri-Town Education Foundation is pleased to announce that tickets are now on sale for its inaugural Fall Gala, which will be held on Thursday, Oct. 8, 2026, at Century House in Acushnet, MA. Community members are invited to attend an evening celebrating and supporting public education while helping raise funds to enhance educational opportunities for students and educators across Marion, Mattapoisett and Rochester. Tickets are limited and may be purchased at http://gofan.co/event/6711869. Early registration is encouraged. Read more.



Voluntary Student Insurance

Annually, voluntary student insurance is available for all students of our schools. Visit out website to review the options by clicking here.



School Device Coverage

The Old Rochester Regional School District & MA Superintendency Union #55 provides students with Acer Chromebooks and Samsung Chromebooks. School Device Coverage (SDC) is available to insure the devices that will be given to your student as part of this year's 1:1 device program. Insurance is a one-time charge of $23 for the entire school year. This insurance program will

protect you in the event that your device is lost, stolen, or damaged accidentally. You may file a claim against any number of incidents that take place with no deductibles, no added fees, and no claims limits. Read more.



Philosophy on Teaching Discipline

The Old Rochester Regional School District and MA School Superintendency Union #55 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 critical to their success. This includes building collaborative relationships with students and their families, so together we can partner to ensure student success. 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. We need the support of all stakeholders, especially our families, to make this goal a reality.

Our intentions for school discipline are aligned with the following objectives:
● Provide students with ample opportunities to change behavior and nurture/restore relationships.
● Provide discipline that is restorative, progressive, and tiered by design.
● Provide students, parents/guardians/caregivers, and school personnel with a clear understanding of the various administrative responses to discipline as described in the student handbook.
● Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.

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. To maintain a safe and respectful learning environment, staff will work to address and support and address behavioral concerns at the classroom level. These conversations may also include peers, parents/guardians/caregivers, and the administration who all share the responsibility to support and maintain a safe and inclusive learning environment and school community.

Every reasonable effort will be made to keep students in their learning environment. Office visits, suspensions, and/or expulsions are used only as a last resort. Our goal is to keep students in school and actively engaged in learning as much as possible.

Staff and students partner to create a positive learning culture across all settings in the school community. While we encourage and value the building of positive relationships, students are reminded that:

1. The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
2. No student has the right to disrupt the educational process within a school or designated learning environment.
3. All students have the right to due process in matters that affect their ability to actively engage in their learning.

Statewide Guidance

The state Attorney General's Office has issued family preparedness and legal resources to assist Haitian and Syrian Temporary Protected Status (TPS) holders following the Supreme Court's decision allowing the federal government to terminate TPS for immigrants from those countries. Online resources include an emergency planning guide for parents with uncertain immigration status, which is available online in English, Spanish, Portuguese, Haitian Creole, and Simplified Chinese; resources on legal assistance; tips to avoid immigration-related scams; other resources for immigrants in Massachusetts; and immigration guidance for employers.

School Committee Happenings

In September, our School Commitee members will tour the buildings to review summer improvements, meet new staff and more. Click here for the complete schedule, meeting resources and minutes.

Upcoming meetings (subject to change):
September 10th - Mattapoisett School Committee
September 17th - Marion School Committee
September 24th - Rochester School Committee
October 1st - ORR School Committee

School Calendar

View the news from all our schools!

Community Information and Flyers

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

ORRconnect on Facebook

ORRconnect is also on Facebook!
Like us on Facebook to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!
Center School
Old Hammondtown School
Rochester Memorial School
Sippican School
ORR Junior High School
ORR High School

ORRconnect Mobile App

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

ORRconnect

Missed last month's newsletter? Click here.

Michael S. Nelson, Superintendent
www.oldrochester.org

Subscribe

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.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion - Mattapoisett - Rochester
135 Marion Road
Mattapoisett, MA 02739

www.oldrochester.org

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

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

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

Michael Perrone
Interim Assistant Superintendent of Finance & Operations

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

To: Rochester School Committee

From: Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

Meeting Date: 9/21/2026

RE: School Committee Report

Please find below a few highlights from the Office of Student Services:

Aligning with our Vision2028 Strategic Plan (Objectives 3 & 4), we continue to strive to provide Professional Development for staff with the goal of strengthening our academic, behavioral, and social emotional systems of support thereby creating an inclusive and positive school culture. We have introduced the **Collaborative Problem Solving** (CPS) approach. CPS is a proven way to reduce challenging behaviors, teach students the skills they lack, and build relationships. We opened the year with a wonderful presentation from Dr. Stuart Ablon from Think:Kids. The key take-aways of this presentation were:

- Behavior is about Skill not Will
- Students do Well if they Can (vs if they Want)
- It's the Process not the Outcome that Builds Skills

These points challenge us to reflect and expand our mindsets of what we know and how we respond to student behaviors. This is a theme that will continue to be promoted throughout the school year.

Complimenting our efforts to strengthen our academic, behavioral, and social emotional systems of support, we will once again be consulting with Carrie Thurston as she works with schools to identify and implement supports to help students achieve growth in the area of literacy. With 26 years in education, as a classroom teacher, special educator and Director of Pupil Services, Carrie is well known for her ability to create **Multi-Tiered Systems of Support (MTSS)**. This past week she has met with each

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

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion - Mattapoisett - Rochester
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Interim Assistant Superintendent of Finance & Operations

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

building principals to follow-up with the work that was started last year in an effort to prioritize and plan interventions for this school year. She will be working directly with building principals to identify and assist some of our most complex learners.

As we consider our safe schools initiatives (Vision2028 Strategic Plan Objective 5), we have developed and executed our **ALICE Training Action Plan**. ALICE stands for Alert, Lock-Down, Inform, Counter, and Evacuate. We understand that **preparedness is the foundation of school safety** and districts need to plan for age and ability appropriate strategies. To that end, ORR and Superintendency Union #55 has pledged to utilize ALICE programming.

It has been recommended that our ALICE presentations and training modules be split between Elementary grades (k-6) and Secondary grade (7-12), with further differentiation within the elementary levels (kindergarten, 1-3, 4-6). These trainings are intended to be consistent across all elementary buildings.

In an effort to promote family communication and information sharing (Vision2028 Strategic Plan Objective 4), the ORR, Marion, Mattapoisett and Rochester School Districts have combined to establish a **Special Education Parent Advisory Council (S.E.P.A.C.)**. This Council provides annual training on parent/guardian rights and identifies topics of interest related to the various needs of students with disabilities. The 1st meeting with SEPAC Officers is scheduled for 9/30/2026 and a schedule of meetings and trainings will be posted shortly after the meeting

Report respectfully submitted by,

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

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ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5537 **Voucher Date:** 06/10/2026 Prepared By: Michelle Charette

Printed: 06/10/2026 03:05:15 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $235,085.57 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Bunker

Katherine Duggan	School Committee Chairperson
Mr. Joshua Trombly	School Committee Vice Chairperson
Mrs. Robin Rounseville	School Committee Member
Kirstin Jimenez	School Committee Member
Barbara Lee	School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$234,270.57
11	CIRCUIT BREAKER	$0.00
20	SPECIAL REVENUE REVOLVING FUND	$315.00
25	FY25 FEDERAL GRANTS	$500.00
		$235,085.57

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5538 **Voucher Date:** 06/30/2026 Prepared By: Michelle Charette

Printed: 07/07/2026 01:16:42 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $224,857.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

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

Howard Barber

Katherine Duggan	School Committee Chairperson
Mr. Joshua Trombly	School Committee Vice Chairperson
Mrs. Robin Rounseville	School Committee Member
Kirstin Jimenez	School Committee Member
Isabel Gomes-McCann	School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$223,753.21
11	CIRCUIT BREAKER	$0.00
20	SPECIAL REVENUE REVOLVING FUND	$315.00
45	FY25 PRIVATE GRANTS	$300.00
46	FY26 PRIVATE GRANTS	$489.10
		$224,857.31

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5539 **Voucher Date:** 08/05/2026 Prepared By: Michelle Charette

Printed: 08/06/2026 09:11:39 AM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $22,884.23 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Howard Barber

Katherine Duggan	School Committee Chairperson
Mr. Joshua Trombly	School Committee Vice Chairperson
Mrs. Robin Rounseville	School Committee Member
Kirstin Jimenez	School Committee Member
Isabel Gomes McCann	School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$22,884.23
		$22,884.23

ENCUMBRANCES

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5540 **Voucher Date:** 08/10/2026 Prepared By: Michelle Charette

Printed: 08/10/2026 12:42:34 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $125,079.56 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Howard Barber

Katherine Duggan — School Committee Chairperson

Mr. Joshua Trombly — School Committee Vice Chairperson

Mrs. Robin Rounseville — School Committee Member

Kirstin Jimenez — School Committee Member

Isabel Gomes McCann — School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$124,621.71
46	FY26 PRIVATE GRANTS	$457.85
		$125,079.56

ENCUMBRANCES

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5542 **Voucher Date:** 08/20/2026 Prepared By: Michelle Charette

Printed: 08/20/2026 03:07:42 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $38,813.23 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Howard Bank

Katherine Duggan	School Committee Chairperson
Mr. Joshua Trombly	School Committee Vice Chairperson
Mrs. Robin Rounseville	School Committee Member
Kirstin Jimenez	School Committee Member
Isabel Gomes McCann	School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$7,723.23
26	FY26 FEDERAL GRANTS	$31,090.00
		$38,813.23

ROCHESTER PUBLIC SCHOOLS VOUCHER

Voucher No: 5541 **Voucher Date:** 08/20/2026 Prepared By: Michelle Charette

Printed: 08/20/2026 01:13:16 PM

ROCHESTER PUBLIC SCHOOLS is hereby authorized to draw warrants against ROCHESTER PUBLIC SCHOOLS funds for the sum of $94,154.44 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Katherine Duggan — School Committee Chairperson

Mr. Joshua Trombly — School Committee Vice Chairperson

Mrs. Robin Rounseville — School Committee Member

Kirstin Jimenez — School Committee Member

Isabel Gomes McCann — School Committee Member

ROCHESTER PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	$52,844.84
11	CIRCUIT BREAKER	$0.00
40	ON BEHALF OF TOWN	$41,309.60
		$94,154.44



Facilities Director's Report: September 2026

Rochester Memorial Elementary School

- Asphalt crack seal/sealcoat/striping completed (Capital).
- Phased replaced all radios from analog to digital.
- Replaced condenser and VFD on AHU #A1 (Roof Top Unit).
- Replaced compressor on AHU #E (Roof Top Unit).
- Assisted Food Service with kitchen equipment replacement and repair.
- All firefighting systems have been inspected/tested including the ANSUL (kitchen fire suppression system), fire pump, fire sprinkler, kitchen hoods and stationary fire extinguishers.
- Boilers and Roof Top Units inspected and permitted.
- Conducted minor preventative maintenance on facility, ground support equipment and machinery.
- RMS Solar Canopy app to track the energy generation: RMS SolrenView.

Sincerely,

Gene Jones
District Facilities Director
Office: 508-758-2772 x1954
Cell: 508-509-6763
E-Mail: eugenejones@oldrochester.org

Old Rochester Regional School District
Massachusetts Superintendency Union #55

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

Food Service Director's Report: September 2026
Rochester Memorial Elementary

Directors Update:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- During the summer I replaced the Steamer.
- The Food service team participated in a full day of professional development training on 08/31.
- Fun Facts: in SY 25-26 RMS Cafe served: **26,044** *School Breakfast* **& 48,148** *School Lunches*

Students Receiving Free and Reduced Meals:								
Free:								
Reduced:								
Student Meal Participation								
SY 25/26					SY 26/27			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	346	28 %	622	49 %	0	%	0	%
September	3,144	35 %	5,331	59 %				
October	3,370	36 %	5,946	63 %				
November	2,280	34 %	4,232	62 %				
December	2,363	33 %	4,708	66 %				
January	2,312	32 %	4,638	64 %				
February	1,368	32 %	2,689	64 %				
March	3,080	33 %	5,986	65 %				
April	2,478	35 %	4,598	64 %				
May	3,079	36 %	5,575	65 %				
June	2,224	35 %	3,823	64 %				

Jill Henesey
Director of Food and Nutrition Services
Office: 508-758-2772 x1543
Mobile: 774-320-0801
Email: jillhenesey@oldrochester.org
https://www.facebook.com/ORRnutrition4kids

2026 AWARD RECIPIENTS

MASC Lifetime Achievement and All-State School Committee Winners Announced

The following members have been nominated by their colleagues and the MASC Board of Directors in recognition of their contributions to the Association and to their students and school communities. The awards will be presented at the Friday, November 6 Life Member/Leadership Awards dinner during the upcoming conference in Danvers.

LIFETIME ACHIEVEMENT

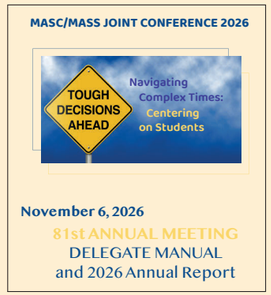
Shirley Bourque, Old Colony Reg. Voc.
Adam Emerson, Hoosac Valley
Mitchell Groski, Athol-Royalston, Reg.
John Howcroft, Acushnet
Christine Monaco, Burlington

ALL-STATE SCHOOL COMMITTEE

Division I: **Kathy Clancy,** Gloucester
Division II: **Adam Klein,** Acton-Boxborough
Division III: **Jessica Chartoff,** Middleborough and **Jackie Weisman**, Easton
Division IV: **Lisa Martin**, North Middlesex and **Lauren Salmon-Garrett**, Wachusett Reg.
Division V: **Heidi Gutekenst**, Belchertown and **Stacy Sexton**, Greenfield
Division VI: **Martha Thurber**, Mohawk Trail Reg.
Division VII: **Kathy Bent,** Barnstable
Division VIII: **Brian Mushnick**, Tri-County Reg. Voc.
Division IX: **Joyce Asack,** Brockton
Division X: **Barbara Gresham**, Springfield

COMING SOON TO YOUR MAILBOX

MASC 2026 Delegate Manual/Annual Report



Delegate Assembly
Friday, November 6, 2026
DoubleTree by Hilton
Boston North Shore, Danvers
(New location this year)

Have you registered your delegate yet?

Delegate registration form is available online: www.masc.org/conference

Massachusetts Association of School Committees
One McKinley Square
Boston, MA 02109

masc

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Nate Steele
School Committee Member
1831 State Rd
Richmond, MA 01254-5100

MASC Bulletin

www.masc.org

September 2026 v.60 n.6

Massachusetts Association of School Committees

MA releases new guidance for schools on immigration enforcement

On August 5, 2026, the Governor signed the PROTECT Act into law. The legislation generally prohibits civil arrests on school grounds and child care premises without a judicial warrant or judicial order.

On August 21, DESE released specific model policies and procedures for school districts, charter schools, and educational collaboratives. The resources establish steps for designating school and district points of contact, involving legal counsel, reviewing judicial warrants and orders, documenting interactions with civil law enforcement and notifying parents or guardians if an agent requests access to a student or student records. Additionally, the department provided procedures for alerting school communities when civil law enforcement agents are confirmed on school grounds while protecting individual privacy, updating student emergency contact lists, and sharing policy details with families.

As part of the legislation and the guidance issued by DESE, districts are required to adopt a policy and develop companion procedures to align with the new law by September 1st or the first day of school, whichever is earliest. MASC has taken the suggested policy provided by DESE, and created a model policy for our committees to consider.

The model MASC policy: **ACL: Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (PROTECT Act)** is posted on the MASC website and can be accessed at www.masc.org/services/policy-services/updated-new-policies

MASC 2026 Division Elections



The following MASC Divisions are looking for members to serve as Division Chair, Vice Chair, and Secretary-Treasurer: II, IV, VI, VIII, and X. These divisions are also looking for individuals to serve on the Nominating Committee. Members of this committee are responsible for interviewing interested candidates for MASC Division Officers.

If you are interested in either serving on your local Nominating Committee or becoming a Division Officer, please email a letter of intent to the appropriate Division Representative from the list below. To find your division, go to: www.masc.org/divisions/.

Devin Sheehan-Division II, Devinsheehan413@gmail.com
Stacey Rizzo-Division IV; mascstacey@gmail.com
Mildred Lefebvre-Division VI; lefebvre4@gmail.com
Jason Fraser-Division VIII; jfraser@slrsd.org
Deb Davis-Division X; eadavis1@comcast.net

All requests to be considered must be sent to the appropriate individual by **September 30**. More information about the Division Officer responsibilities are on the MASC website: www.masc.org/masc-2026-division-elections/

Teen dating violence policy mandate

Report provided Patrick Francomano, MASC General Counsel

The MA Association of School Superintendents (MASS) recently made available a policy template for Teen Dating Violence in an effort to comply with MGL, c.71, s.2C. The statute provides in part that each "school district in the commonwealth, subject to appropriation, shall implement a specific policy and discipline code to address teen dating violence in public schools." The compliance issue apparently became a concern when one district was cited by DESE's Problem Resolution System Office (PRSO) for not having such a policy in place. PRSO is an

continued on page 3

NATIONAL NEWS

META TO PAY $18B OVER SOCIAL MEDIA ADDICTION

Teenagers users of Instagram and Facebook will face stringent new limits on when and how they can engage with the popular social media sites, part of a landmark settlement struck with MA and dozens of other states last week.

Technology giant Meta also agreed to pay up to $18 billion to 52 states, territories, and Washington DC.

The deal came after multiple states sued, accusing Meta of designing its platforms to deliberately addict young users so they spend more time online. The agreement comes after some of these states went to trial in federal court.

The new conditions include a limit of two hours a day for teens up to age 18 on both platforms, which cannot be lifted without a parent's approval. The company also agreed to block access from midnight to 6am, and silence notifications between the school hours of 8am and 3pm. (Direct messaging is exempt from these limits so as to allow teens to stay connected with family and friends.)

Meta has also said that parents will be able to get new controls over teen accounts, such as updates on usage and alerts if their child interacts with "potentially suspicious accounts." These rules apply to 13-18-year-olds. Those under 13 are not allowed to use Instagram or Facebook.

The changes will be implemented over the next four-to-six months according to the office of MA Attorney General Andrea Campbell. Over the next year, Meta must also implement an enhanced age assurance framework designed to identify users under 13 and users 13-18 with a high level of accuracy.

MA will receive up to $516 million, Campbell's office reported. Approximately $366 million is guaranteed to be paid over the next 10 years, which included money resolving privacy claims dealing with Facebook data.

The money will go toward efforts to remediate "the harms caused by social media to MA young people," including mental health services, after-school programs, and phone-free school initiatives Campbell's office said. An independent auditor will monitor compliance and whether the measures are having their intended effect.

Meta said states will receive about 70% of the payments–to be released in annual installments–with the other 30% coming only if YouTube and TikTok–owned by different companies–agree to payments and to implement similar age restrictions. If the other two platforms agree to these terms, Meta has agreed to further tighten some of the new restrictions, including a one hour daily limit per app, and nighttime notification blocks from 10pm to 7am.

A number of other lawsuits against Meta are still pending. (Information for this report was obtained from *The Boston Globe*, State House News Service, and *The New York Times*.)

MA NEWS

POLICY NOTES ON LEGISLATIVE ACTION

• While both the Senate and the House passed bills regarding cell phone use in schools, the language in the bills was very different.

Though the discussion was sent to a conference committee, the Legislature took no action before the end of the formal session. No legislation is expected this term; policy regarding cell phones remains a matter of local policy.

• The Freedom to Read law was signed into law by Governor Healey on August 10. This law requires updates to policies on the selection and challenge of library materials. MASC is working with the MA Library System, charged in the law with creating model policy, on redrafting model policy.

We will share this in an upcoming newsletter.

Joint Conference App Whova

Ready to attend the MASC/MASS 2026 Joint Conference at its new location in Danvers? Following the successful introduction of the conference app in 2025, we will once again be using the Whova mobile app for our event.

Visit your App Store on your phone to download the app. With the app you can:

• View the event agenda and plan your personal schedule
• Access to documents and slides shared by organizers or speakers
• Find out who else is attending the event and reach out to people ahead of time
• Plan some social activities such as coffee breaks or meet-ups with your fellow attendees
• Receive updates such as last-minute session changes from the organizers

After downloading the Whoa mobile app or accessing the event via the web portal, use the email address linked to your registration to sign up for a Whova account. Already used the Whova app in the past? Double-check that it is installed on your phone, and log in using your existing account email and password.

If you need more guidance on how to use Whova to access the event, please visit: https://whova.com/pages/whova-app-user-guide/ or contact us at reg@masc.org

See you at the conference!

Remember: Conference sessions start at 10:30am on Wednesday, 11/4.

Registration opens at 9:00am.

TOOLS for SCHOOLS

MassDEP's Water-Smart Program: Ensuring Safe Drinking Water for Schools and Childcare Facilities

The Massachusetts Department of Environmental Protection (MassDEP) Drinking Water Program (DWP) Water-Smart Program is a voluntary lead testing program for schools and childcare facilities. To date, the Water-Smart Program has sampled over 1,300 schools and licensed childcare facilities helping to protect children from exposure to lead through drinking water.

Why Lead in Drinking Water Matters

Lead Exposure can have lasting effects on health, particularly for young children, who are more vulnerable to its effects. Even low levels of lead exposure can affect learning, attention, and development.

• Lead can enter drinking water when water comes into contact with lead service lines, pipes, solder, brass fixtures, or other plumbing components.
• Older buildings may contain legacy plumbing materials that can contribute to lead in drinking water.

For additional information on lead please visit: Lead in Drinking Water for Schools and Childcare Facilities

Water-Smart Program

All public and private schools and licensed childcare facilities are eligible to receive one round of free lead testing. If your facility is accepted, our team will contact you and guide you through each step.

The free Water Smart-Program makes it easy for your facility to take action against lead in drinking water. We invite you to apply and take the necessary steps toward reducing lead in drinking water, addressing this issue and promoting public health.

More Information

For more information about the Water-Smart Program visit water-smart@mass.gov

For all questions related to this information, contact: program.director-dwp@mass.gov or call (413) 545-0840

UPCOMING EVENTS

Wednesday, September 16 | 6:00pm-7:00pm |
Webinar: What to Expect at the MASC/MASS Conference

Saturday, September 19 | 8:00am-4:00pm |
Charting the Course, Somerville High School

Saturday, September 26 | 9:00-11:00am | **Division VIII meeting**
Keefe Vocational Tech., Framingham

Friday, October 2 | Noon-1:00pm | **MASC Learning Lunch**
Shawsheen Tech., Billerica

Saturday, October 17 | 9:00-11:00am | **Division VIII meeting**
Shawsheen Tech., Billerica

Saturday, October 17 | 8:00am-4:00pm | **Charting the Course**
West Springfield High School, West Springfield

Monday, October 19 | 6:30-8:00pm | **Zoom: Division VII meeting**
Topic: Beyond Charting the Course

November 4-6 | **Annual Joint Conference**
DoubleTree by Hilton Boston North Shore

Saturday, December 12 | 8:00am-4:00pm | **Charting the Course**
Doherty Memorial School, Worcester

Teen dating continued from page 1

independent, non-judicial entity that attempts to resolve disputes in a non-adversarial manner.

MGL c.71, s.2C was added by St.2010, c.256, s.62 and became effective on November 4, 2010. MASC does not currently have such a model policy, but Policy AC-R does reference "dating violence" and teen dating violence certainly overlaps with the bullying policy and multiple other policies. The requirements under statute C.71, s.2C are admittedly more comprehensive. Additionally, the statute has not been included in prior editions of our annual MGL publication, most likely based on the statute's "subject to appropriation" language which could be interpreted to mean that the district's obligation to implement the policy is contingent on the appropriation of funds.

MASC has concerns that by creating and recommending a model policy to specifically conform to the statutes based solely on a decision from the PRSO, we are potentially enabling an agency with power that it does not have and subjecting districts to statutory obligations that may not exist. However, MASC believes that it is best practice for district policy and handbooks to clearly reflect that dating violence is prohibited and will not be tolerated.

Districts should include Teen Dating Violence among prohibited behaviors in their handbooks, if the same is not already included. Additionally, MASC will look at incorporating some minimal additional language into existing policy, if possible, which identifies teen dating violence as a prohibited behavior that is to be addressed through already existing procedure.

Adopting the MASS policy template is certainly an option if districts feel the need to act immediately. Districts are encouraged to review all policy adoptions with their own counsel in order to ensure that your specific district needs are addressed. As always, please feel free to reach to me with questions, concerns, or suggestions.

Patrick Francomano, Esq.
pfrancomano@masc.org

READS Collaborative - www.readscollab.org
Quarterly Report Overview - September 2026

- READS Strategic Plan Priorities- 2024 - 2029 (www.readscollab.org)
    - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
        - The READS Academy recently added a 27.5 hour Health Office Assistant position for the Academy to support the position of the full time nurse.
    - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
        - READS Collaborative has made steady progress in securing talented and highly qualified staff to fill open positions. Currently, READS Collaborative has only one educator on staff who requires a DESE waiver. This is a significant improvement from the beginning of this strategic plan when READS Collaborative had over 5 educators on a DESE waiver.
        - The READS Academy restructured the role of Admissions Coordinator position. The coordination of admissions will now be overseen by the READS Academy Program Director and Assistant Director. A new position was created for a Team Chairperson. This position was filled over the summer by Mr. Neal Klayman.
        - The READS DHH School and Program has added a new position, an ASL Instructor. Thai position has been filled by Ms. Amy Johnson.
    - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
        - The READS DHH Program completed onboarding and staff training this summer for the implementation of Creative Curriculum through Teaching Strategies for Preschool and Kindergarten.
    - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
        - The number of referrals to READS Academy and the READS DHH School and Program continues to be steadily increasing. READS Academy is beginning this new school year with 105 enrolled students. The DHH School and Program are starting the new school year with 52.
        - The DHH Support for Early Intervention has steadily increased in Southeastern Massachusetts. READS DHH went from 2 staff members supporting an average of 10 children in Early Intervention to the current 10 Early Intervention DHH providers supporting approximately 25 children from birth to age 3.
- Fiscal Update
    - The FY27 budget along with tuition and fees has been approved by the Board of Directors.
    - Union Negotiations are ongoing at this time. The next meeting is scheduled for October 22nd, 2026
- Legislation/Compliance
    - READS Collaborative is in the process of preparing for our full cycle Coordinated Program Review to be conducted in January 2027.
- Programmatic Information
    - Both the READS Academy and the DHH School and Program ran successful ESY Programs
    - There were a total of **15 graduates** from READS Academy this past School year. This included a student who met his graduation requirements by the end of ESY resulting in the Academy organizing a special graduation ceremony that included all the celebratory pieces provided to those who graduated at the end of May.
    - The DHH Program graduated **5 students**.

25 May, 2026

Dear Chair Smith and School Committee Members,

My name is Bess Pierre. I am a lifelong Marion resident who attended Sippican Elementary, the Junior High, and graduated from the High School in 2021. Last May, I graduated from Duke University with a degree in Public Policy. Today, I live in Boston and work in the state government. I am writing to express my deep gratitude and appreciation for your work.

It is not lost on me that much of what I know and the way I experience the world is influenced by the Old Rochester school system. I am a product of teachers who believed in me and made me feel capable, intelligent, and important; teachers who challenged me and celebrated me, even amidst uncertainty, insecurity, and instability. Below are examples of some particularly memorable educators:

- In fifth grade, Mrs. Janice Proc read a response I wrote for an assessment aloud to the class. As a famously challenging teacher, her praise made me feel like I could do anything.
- In eighth grade, Ms. Nichole Charbonneau encouraged my classmates and I to empathize with the perspective of both MLK and Malcom X in our unit on the Civil Rights Movement. She emphasized the role of frustration and hope in shaping our society that I still think about today.
- In ninth grade, Mr. Michael Beson gave me the lowest grade I ever received on a writing assignment. He not only challenged me, but gave me meaningful feedback that changed the way I read and write. I look back on that grade with overwhelming gratitude.
- Dr. Colin Everett fostered the most engaging learning environment I have ever been in. I will never forget crying after his lesson on the United State's World War II firebombing campaign in Tokyo. I was so moved and horrified. The genuine passion he brings to the content and classroom is palpable.

I am grateful to the Committee, past and present, for creating the conditions for learning opportunities like these. I urge you to continue prioritizing the needs of not only students, but the teachers who cultivate their learning environments. The Committee has a unique opportunity, given its proximity to these stakeholders, to continue to make children feel important and capable, to give them opportunities to do hard things, to meet them where they are in their learning journey.

Thank you for your time and dedication to this district.

With gratitude,
Bess Pierre

INVEST in IMPACT

Service | Civic Leadership | Educational Achievement | Career Success

Project 351 is a **youth-powered social change movement** and an incubator for the Commonwealth's next generation of civic leaders.



Project 351's five-year **Leadership Continuum,** engages eighth grade students representing the Commonwealth's 351 cities and towns for a transformative learning journey. Through mentorship, leadership training, and social impact, youth prepare for **success in college, career, and a lifetime of civic leadership.**

In partnership with the **Massachusetts Association of School Superintendents and local educators,** Project 351 is a school-based solution to increase **civic engagement**, **foster unity** across differences, and **address critical issues** through civic action and advocacy.

Since 2011, Project 351 has:

- **Developed** 5,930 courageous community builders and civic leaders
- **Mobilized** 351 rural, urban, suburban, and island communities
- **Impacted** 1.6+ million neighbors across the state
- **Scaled** social change for more than 160 nonprofit partners, including Cradles to Crayons, Home Base, La Colaborativa, and the Wonderfund.
- **Generated $29M+** in measurable social and economic value
- **Built** a growing pipeline of nonprofit founders, educators, public servants, and social entrepreneurs.

This is not episodic service.
Project 351 is infrastructure for civic unity.

THE URGENCY OF NOW

The **35ONE** generation is uniquely challenged by social unrest, political polarization, and a fractured national community. Economic instability, a youth mental health crisis, school shootings, and a rise in identity-based bias and discrimination have motivated their **activism for greater unity, equity, and opportunity.**

Project 351, the only model of its kind, meets this generation at a **critical inflection point**: the intersection of this tumultuous time and the start of their self-determination as young adults.

In adolescence, one's **values, priorities, and self-esteem** are forged; skills of problem-solving and critical thinking are developed; and **awareness of one's responsibility and humanity is awakened.**

We target **the most underinvested stage of K-12 education** – middle school – and fortify youth with the skills, values, and confidence required for **academic and career success.**

OUTCOMES of YOUTH CIVIC ENGAGEMENT:

19% increase in likelihood of college graduation

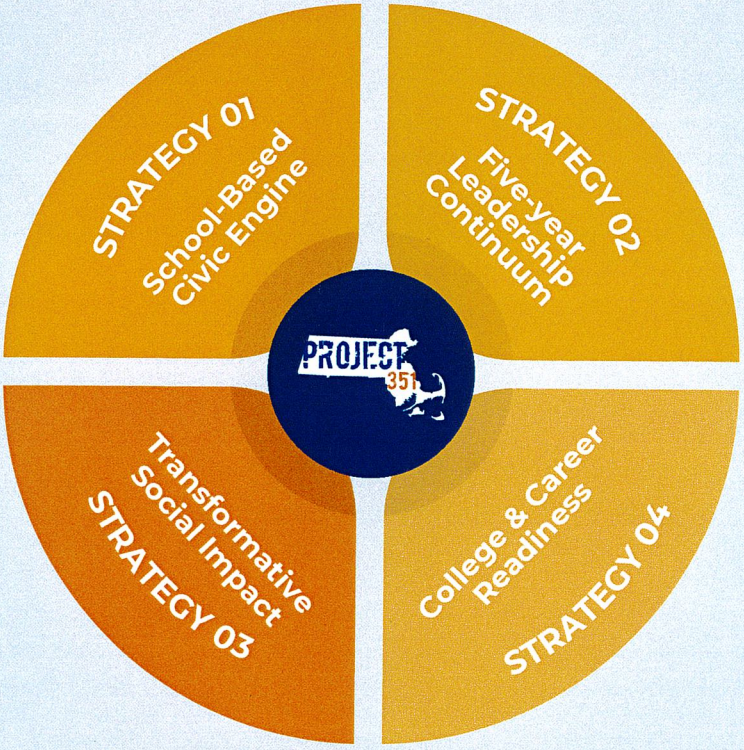
52% youth report improved career readiness

69% more resilient & likely to "flourish" *(a positive measure of well-being)*

79% assert increased connectedness to community & purpose

Sources: JAMA Youth Survey; Allstate Foundation/Gallup

THE RESULT: Leaders who don't retreat from division — they repair it.



INNOVATION + IMPACT

Our program model – the only-one-of-its-kind – features excellence in **programming, service learning, and experiential leadership**; and provides a **five-year continuum of civic engagement** to enable this generation's blueprint for change.

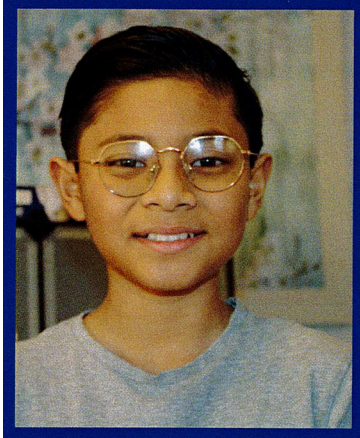
The result? Social impact at scale, educational achievement, and a dynamic and diverse workforce eager to contribute to the Commonwealth we love.

35ONE Leadership Continuum

Project 351 engages youth for a **five-year learning journey** at the **most underinvested stage** of K-12 education – middle school. When a young person's **values, priorities, and self-esteem** are forged; skills of **problem-solving and critical thinking** are developed; and awareness of their **civic responsibility and humanity** is awakened.

THE RESULT: Leaders who don't retreat from division — they repair it.

Ambassador
Eighth Grade



Martin Ruong

Class of **2026**
Quincy

Ambassador

" **I serve, because I care.** If not me, then who will serve? Who will care for the people who need us? Project 351 has given me **a path of caring** and a community of amazing people. We're so different, but **we share the same mission** – to make this world a better place for everyone."

Alumni Leadership Council
High School



Vanessa Lee

Class of **2023**
Norton

Playbook Trainer

"It takes **courage to speak up** about injustice and inequity. Project 351 has taught me that **real leadership** means facing complex issues head-on. Bold change starts with the fortitude to say, ***"This isn't right"***—and a commitment to unrelenting effort."

Leadership Team
College



Marcus McNeill

Class of **2018**
Dorchester

American University '26
Student Trustee
Board of Trustees

Project 351
Leadership Team

"Project 351 affirms my **values,** invests in **my potential,** and motivates my goal to **serve the city I love in elected office."**

Educator
Career



Andrea Nevins

Class of **2012**
Medfield

7th Grade Teacher
Boston Public Schools

George Washington University '20; B.A.
Boston University '24
Masters of Education

Project 351
Ambassador Mentor
Young Professional Board Member

"The **empathy, compassion, and determination** I learned through Project 351 is what has allowed me to be a successful teacher."

LEADING CHANGE

TRANSFORMATIVE SOCIAL IMPACT





Samantha Asprelli

Class of **2018** • Wrentham

FOUNDER • GIVE N' GLOW

Women Who Empower Innovator '24
Huntington 100 '25

Give n' Glow provides women facing economic, safety, and health challenges with hygiene health, confidence, and community.

"Everything I've experienced with Give n' Glow has roots in what I learned as a Project 351 Ambassador. Leadership grounded in **kindness, compassion, humility, and gratitude**; and a belief that real change comes from **strategic, intentional, and collective action.**"

Connor Schoen

Class of **2013** • Westborough

CO-FOUNDER • BREAKTIME

Boston Magazine's 150 Most Influential Bostonians
Forbes 30 Under 30 for Social Innovation

Breaktime equips young adults experiencing homelessness with the tools they need to achieve job, financial, and long-term housing security.

"Project 351 has inspired me and thousands of young people to commit to a career of public service. The lessons I learned and the confidence and community I gained have irrevocably impacted every step of my career. Project 351 has made me a **better leader, a community member, and person."**

A PIPELINE OF CAREER-READY CIVIC LEADERS

Corporal Noah Avila '19, U.S. Marine Corps
Megan Burke '13, Founder, Cuerd@s
Michaela Campbell '14, Manager, Red Sox Foundation
Gretchen Carr '16, Office of Sen. Elizabeth Warren
Cole Clericuzio '16, EMT, Bolton Fire Department
Dr. Mark Czeisler '11, Brigham & Women's Hospital
George Fox '15 , Bates White Energy Consultant
Evan Gendreau '13, Vice Chair, Westport School Committee
Sophia Gustafson '16, Founder, Hope for All
Daniel Heine '13, Senior Climate Associate, Ceres
Kieler Langemo '16, Teacher, Sutton Middle School
Andrea Nevins '12, Teacher, Boston Public Schools
Bobby Portway '14, Teacher, Norton High School
Deborah Viera '15, Director, Brockton's Promise Alliance for Youth
Madison Walsh '15, RN; Massachusetts General Hospital
Palak Yadav '21, Co-Founder, STEMMIES

View in browser

Old Rochester Regional School District and MA Superintendency Union #55

Michael S. Nelson,

Superintendent

135 Marion Road

Mattapoisett, MA 02739

FOR IMMEDIATE RELEASE

Wednesday, Sept. 2, 2026

Media Contact: Hanna Babek

Phone: 617-993-0003

Email: hanna@jgpr.net

Rochester Memorial School Committee Chair Kate Duggan Joins Massachusetts Education Policy Fellowship



Rochester Memorial School Committee Chair Kate Duggan is participating in this year's Massachusetts Education Policy Fellowship, organized by the Rennie Center for Education Research & Policy. (Photo Courtesy Old Rochester Regional School District and MA Superintendency Union #55)

MATTAPOISETT — Superintendent Michael S. Nelson is pleased to share that Rochester Memorial School Committee Chair Kate Duggan has joined this year's Massachusetts Education Policy Fellowship (MEPF), organized by the Rennie Center for Education Research & Policy.

MEPF brings together leaders from a range of educational organizations seeking to understand and advance equitable education policy. This year's 10-month program will feature a variety of virtual sessions and workshops with prominent leaders, including former Massachusetts Education Secretary Paul Reville. Fellows will also hear from Massachusetts State House and U.S. Congress legislators and staff to learn about the policy process.

"Once again, we are excited to welcome an impressive group of fellows to participate in MEPF," said Chad d'Entremont, Executive Director for the Rennie Center. "In a fast-changing education policy environment, understanding how to navigate as a leader — and promote equitable access to opportunity for all students — is more important than ever before. The 2026-27 MEPF fellows bring a wide range of perspectives and experiences to our program, and we are excited to work with them over the coming year to explore the state education policy context, identify opportunities for improving education through policy change and build their networks in the education and policy communities."

Duggan joins MEPF as the Chair of the Rochester Memorial School Committee and Director of Research Development at Northeastern University.

"I am pursuing the MEPF fellowship to deepen my policy knowledge, expand my statewide network and elevate the challenges facing rural public schools on the Massachusetts policy agenda," said Duggan. "My service on the Rochester Memorial School Committee, inspired by my elementary and middle-grade children, has shaped my advocacy for small and rural districts navigating the structural funding pressures of Chapter 70, Circuit Breaker reimbursement and rural aid."

As part of MEPF, Duggan will interact with 29 other fellows working in a variety of roles, including teachers, faculty members, school and district administrators, researchers, nonprofit leaders and state officials. The program equips participants to leverage their knowledge, skills and networks to advance as policy leaders and promote a stronger education system for all learners.

"As an MEPF fellow, Kate will deepen her understanding of public policy making and bring a fresh perspective back to the Rochester Memorial School Committee," said Superintendent Nelson. "This program offers her a valuable opportunity to connect with fellow education professionals and strengthen her leadership skills in a way that

supports our schools. We look forward to hearing the knowledge Kate gains from MEPF and utilizing this as a resource for our school community."

About the Rennie Center for Education Research & Policy

The Rennie Center for Education Research & Policy's mission is to improve public education through well-informed decision-making based on deep knowledge and evidence of effective policymaking and practice. For more information, visit www.renniecenter.org

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Duggan is one of 30 fellows participating in the 10-month program. (Photo Courtesy Old Rochester Regional School District and MA Superintendency Union #55)

A message from the Old Rochester Regional School District and MA Superintendency Union #55

John Guilfoil Public Relations, 1 Elm Park, Groveland, MA 01834, United States, (617) 993-0003
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