MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

Marion, Massachusetts

December 7, 2022 REGULAR MEETING MINUTES 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Wednesday – December 7, 2022 and called to order by Chairperson Nye, at 6:30 pm.

SCHOOL COMMITTEE MEMBERS PRESENT: April Nye, Chairperson, Mary Beauregard, Nichole Nye McGaffey, Nichole Daniel and Michelle Smith (all in person).

SCHOOL COMMITTEE MEMBERS ABSENT:

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools, Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Howard Barber, Assistant Superintendent of Finance & Operations, Craig Davidson, Director of Student Services, Peter Crisafulli, Asst. Principal, Sippican School; (all in person, Diana Russo (remote), Recording Secretary, staff; parents; members of the press and public.

Meeting was called to order at 6:30 p.m.

Chairperson Nye, stated in accordance with Massachusetts Open Meeting Law, the agenda has been set, the meeting is being video-taped, and unless there are any emergencies that need to be added, the agenda will be followed as outlined. Chairperson Nye read the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and the public will have the option of meeting in person at the Community Room of the Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom.*

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – October 26, 2022

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of October 26, 2022 as presented SECONDED: Ms. Daniel MOTION PASSED 5:0

IV. General

A. Approval of Donations

Superintendent Nelson reported that two donations had recently been made to Sippican School. The first was from Saint Gabriel's Church in the form of gift cards in the amount of \$670 (\$300 from Walmart and \$370 from Target), these would be given to families in need, and the second one was a \$500 donation from The Ludes Foundation to Sippican's Project Grow Program. Superintendent Nelson thanked both Saint Gabriel's and The Ludes Foundation for their generous donations and recommended that the school committee review both donations for consideration and approval.

MOTION: by Ms. Daniel to approve a donation of \$670 in gift cards from Saint Gabriel's Church

to Sippican School

SECONDED: Ms. Smith MOTION PASSED 5:0

MOTION: by Ms. Daniel to approve a donation of \$500 from The Ludes Foundation to Sippican's Project Grow Program

SECONDED: Ms. Smith MOTION PASSED 5:0

Superintendent Nelson reported that he would extend his gratitude to both organizations. Chairperson Nye thanked both organizations for their generosity.

B. Marion Police Satellite Office Update

Superintendent Nelson made the following statement:

Tonight I would like to share what I consider some really good news regarding our Marion Police Satellite Office initiative here at Sippican School. At recent school committee meetings, we have shared updates with the public on the planning of this particular initiative but now I'm please this evening to announce that I recently communicated with the Sippican school community via email regarding the initiative that would actually start live today. We are starting to utilize that space for our Marion Police Satellite Office, although this is not a traditional school resource officer initiative as we discussed previously at other meetings, I believe and I believe the school committee also believes knowing they unanimously supported it that this does enhance our safety protocols here at Sippican School. This satellite office has been discussed, evaluated and planned for at length by myself, Principal Sirois, Marion Police Chief Richard Nighelli and our Marion School Committee and we believe this initiative will provide a meaningful added layer of safety. The Satellite Office will be used by a limited number of officers at any given time during the day for police administrative purposes only, it may not always be staffed but what it does allow is if a situation that we hope never occurs did occur there would be an officer to respond to the Sippican School community. I just want to express my personal thanks to Chief Nighelli and all of his officers who it is my understanding were very supportive in wanting to take part in this initiative. I think it's a great next step to add to our layered safety approach here at Sippican School. We did receive quite a few responses from parents thanking us for this program and I just thought it was important to give the school committee and the community an update on this particular initiative.

Chairperson Nye thanked Superintendent Nelson for letting the school committee that the program was rolled out today and she reported that so far all the feedback has been extremely positive.

C. MCAS Presentation

Superintendent Nelson made the following statement:

What we are looking at is last year's MCAS data and I'm not going to go into great depth about the fact that the last two and a half years have been truly different for our students, our staff members and our families and everyone else who has been part of our school community, but I do think it's important that you have a good understanding of the takeaways of what the MCAS data shows, I'm going to be honest I think there's a lot to be proud of, knowing what we all have gone through. What we are hearing from the state is that a lot of the trends seen are consistent district to district, we feel that overall our students, staff members and families did such a tremendous job in terms of teaching and learning moving forward, I truly thank them for their efforts during these very challenging times.

Dr. Fedorowiz and Assistant Principal Crisafulli presented the 2022 MCAS Results (please refer to attachment A)

Chairperson Nye thanked the administration for their concise report of the MCAS results. She expressed kudos to the students and the staff members, especially during such challenging times.

- V. New Business
- C. Business
- 1. Financial Report

2023 Fiscal Year. Mr. Barber reported that he is able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$6,488,440 appropriated to the Marion School District.

□ \$6,488,440 - General Funds Approved
□ \$5,926,996 − Obligations Paid Year to Date
□ \$561,444 - Remaining Available Funds
Bristol County Agricultural High School enrolled student operational budget is \$72,646 and the first payment has been made in the amount of \$50,049.
□ \$72,646 − Bristol County Agricultural High School
□ \$50,049 - Obligations Paid Year to Date
□ \$22,597 - Remaining Available Funds

Budget Report by Department for November 30, 2022 for the purpose of our Financial Forecasting: The Marion School District currently has \$561,444 available of the general funds appropriated in the

Mr. Barber presented the following the following information to the school committee: Financial report in relation to the general funds of Marion Elementary School District:

In addition, Mr. Barber reported on the revolving accounts of Sippican School. He reported that the revolving accounts had a balance of \$140,684 on November 30, 2022.

2. Food Service Report: Mr. Barber reported on the following:

- Meal participation continues to grow.
- Nation-wide supply chain disruptions continue to impact our program.
- All food service staff participated in a full day of professional development training
 - Knife-skills training workshop was provided by Chef Patty from the John C. Stalker Institute.
 - Kitchen first aid, Epi-pen training and Choke Safe Training was provided by Mrs. Beth Oleson.

Students Receiving Free and Reduced Meals: Free 113 - 28% Reduced 10 - 3%

3. Facilities Report: Mr. Barber reported on the following:

- Annual state elevator inspection scheduled.
- Submitted FY24 Capital Requests to Town.
- Awarded contract to expand Back playground to include swings and slide.
- Inventoried snow/ice removal supplies.
- Tractor serviced for winter operations.
- Conducted routine maintenance on all facility systems.

Superintendent Nelson reported to the school committee a personnel change, he reported that recently Gilbert Leonardo, the Supervisor of Buildings and Grounds currently resigned from his position and his position has been posted and the building administration has already started the interview process. Superintendent Nelson explained that in the interim FMN will be helping with coverage needs at Sippican School until someone is hired. Ms. Nye wanted to personally thank Mr. Leonardo, he has done a tremendous job, he has always gone above and beyond and he will be greatly missed. Mr. Nelson thanked Chairperson Nye for her comments and agreed that Mr. Leonardo "is certainly top notch and we thank him for his service".

VI. CHAIRPERSON'S REPORT:

Ms. Nye made the following statement:

As the 2022 year is coming to a close I actually just wanted to take the opportunity to during my report to say a heartfelt thank you, I'd like to thank all of our teachers, our support staff for always

going above and beyond for our students and pushing them and encouraging them to be the best they can be. I'd like to also thank our students for always trying their hardest and for being kind to one another and always putting their best effort forward no matter how hard and challenging that is. I also want to acknowledge our Sippican families for being supportive to their individual students as well as to Sippican School as a whole. Thank you to our building administration, our central office administration as well as our outside contractors and all of our volunteers that take the time to come into the building, because without all of them we wouldn't be where we are, so thank you to all of them as well. We truly have an amazing school community here and I think I would be remiss if I didn't think every single one who comes in this building day in and day out and puts 100% of themselves in to make it truly what it is. This Town and the community does always support the school and it is greatly appreciated by myself and this committee as a whole and I'm looking forward to 2023 and seeing what it holds for all of us and all our young learners here. And thank you to all of you as well.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Office of Director of Student Services Update:

Mr. Davidson reported on the following:

CPPI Grant - to expand high-quality pre-kindergarten or preschool opportunities, on a voluntary basis, to four-year-old children eligible for kindergarten by September 2023 and three-year-old children eligible for kindergarten. EEC will use the model of the CPPI Grant to engage communities in collaborations between public school districts and EEC-licensed early education programs to explore ways to expand local access for three and four-year-old children and provide opportunities for access to high quality care that meets the diverse needs of families in their communities.

The Unified Basketball Team played 21 members of our Tri-Town Police Departments on November 7th in a fundraiser game, it was a huge success, hundreds of members of the community attended, our Unified Team was victorious and rumor has it that the Police Department has already started practicing for next year's match. It will be an annual event and all three departments participated.

Dr. Fedorowicz gave the following updates:

Project 351

Dr. Fedorowicz announced that ORR was one of five districts chosen to participate in Project 351, she reported that this would give our students, two high school students with a lead educator and moving down to grades 5, 6 7 and 8 work with the Celtics and Project 351 Celtics Playbook to do some equity work, to do some work on collaboration, student leadership, global citizenship. She reported that we have the two high school students and our director of guidance who will be the lead educator attending a training camp this Saturday and then next steps will come probably around February to choose student representation from grades 5 through 8, about 30 student total will participate. She expressed that it's a really great opportunity.

Learning Walks:

We conducted our 2nd learning walk here at Sippican School on October 28th, she expressed that it's an opportunity for administrators to look and calibrate expectations through teaching and learning, calibrate our "look fors" through state guidance and it gives us a chance to work collaboratively and talk about teaching and learning and look at all the great things that are happening in all our buildings and also see what else we can offer as supports for teachers.

New Teacher Induction:

She reported that they had their 4th meeting with the new teachers and mentors in November and have another one in a couple of weeks. We had a guest speaker Dr. Robin Gilpatrick, she's a

tenured teacher and the author of "Classroom Management Strategies". She will be coming back again in December she was very well received.

Instructional Council:

Our Instructional Council met on Monday for the 2nd time this year and reviewed the survey results from the professional development from November and also looked to finalize some professional development for our next full day of professional development on January 13th.

November 10th PD

On the November 10th professional development day we had professional development for all elementary on literacy science of reading and how the brain learns to read, all the elementary schools were together doing professional development through The Hill. We also had the opportunity to fill out a needs assessment which will be available next week. The rest of the day consisted of promethean board training and IXL diagnostics.

Superintendent Nelson thanked the school committee for being supportive of the work that the administration does. He expressed that it certainly makes it easier having a school committee that partners with you as an administrator team to make sure that the staff is doing the really important work with our students.

PRINCIPAL'S REPORT

Mr. Crisafulli, Assistant Principal of Sippican School reported the following:

- 1. New Staff: I would like to formally introduce our newest staff member, Ms. Darby Nolet. Ms. Nolet has joined the team as a paraprofessional. She is primarily working in grade 6 for the remainder of the school year.
- 2. Celebrating Equity: November was American Indian & Alaska Native Heritage Month and December we are celebrating Winter Holidays around the world. Our Music in the Morning features selections to support the theme. Classroom teachers and specialists have been finding different ways to highlight each theme with students. Thank you again to VASE and TTAR for their support with our bulletin boards!
- 3. Spirit Days: In November we celebrated World Kindness Day. Kindness Crew and Jr Reporters are now helping to run all school meetings! The Kindness Crew supported the school in creating a spirit day to celebrate World Kindness Day and shared an acrostic poem at the All School Meeting on November 18th. Jr Reporters filmed the All School Meeting so that it can be shared by ORCTV with the community. They are enjoying learning about cameras, and using the Green Screen!
- 4. Project Grow: Students have been learning about the seasons and woodland animals. They have also been learning to bundle up as they go outside in the cold weather.
- 5. Kindergarten: Kindergarten is beginning our social studies unit entitled The Festivals of Light! The students will learn about various celebrations from around the world that share a common theme-light. They will listen to stories, sing songs and work on activities encompassing art, math, literacy and more. The culmination of this unit will be a class celebration/presentation to families prior to break!
- 6. Grade 1: Students continue to work on writing! Some classes are also learning about festivals of light and writing about them.
- 7. Grade 3: On Friday, Nov. 18th, 3rd grade was fortunate to have retired Marion teacher, Dr.

Deb Almeida come to Sippican to present her "Pilgrims Costumes and Customs" program for us. As an integrated math/social studies assignment, students created a Wampanoag Settlement Array Project. Students were presented with a rubric and asked to create an arrangement of objects that may be found in a Wampanoag community hundreds of years ago. For example: wetus, a crop, native people, animals, and trees or plants. Students wrote a multiplication equation for each array or set of equal groups that they chose.

- 8. Grade 4: During the month of Nov., 4th graders did a Gratitude Challenge for 16 days. Each day they completed a different challenge to help them focus on things they are grateful for in their lives. Some of the challenges included:
- Ask if you can help cook a meal at home. Don't forget to thank whomever usually cooks your meal, it's hard work!
- Write down 3 things that you did really well today.
- Write a thank you note for the custodians that keep our school clean. One student even wrote her note in Spanish after learning that one of the custodians speaks Spanish. After completing this challenge, the students were surprised by a visit from one of the custodians with a poster she had made to tell them how much she appreciated their notes of thanks!
- 9. Grade 6: Sixth graders have worked very hard on learning about and writing poetry, specifically a fall haiku. They also read the short story "The Good Deed" which focuses on kindness, the power of words, and connecting with others who may be different from us. Students discussed how it must be challenging for people to live away from their families, especially as they grow older. They thought about how they could make connections with those in our own community using our "eye bouquets" to let them know they are special and not forgotten. The students decided that they would use their poetry to create artwork, specifically watercolors, to create a visual to match their poem on a card. These cards will be shared with the director of the Marion Council of Aging, Karen Gregory, and put on display at the senior center on Monday. November 21 for a senior lunch. Marion seniors will then be given a card to take home to remind them of the fall/Thanksgiving season.
- 10. Art: Classes are on to North America! From eagles to Canadian Mounties, students are broadening their global awareness.

11. Enrichment:

6th Grade Enrichment Flex- Students were challenged to learn how to add, subtract, multiply, and divide integers. Due to a lack of learning songs on YouTube, students ended our unit by creating their own, complete with costumes and animation!

5th Grade Enrichment Flex has been learning about geometry. To end our unit, students worked in teams to create Geometry Cities. They found the perimeter, area, and volume of their buildings, then scaled them down and 3D printed them using Tinkercad.

Grade 2 and Grade 3 STEAM- Mrs Feeney and Mrs Dineen's class ended our Term 1 STEAM rotation by working in teams to create musical instruments out of found materials. They followed the engineering design process, created plans, and built as a team. We learned about percussion, wind, and string instruments.

Kindergarten and 1st Grade Flex- Mrs Horan and Ms. Medeiros' class ended our Term 1 STEAM unit by building bug catcher models! Given a problem, students worked as teams to make a plan and create a model out of found materials to move a plastic bug from one side of the table to the other without touching it. This was to simulate finding a real bug in your house, and moving it outside.

12. Library:

Students are participating in our 9th annual Global Hour of Code during library classes. It is a favorite time of year for all! We will continue using code in our lessons for the remaining weeks in December, with opportunities to use the robots and droids.

We have awarded over 45 Character Counts coupons as of today. Many students are showing kindness, respect, and responsibility in our school! We acknowledged the first group of students that earned a coupon at November's All School Meeting and will continue to do so each month. Students participated in our 5th Traveling Mural Project. This year we were partnered with schools in Pennsylvania, Texas, Alabama, New York, and Kansas, to name a few. Each school completes a 10-foot mural, divides it into sections once complete, and mails a portion to each partner school. At the end, each school has received a mural component from all partner schools, and they are assembled into one large combined mural. We will be connecting with these partner schools during the year. Thank you to Ms. Pike for designing our mural!

- 13. Band: The band marched and led the Halloween parade! It was wonderful to have this community tradition back. Our students were also a part of the Veteran's Day Observance in town.
- 14. School Council: Our school council is on track. We have a full slate of representatives and we have had two meetings. We reviewed this year's school improvement plan and provided input for the 2023-2024 district calendar.
- 15. Holiday Giving: We have a Winter Wonderland tree in the cafeteria. Our Kindness Crew will be running a hat, mitten, and toy drive to donate to Gifts to Give this holiday season.

For more information, please refer to "MSC 12072022 Principal Report".

VIII. School Committee

A. Committee Reports

- 1. Budget Sub-Committee Mr. Nelson reported that the Town of Marion has a more aggressive timeline than our sister towns, he reported that they had a meeting today and discussed with the subcommittee the known costs for the FY24 are, some of the driving factors are regarding contractual obligations, rising utility costs, what we need around special education needs etc. and then we discussed some of our possible priorities moving into FY24. Leaving that meeting we agreed that I would work with Mr. Barber and other department leads and bring forward to our next meeting a proposed superintendent's draft budget for their consideration and the plan would be to present it to you at the next school committee in January. At some point before the end of the calendar year we will have to submit preliminary numbers to the town based off of that timeline but we always include the caveat that these are numbers however they have not been approved by the school committee.
- 2. Building Committee no report.
- 3. ORR District School Committee- Ms. Smith reported that the ORR School Committee meets next week.
- 4. SMEC Ms. Smith reported that SMEC last week and they talked about the results of the audit, reviewed the budget, approved budget transfers, approved policy changes due to a new payroll system.
- 5. Early Childhood Council- Ms. Daniel reported that they met on November 16th, they received the parent/child grant funding for a pilot program for \$25,000 for an in home literacy program from a trained early childhood specialist, it's for 6 families for 23 weeks, the families have to meet a certain criterion, the money will cover staff, handouts, materials, developmental manipulatives and books. The Chapter 74 high school early childhood students will be working in the community. The office is looking to build equitable support for children in literacy support. The next preschool screening will be January 25th at Center School and March 15th at Sippican School.

- 6. READS Mr. Nelson that READS met on November 17th and reviewed their current budget as well as started looking at next year's budget, also accepted new recommendations regarding new staff hires. Mr. Nelson also shared the FY22 Annual Report with the school committee.
- 7. Tri-Town Education Foundation Ms. Daniel reported that although the foundation has not officially met she did have some information to share. Last year Lisa Horan had been awarded a grant to support the ANCHOR Outreach Program however COVID restrictions prohibited the program from running, therefore the board voted to distribute the funds this year, the funds which were a little over \$500 to Ms. Horan. Also the grant applications for the 23-24 are currently available on the website and are due April 14, 2023.
- 8. Policy Sub Committee Ms. Beauregard reported that the Policy Sub-Committee has not met.
- 9. School Council reported on during meeting.
- 10. Equity Sub-Committee- Ms. Beauregard reported that the Equity Sub-Committee has not met.

IX. Future Business

A. Timeline

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

Marion School Committee

Joint School Committee

January 11, 2023 @ 6:30pm

January 19, 2023 @ 6:30 pm

OPEN COMMENTS: Mr. Nelson reviewed open comments procedures and protocols. There were no open comments.

Superintendent Nelson requested that Mr. Barber attend executive session as well, there was no objection.

XII. Executive Session

MOTION: by Ms. Smith to go in to Executive Session at 7:35 p.m. for the purpose of #3 and

#7 and to return only to adjourn

SECONDED: Ms. Daniel

ROLL CALL: 5:0 Smith: yes, Beauregard: yes, Nye McGaffey: yes, Nye: yes, Daniel: yes

MOTION: by Ms. Smith to come out of Executive Session at 8:00 p.m. and to adjourn

SECONDED: Ms. Daniel

ROLL CALL: 5:0 Smith: yes, Beauregard: yes, Nye McGaffey: yes, Nye: yes, Daniel: yes

ADJOURN

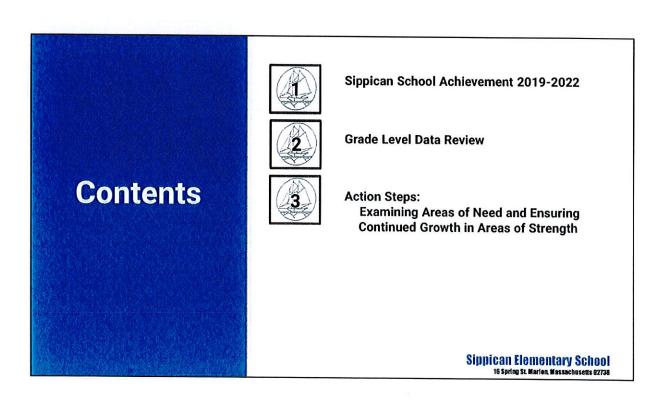
MOTION: by Ms. Daniel to adjourn at 8:01

SECONDED: Ms. Smith

Motion Passed 5:0

Respectfully Submitted, Diana Russo







Sippican School Achievement 2019-2022

Sippican Elementary School 16 Spring St. Marion, Messachusetts 02738

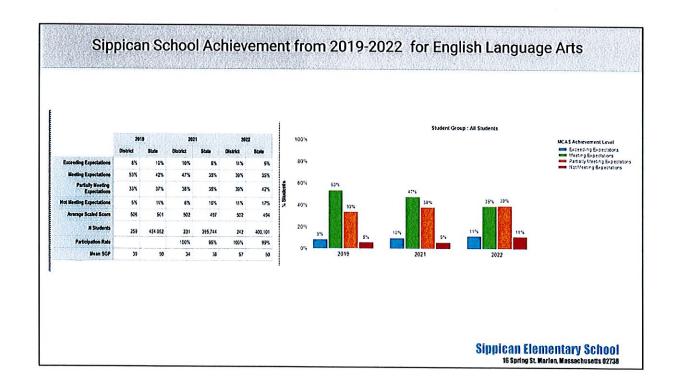
Exceeding Expectations 530-560	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations 500-529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current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

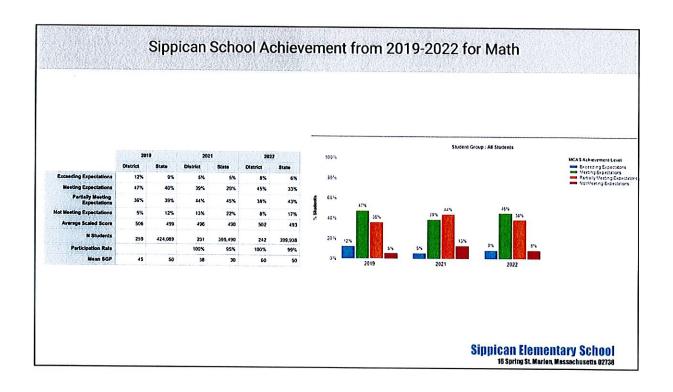
Student Growth Percentiles (SGP) and How Are They Calculated

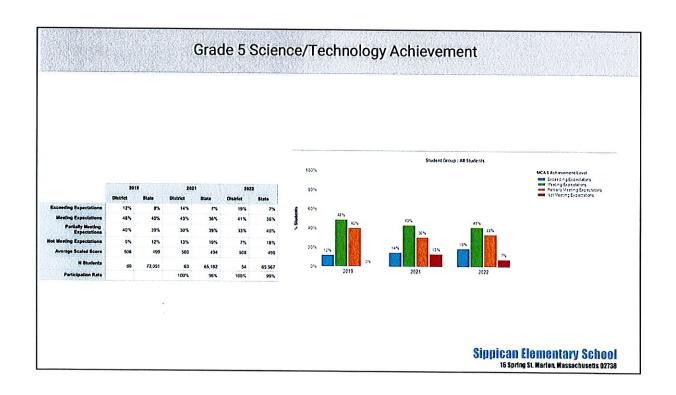
Student Growth Percentiles (SGPs) provide a measure of how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately for ELA and mathematics in grades 4-8 and 10 and are not calculated for science. At the student level, the SGP represents how an individual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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

5





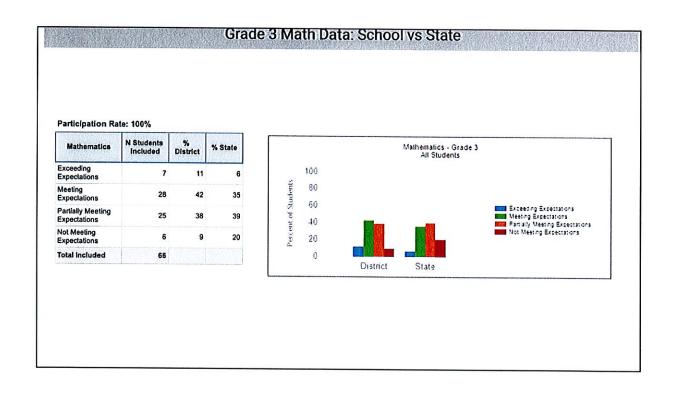


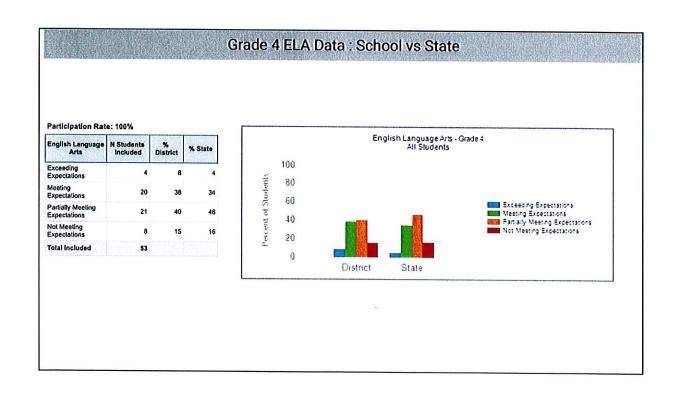


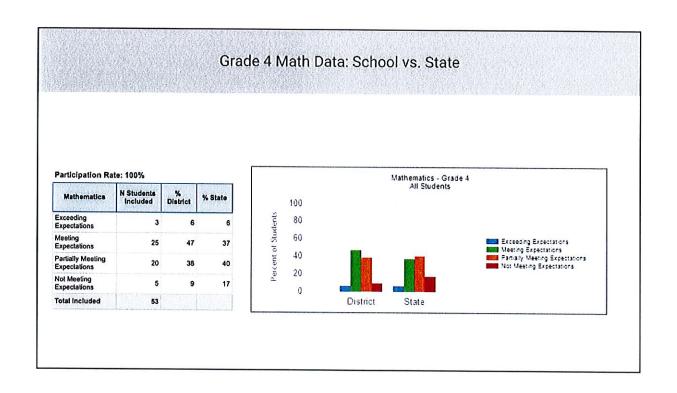
Grade Level Data Review For 2022

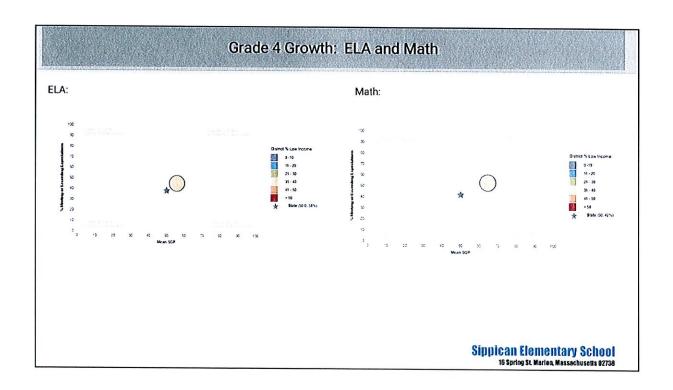
Sippican Elementary School 16 Spring St. Marion, Massachusetts 02738

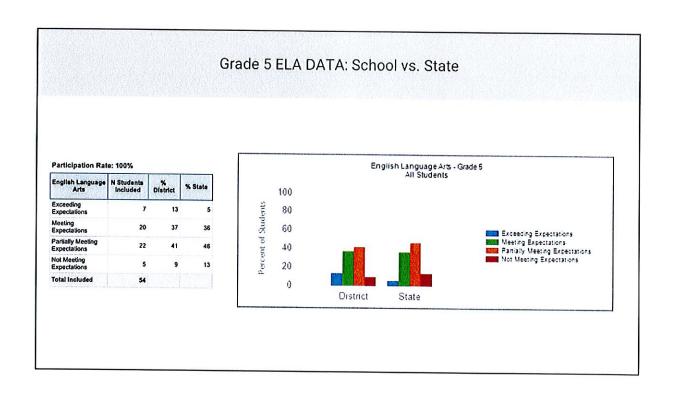
Grade 3 ELA Data: School vs. State English Language Arts - Grade 3 All Students Participation Rate: 100% English Language Arts N Students Included % District % State 100 Percent of Students Exceeding Expectations 80 12 60 Exceeding Expectations Meeting Expectations Famility Meeting Expectations Not Meeting Expectations 36 38 Partially Meeting Expectations 40 41 Not Meeting Expectations 20 5 15 0 Total Included District State

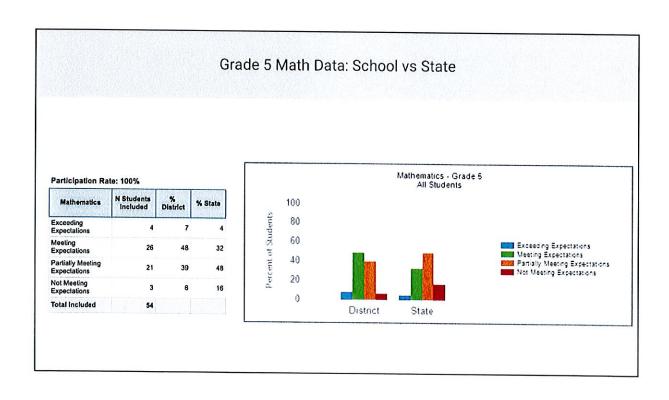


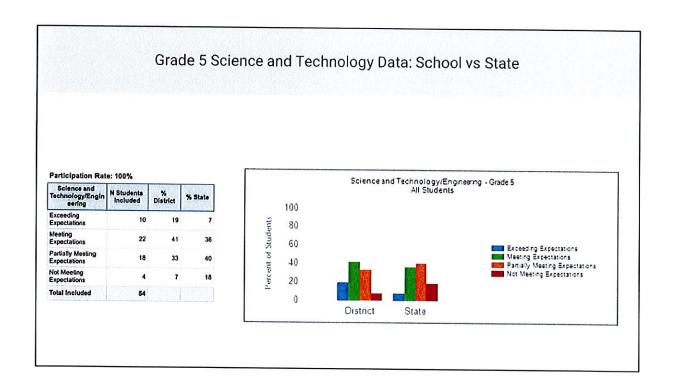


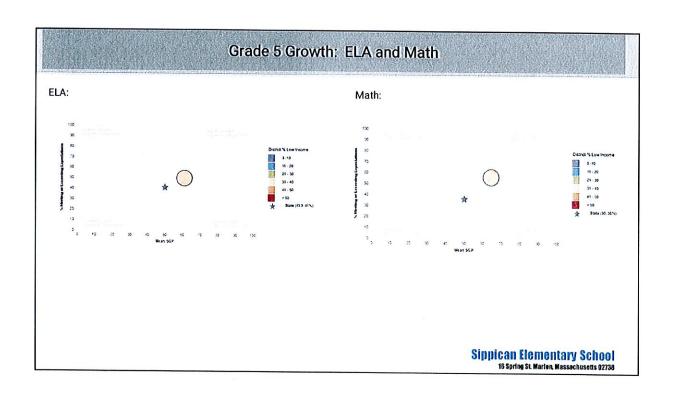


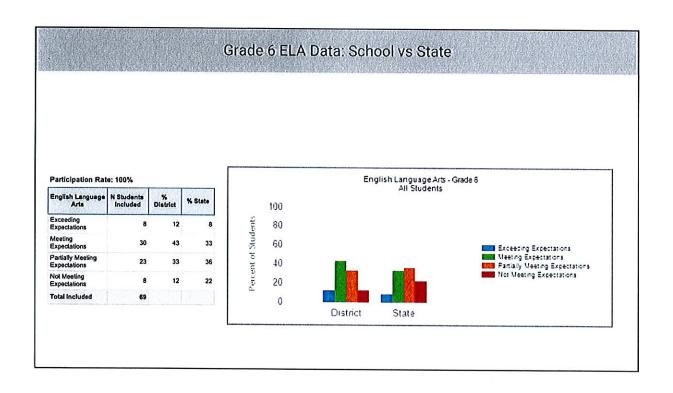


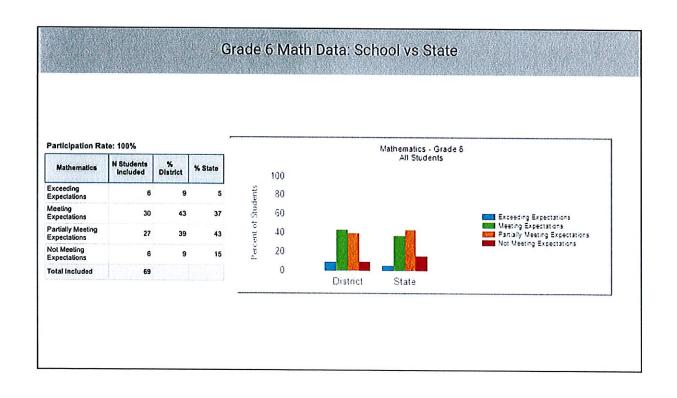


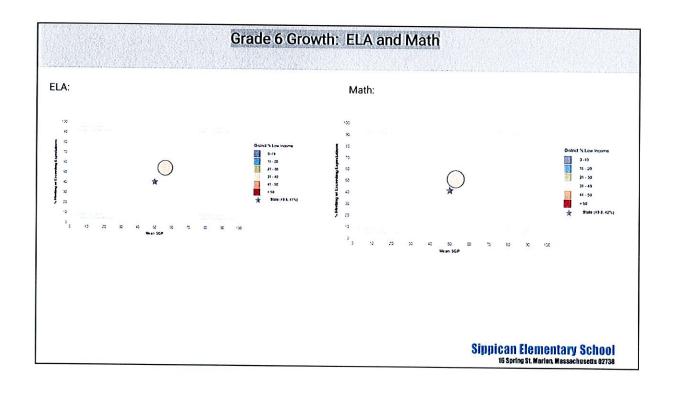


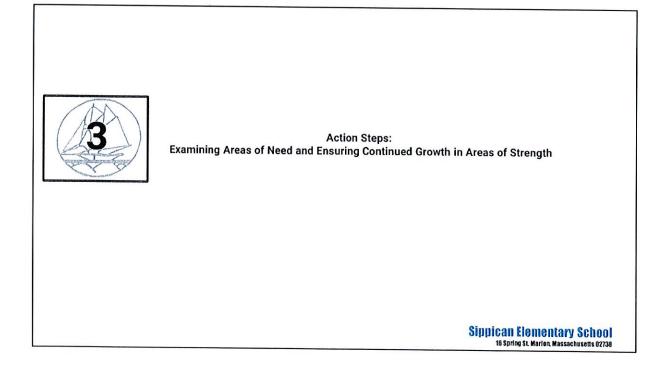












Highlighting Areas of Strength: ELA Grades 3 and 4 (more than 10 pts above the state)

Grade 3

- -Identify the purpose of a given section of a story
- -Determine the main idea shared by paragraphs from a story
- -Identify the author's feelings about an object in the story
- -Determine a character's motivation
- *Write a story about what might happen next in a passage (both idea development and conventions)

Grade 4

- -Determine the meaning of a word in context (3 questions)
- -Identify the importance of a section in a story
- -Identify what a phrase/paragraph suggests about characters and choose evidence to support (2 questions)
- -Identify a theme of a story

Sippican Elementary School
16 Spring St. Marion. Massachuseus 02738

Highlighting Areas of Strength: ELA Grades 5 and 6 (more than 10 pts above the state)

Grade 5

- -Make an inference about a character based on details from a passage
- -Determine the purpose of a given paragraph in a passage
- -Determine the effect that the point of view has on a passage
- *Write a narrative describing what happens next in a passage (both idea development and conventions)
- *Write an essay that explains the feelings of individuals in a passage and an article. Use information from the passage and the article as evidence (both idea development and conventions)

Grade 6

- Determine the meaning of a word in context and choose evidence from a passage that supports the meaning
- Determine how a phrase impacts meaning in a passage (2 questions)
- -Identify how a concept developed in an article is similar to a concept developed in a passage.
- Determine how the author supports a specific claim in an article.
- Analyze figurative language in an article.
- -Determine a question that is unanswered in an article.
- -Determine the function of punctuation used in a sentence.
- -Determine the tone of a passage based on a portion of the text.

Sippican Elementary School 16 Spring St. Marien, Massachusetts 02738

Highlighting Areas of Strength: Math (more than 10 pts above the state)

Grade 3

-Round three-digit whole numbers to the nearest hundred.

Plot points to show the location of fractions on a given partitioned number line and give instructions on how to determine where to plot a fraction greater than one on a given partitioned number line

-In a real-world problem, select numbers that, when rounded to the nearest hundred, will equal a specified number. Write the fraction that represents one part of a given circle that is divided into equal parts.

-From a given set of fractions, determine the fraction that is not equivalent to the other fractions

-Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure

-Solve a two-step word problem involving addition and subtraction

-Determine how a two-digit product can be expressed as equal groups of equal numbers of objects

-Create a fraction model to represent a given fraction in the form a/b

-Determine the fraction that is represented by a given fraction model

-Measure a time interval given a start and end time shown on two different digital clocks

-Identify the mathematical names of shapes that share two given attributes

-Identify a fraction that is equivalent to a given fraction when both fractions are represented by models

-Identify a given subtraction pattern, extend another pattern using the same rule, and use properties of odd and even numbers to describe similar features in the two patterns

-Determine which shapes are a specific type of quadrilateral

-Determine which fraction model represents a given fraction

-Plot a point on a partitioned number line to show the location of a unit fraction

-Identify the true statements about attributes of three types of quadrilaterals

Sippican Elementary School 16 Spring St. Marien, Massachusetts 02738

Highlighting Areas of Strength: Math (more than 10 pts above the state)

Grade 4

- -Determine which addition equation involving fractions represents a given real-world context Identify whether specified line segments and angles can be found in a given figure
- Determine which number has a digit with a value that is 10 times the value of a digit in a given number

Identify the number of lines of symmetry in a given figure

- -Solve a word problem by multiplying a fraction by a whole number
- -Round a multi-digit whole number to the nearest thousand, ten thousand, and hundred thousand
- -Use a visual fraction model to represent the product of a whole number and a unit fraction

-Identify all obtuse angles in a given two-dimensional figure

-Determine the sum of two mixed numbers with like denominators

-Plot a point on a zoom number line that represents where a decimal that is equivalent to a given fraction is located

-Add fractions with denominators of 10 and 100

- -Determine if given comparisons between two fractions with unlike denominators are true
- -Write an equation with a variable for the unknown that can be used to solve a given word problem involving multiplicative comparison

-Determine the measure of an unknown angle when given the measurements of two angles and the sum of all

three

angles

- -Identify a fraction that will make a comparison statement with another fraction true
- -Solve a word problem that involves expressing a larger metric unit of measure as a smaller metric unit of measure

Sippican Elementary School 16 Spring St. Marion, Massachusetts 02738

Highlighting Areas of Strength: Math (more than 10 pts above the state)

Grade 5

·Round a decimal to the nearest whole number

Determine the relationship between the value of an expression and its factors

Place parentheses in an expression to make the expression equivalent to a given value

-Write a decimal number given in word form in number form

Find the quotient of a 4-digit dividend and a 1-digit divisor

-Determine the value of a given expression that has two operations and parentheses

-Compare the values of a digit in two different four-digit whole numbers

-Subtract mixed numbers to solve a problem involving information presented in a line plot

Graph a given ordered pair on a coordinate plane, give the ordered pair of a point on a coordinate plane, and interpret coordinate values of points in the context of the situation

-Determine the quotient of a unit fraction divided by a whole number in a real-world context

-Compare lengths with measurements given in yards, feet, and inches and order from least to greatest

-Find the difference of two mixed numbers with unlike denominators

-Determine the quotients of whole numbers divided by fractions in real-world contexts

-Determine the total volume of two non-overlapping right rectangular prisms

-Solve a word problem by finding the sum of two mixed numbers with unlike denominators

-Create a line plot with data given in the form of fractions with different denominators

-Identify which whole number is equivalent to a given power of ten

-Add, subtract, multiply, and divide decimals to hundredths.

Sippican Elementary School
16 Spring St. Marien, Massachusetts 02738

Highlighting Areas of Strength: Math (more than 10 pts above the state)

Grade 5 (cont)

- -Solve real-world problems by finding the products of a whole number and fractions and mixed numbers
- -Write a division equation with a 4-digit dividend, a 1-digit divisor, and a variable quotient and then use the equation to solve a word problem
- -Identify a fraction as division of the numerator by the denominator and solve a word problem with division of two whole numbers with a mixed number answer
- -Given a set of two-dimensional figures, identify which figures are rectangles
- -Write the ordered pair that describes the location of a point plotted on a coordinate plane
- -Round a given decimal number in thousandths to the nearest tenth
- -Determine if sets of quadrilaterals can also be classified as another quadrilateral
- -Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that make

up the prism

-Identify a real-world problem that represents a given multiplication equation with a unit fraction and a whole number

Sippican Elementary School 16 Spring St. Marion, Massachusetts 02738

Highlighting Areas of Strength: Math (more than 10 pts above the state)

Grade 6

- -Use the unit rate from a table to solve a real-world problem involving ratios
- -Graph a quadrilateral given the coordinates of the vertices
- -Given a dot plot representing a real-world context, answer questions related to measures of center and distribution of the data
- -Identify two ordered pairs represented on a coordinate plane
- -Identify the inequality that represents a constraint within a real-world context
- -Given the value of one variable, determine the value of another variable by analyzing the relationship of data shown on a coordinate plane
- -Write expressions using substitution and use the expressions to solve real-world problems
- -Solve a word problem with real-world context using division of mixed numbers by mixed numbers
- -Order absolute value expressions from least to greatest value
- -Use the net of a rectangular prism to find its surface area
- -Find the absolute value of a number
- -Determine the mean and the mode of a given data set
- -Determine the quotient of a four-digit dividend and a two-digit divisor
- -Use rate reasoning to solve a real-world problem involving fractions
- -Use the properties of operations to factor an expression into an equivalent expression
- -Given an expression, select an equivalent expression
- -Determine which expression is equivalent to a given expression

Sippican Elementary School 16 Spring St. Marlon, Massachusetts 02738

Areas of Strength: Science and Technology (more than 10 pts above the state)

Grade 5 (only elementary grade level that is tested in STE)

- Determine that changing characters into a code is an example of encoding
- -Use fossil evidence to support a claim that an organism once lived on land
- Distinguish between an innovation and an invention given descriptions of two technologies
- Complete a model to show how light reflects off an object and enters an eye in order for the object to be seen
- Compare two design solutions to determine which is more effective at reducing human impact on the local environment
- Complete a particle model to show the phase change from a gas to a liquid
- Analyze climate data to compare the amount of water that becomes groundwater during different seasons and explain how two design solutions affect the amount of groundwater in an area
- -Determine the orientation of magnets in an investigation
- -Identify a trait that helps provide camouflage to an organism and describe how another trait helps the organism survive
- -Complete a model to show the mass of a substance after a phase change
- -Determine which plant has a survival advantage based on its characteristics
- -Interpret climate data to classify different climate regions.
- -Analyze a diagram to determine the correct orientation of a magnet for a design solution
- -Identify what could be measured to determine how well a composter works
- -Describe the transfer of energy and regular pattern of motion that occurs as a wave travels
- -Identify the main role of bacteria in the cycling of matter in an ecosystem
- -Interpret a diagram to determine how a rock is being weathered
- -Interpret a scenario to determine what form of energy is transferred.
- -Explain why a bar graph about the different sources of fresh water and salt water on Earth should be revised.
- -Identify the best representation to help a person replicate a design solution
- -Determine what to measure to see how well water filters work

Sippican Elementary School

16 Spring St. Marion, Massachusetts 02738

Action Steps: Examining Areas of Need and Ensuring Continued Growth in Areas of Strength

- MCAS Item Analysis will be conducted to identify areas of strength and concern for all ELA, math and science standards.
- Grade level teams will collaborate to plan flex blocks that ensure student needs are being met through intervention and enrichment.
- Aimsweb data (in conjunction with common assessments) will be used to determine students who need intervention in specific subject areas. Progress monitoring of students will be reviewed at monthly Flex Planning meetings to determine next steps.
- Representatives from departments and grade levels will work with the district team in analyzing and implementing new DESE Literacy guidance.

Supplement- Examining Areas of Need for ELA and Math

Sippican Elementary School 16 Spring St. Marion, Massachusetts 02738



MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

16 Spring Street Marion, Massachusetts

December 7, 2022 ZOOM LINK:

https://oldrochester-org.zoom.us/j/98749346786?pwd=NkpIZ211RkRmY0UrL0psQ2oyc1JOZz09

Meeting ID: 987 4934 6786 Passcode: 943748

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Community Room at Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom. Public is able

to attend in person or via zoom T

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IME: 6:30 p.m.	MEETING TO	UKDER

RECOGNITION PRESENTATION

- **Approval of Minutes**
 - A. Minutes
 - 1. Regular Minutes: October 26, 2022
 - 2. Executive Session Minutes: October 26, 2022
- Consent Agenda II.
- Agenda Items Pending III.
- General IV.
 - A. Approval of Donations
 - **B.** Marion Police Satellite Office Update
 - C. MCAS Presentation
- V. **New Business**
 - Policy Review A.
 - Curriculum B.
 - Business C.
 - 1. **Financial Report**
 - a. Revolving Account Balances
 - **Food Service Report** 2.
 - 3. **Facilities Report**
 - 4. **Budget Transfers**
 - Personnel
- VI. Special Report
- VII. **Unfinished Business**

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

- **School Committee** VIII.
 - **Committee Reports**
 - **Budget Subcommittee** 1.
 - **Building Committee** 2.
 - **ORR District School Committee** 3.
 - **SMEC** 4.
 - 5. **Early Childhood Council**
 - **READS** 6.
 - 7. **Tri-Town Education Foundation**
 - **Policy Sub-Committee** 8.
 - **School Council**
 - 10. **Equity Sub-Committee**
 - B. School Committee Re-Organization
 - C. School Committee Goals
- IX. **Future Business**
 - Timeline A.
 - **Future Agenda Items**
- **Open Comments** X.
- XI. **Information Items**
- XII. **Executive Session**

ADJOURNMENT

MARION PUBLIC SCHOOLS Marion, MA

TO: Marion School Committee

FROM: Michael S. Nelson, Superintendent of Schools

DATE: December 1, 2022

RE: Agenda Items

The following items are on the agenda for December 7, 2022

I. Approval of Minutes

A.1. Regular Minutes –

Recommendation

That the School Committee review and approve the minutes of October 26, 2022. Please refer to "MSC 12072022 October Minutes".

A.2. Executive Session Minutes –

Recommendation

That the School Committee review and approve the minutes of October 26, 2022. These will be shared at the meeting.

IV. General

A. Approval of Donations

Recommendation:

That the School Committee review for approval the following donations.

- A donation of \$670 in gift cards from Saint Gabriel Church to Sippican School.
- A donation from The Ludes Foundation of \$500 to Sippican School's Project Grow Program.

B. Marion Police Satellite Office Update

Recommendation:

That the School Committee hear an update from the Administration.

C. MCAS Presentation

Recommendation

That the School Committee hear a presentation from administration regarding MCAS. Please refer to "MSC 12072022 MCAS Presentation".

V. New Business

C. Business

1. Financial Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "MSC 12072022 FY23 Memo" and "MSC 12072022 FY23 Financial Report".

a. Revolving Account Balances

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "MSC 12072022 Revolving Account"

2. Food Services Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "MTSC 12072022 Food Service Report".

3. Facilities Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "MTSC 120762022 Facilities Report".

IX. Future Business

A. Timeline

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

Marion School Committee

Joint School Committee
January 19, 2022 (regular meeting)

January 11, 2022 16 Spring Street Marion, MA 02738

133 Marion Road Mattapoisett, MA 02739

Future Agenda Items

- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Public Hearing (April)
- Budget Approval (April)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- School Improvement Plan Approval (June)
- Approval of Leases (June)
- Approval of School Committee Goals for the following year (June)

XI. Information Items

• READS FY22 Annual Report

XII. Executive Session

Recommendation

That the School Committee enter into executive session for purposes of exception #3, and #7.

If you have any questions regarding any of these recommendations, please feel free to call me.

MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

Marion, Massachusetts

October 26, 2022 REGULAR MEETING MINUTES 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Wednesday – October 26, 2022 and called to order by Chairperson Nye, at 6:30 pm.

SCHOOL COMMITTEE MEMBERS PRESENT: April Nye, Chairperson, Mary Beauregard, Nichole Nye McGaffey, Nichole Daniel and Michelle Smith (all in person).

SCHOOL COMMITTEE MEMBERS ABSENT:

OTHERS PRESENT: Michael S. Nelson (in-person), Superintendent of Schools, Sharlene Fedorowicz (via zoom), Assistant Superintendent of Teaching & Learning, Marla Sirois (in-person), Principal, Sippican School, Peter Crisafulli (in-person), Asst. Principal, Sippican School; Diana Russo (remote), Recording Secretary, staff; parents; members of the press and public.

Meeting was called to order at 6:30 p.m.

Chairperson Nye, stated in accordance with Massachusetts Open Meeting Law, the agenda has been set, the meeting is being video-taped, and unless there are any emergencies that need to be added, the agenda will be followed as outlined. Chairperson Nye read the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and the public will have the option of meeting in person at the Community Room of the Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom.* Superintendent Nelson suggested that Chairperson Nye move executive session to after open comments. Chairperson Nye and the rest of the school committee members agreed.

OPEN COMMENTS: Chairperson Nye reviewed the open comment policy.

Ms. Lisa Durr made the following statement:

Ms. Durr explained that she was going to share a letter signed by 631 community members (54 who reside outside of the Tri-Town, but have ties to our community).

As members of the Old Rochester Regional School District community, we are speaking out against the efforts to suppress, demonize and ban books from our district's school libraries. These attempts target books by and about LGBTQ+, Black people, Indigenous people and people of color. These groups are underrepresented in books in our schools, despite recent school district efforts to provide greater access to books which reflect the diverse makeup of our community. These achievements should be celebrated, not impeded. A parent has a right to decide which books their own children may read, but no single parent or community member has that right over another's child. Access to books and information is integral to a healthy democracy, economic growth and a more compassionate society. Engaging in reading builds empathy. When kids read books centered on someone different from them, they learn to see others as fully human. Recognizing the humanity of others creates a community of compassion and prevents hatred, cruelty, bullying and bigotry. When our young scholars, who are minorities in their communities, read books elevating characters like them, they feel validated and seen. They receive the message: You matter. Attempts to ban books highlighting underrepresented kids sends them the message: You shouldn't exist; your story doesn't matter and we don't want our kids to empathize with you. This is a dangerous message which can result in grave consequences, like depression, self-harm and suicidal ideation. No child should feel like they are unworthy and undeserving of love and respect. We hope for a positive future, free from fear and prejudice; where all of us work together and support each other to create and foster a diverse community built on common ground. Sharing our unique stories and identities is the best way to build that common ground. We stand with our dedicated educators, teachers, librarians and all those who seek to better the lives of our kids. Education should be about expanding minds and broadening perspectives, not narrowing thoughts.

Ms. Noelle Stork made the following statement:

I'm very sorry I'm standing outside my daughter's gymnastics class so I'm having technical difficulties so I apologize. But I wanted to hop on because I wanted to circle back and kind of reiterate some things that I had brought before the school committee a few times and that is my strong desire for a school resource officer at Sippican School. I understand that it's in the budget for this year and I hope that we are going to push for it for next year and I'm on board to speak and do whatever I need to do to support you guys in that. At one of the last meetings I was at there was some conversation about a pilot program that was going to be implemented in the interim due to the fact that it wasn't in the budget and I haven't heard anything since, I'm trying to be patient about it, I know we can't converse back in forth about it, I just want to state that I'm hoping for an update soon and I'm really looking forward to hearing more about that. Thank you very much for giving me the opportunity to speak.

XII. Executive Session

MOTION: by Ms. Beauregard to go in to Executive Session at 6:40 p.m. for the purpose of

#4 and #7 and to return to continue the regular meeting

SECONDED: Ms. Nye McGaffey

ROLL CALL: 5:0 Smith: yes, Beauregard: yes, Nye McGaffey: yes, Nye: yes, Daniel: yes

MOTION: by Ms. Smith to come out of Executive Session at 6:49 p.m. to return to the

regular meeting

SECONDED: Ms. Daniel

ROLL CALL: 5:0 Smith: yes, Beauregard: yes, Nye McGaffey: yes, Nye: yes, Daniel: yes

I. Approval of Minutes:

A. Minutes

1. Regular Meeting Minutes – June 15, 2022

MOTION: by Ms. Daniel to accept the meeting minutes of June 15, 2022 as presented

SECONDED: Ms. Smith MOTION PASSED 5:0

Regular Meeting Minutes – September 14, 2022

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of September 14, 2022 as

presented

SECONDED: Ms. Smith MOTION PASSED 5:0

IV. General

A. Approval of Fundraiser for 6th Grade Class

Ms. Nicole Long presented the following fundraiser for the 6th grade class.

Open Skate at Tabor to Benefit Sippican 6th Graders on Friday, November 18, 2022

6-8 p.m., the event would take place at the Travis Roy Rink, Tabor Academy, and they would charge \$5/per person (capped at \$20/per family), *Helmets are not required but hats must be worn by every skater—no exceptions. 100% of proceeds to VASE/Sixth Grade Class, she explained that they would also have a concession stand with leftover concessions from Halloween dance to be offered for sale at rink (waters/gatorades/individual serving size snacks), they would have Free Hot Chocolate, and they would need 6 chaperones for the event, 3 on the ice and 3 at the door & concession.

SCHOOL COMMITTEE FEEDBACK:

Ms. Daniel asked if the event would be just for Sippican students or if they would be opening up the event to the community to bring in more money? Ms. Long explained that she's open to idea, she explained that she was thinking it would be a great idea if they could open it up to the community, she explained that Tabor Academy gave them "cart blanche" so that they could do whatever they thought would be best. She expressed that opening it up to the community would certainly bring in more income, she expressed that if there was a need to restrict it to just the 6th grade depending on what the parents thought she was also open to that, she explained that those details had not been decided yet, but that her initial thought was that it would be a community wide event.

Ms. Daniel also inquired if they would have someone at Tabor that would be able to rent skates, she expressed that at previous skating events there was a woman who came that rented out skates, she expressed if not that would limit the kids that could attend. Ms. Long reported that she didn't have that contact but would appreciate getting more information about that.

Ms. Nye expressed that she thinks it's a great idea, she expressed she thinks it's a great idea to open it up to the community she believes the 6th grade class would benefit more from it.

MOTION: by Ms. Daniel to approve a skating event at Tabor Academy as a new fundraiser for the 6^{th} grade class

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

B. Approval of Overnight Field Trip

Ms. Johanna Vergoni presented the following details for approval for an overnight field trip for the 6^{th} grade class.

6th Grade Field Trip to YMCA Camp Burgess, Sandwich MA May 10, 11, 12, 2023

ESTIMATED NUMBER OF GUESTS: 58 students + 10-15 teacher/chaperones

COSTS: \$268/student, \$78 per teacher/chaperone for first 5 chaperones INCLUDES: - overnight accommodation for all students and chaperones

MEALS: D/B/L/D/B/L (students bring a bagged lunch for Wednesday); YMCA-facilitated teambuilding and outdoor education programming; up to 10 adult additional chaperones at no additional charge

ACTIVITIES: Pond study (in pontoon boat, macro invertebrates, turtles, tadpoles, id cards, etc.) Answer the question: Is our pond healthy? Farm - sustainable farming, Forest ecology - go on a hike - ask students what they see and relate that to the life/ecosystem around them. Team building - build forts, rock wall etc.

ESTIMATED YMCA FEES TO DATE: \$15,934.00 DEPOSIT AMOUNT: \$3,983.50

ESTIMATE AMARAL BUS FEE: \$940

TOTAL ESTIMATED COST: \$16,874 \$290.94/student

• With potential fundraising estimated cost to student \$143/student

SCHOOL COMMITTEE FEEDBACK:

Ms. Daniel asked if the total cost included the bussing. Ms. Vergoni explained that cost did not including bussing, that was just the cost for per students plus five chaperones. She explained that if we use one school bus the cost right now would be approximately \$940.

Ms. Nye asked if the camp also has staff that stay overnight. Ms. Vergoni reported that they do have overnight staff, however the camp staff will not be in the cabins with the Sippican students.

Ms. Nye also inquired if they would still be able to do yearbooks and t-shirts and other initiatives if they did this overnight night trip knowing that this trip will cost over \$16K. Ms. Vergoni reported that they will still do the yearbooks, t-shirts and the 6^{th} breakfast. She reported that if you look at the all the activities that students will be participating we feel that it would be a great deal for a 3 day 2-night field trip, the estimated cost per student would be \$143.

Ms. Nye McGaffey stated the total amount includes five chaperones and the additional chaperones would have to pay out of pocket? So the chaperone pays for themselves? Ms. Vergoni answered "that's correct". She explained that family chaperones would have to pay and that the five chaperones included would be staff members. Ms. Nye McGaffey expressed that she wants to make sure that every family is able to participate regardless of their economic situation, she asked if there was an appeal process available to make sure everyone is able to participate. Ms. Vergoni reported that once VASE is done with the fundraising and knows what they truly have they will put an appeal process in place and we also always have families in and outside of the 6th grade who want to sponsor families in need, she expressed that "they always find a way". Ms. Nye McGaffey asked that Ms. Vergoni keep them in the loop if they need help.

Ms. Nye also asked that VASE share all of the fundraising events as much as possible with the school committee as well as the community.

MOTION: by Ms. Daniel to approve an overnight field trip for the 6th grade class for May 10, 11,

and 12, 2023 to Sandwich, MA. SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

C. OpenSciEd Presentation

Superintendent Nelson made the following statement:

Last year we shared the news that our school districts were awarded a competitive grant that would bring new science resources to our students. Earlier this year during the strategic plan review we also discussed how OpenSciEd would play into our work this year. Tonight, Dr. Fedorowicz our Assistant Superintendent of Teaching & Dearning with the support of Principal Medeiros will provide an informational presentation on OpenSciEd. This is not a voting item and no action is needed by the committee tonight on this topic.

Dr. Fedorowiz and Principal Sirois presented the following: Overview OpenSciEd

- Awarded Grant for Grades 6 8 Science
 - Includes supplemental resources, materials, and PD
- High quality, rigorous science instructional materials
- Open Educational Resources
- Aligned to MA State Curriculum Frameworks and Next Generation Science Standards (NGSS)
- Innovative instructional delivery model in the sciences

Objective OpenSciEd

- OpenSciEd:
 - DESE partnered with 9 other states and Boston University for development and implementation process
 - developed with educators
 - Researched based regarding how students learn science
 - Comprehensive, robust, research-based

• Objective: To improve science education through the development and implementation of high-quality, freely available science instructional materials that are research-based.

Implementation and Professional Development

- Two units are implemented each year
- Three-year process
 - Two supplemental units/year
- Professional development for each unit
- Teachers attended:
 - 4-day launch unit scope and sequence
 - Three supplemental unit-based PD sessions
- After 3-year pilot, full integration

Science Resources 2022-2023

- This year, the grades 6-8 are implementing the following supplemental units:
 - Grade 6: "Light & Matter" and "Sound Waves"
 - Grade 7: "Contact Forces" and "Thermal Energy"
 - Grade 8: "Chemical Reactions & Matter" and "Chemical Reactions & Energy"

MA OpenSciEd Unit Sequence & Alignment with 2016 MA STE Framework

The table below provides guidance to Massachusetts teachers using OpenSciEd as their classroom science curriculum. The following identifies the MA standards addressed or partially addressed in the released OpenSciEd units. Italics indicated partially addressed standards

	MA 6.1) Light & Matter	6.MS-PS4-2
	MA 6.2) Sound Waves (OSE 8.2)*	6.MS-PS4-1, 6.MS-PS4-2
6º grade	MA 6.3) Forces at a Distance (OSE 8.3)*	6.MS-PS4-3, 7.MS-PS2-5, 7.MS-PS3-2
	MA 6.4) Earth in Space (OSE 8.4)*	6.MS-ESS1-1a, 6.MS-ESS1-5(MA), 6.MS-PS2-4, 6.MS-PS4-2, 8.MS- ESS1-1b, 8.MS-ESS1-2
	MA 6.5) Plate Tectonics & Rock Cycling (OSE 6.4)	6.MS-ESS1-4, 6.MS-ESS2-3, 6.MS-LS4-1, 7.MS-ESS2-2, 8.MS-ESS2-1
	MA 6.6) Cells & Systems	6.MS-LS1-1, 6.MS-LS1-2, 6.MS-LS1-3
7" grade	MA 7.1) Contact Forces (OSE 8.1)*	6.MS-ETS2-1(MA), 6.MS-ETS2-2(MA), 7. MS-PS3-1, 7.MS-PS3-5, 7.MS- ETS1-2, 7.MS-ETS1-4, 7.MS-ETS1-7(MA), 8.MS-PS2-1, 8.MS-PS2-2, 8.MS-ETS2-4(MA)
	MA 7.2) Thermal Energy (OSE 6.2)*	6.MS-PS4-2, 6.MS-ETS1-6(MA), 7.MS-PS3-3, 7.MS-PS3-4, 7.MS-PS3-5, 7.MS-PS3-6(MA), 7.MS-ETS1-4, 7.MS-ETS1-7(MA), 8.MS-PS1-4
	MA 7.3) Matter Cycling & Photosynthesis (OSE 7.4)	6.MS-LS1-2, 7.MS-LS2-3, 8.MS-PS1-2
	MA 7.4) Ecosystem Dynamics	6.MS-ETS1-1, 7.MS-LS2-1, 7.MS-LS2-2, 7.MS-LS2-4, 7.MS-LS2-5, 7.MS- LS2-6(MA), 7.MS-ESS3-4, 7.MS-ETS1-2, 7.MS-ETS1-4
	MA 7.5) Natural Resources & Human	7.MS-ESS3-3, 7.MS-ESS3-4, 8.MS-ESS3-1, 8.MS-ESS3-5, 7.MS-ETS1-2
	MA 7.6) Natural Hazards (OSE 6.5)*	6.MS-ETS1-1, 7.MS-ESS3-2, 7.MS-ETS1-2
8º grade	MA 8.1) Chemical Reactions & Matter (OSE 7.1)*	6.MS-PS1-8(MA), 8.MS-PS1-1, 8.MS-PS1-2, 8.MS-PS1-5
	MA 8.2) Chemical Reactions & Energy (OSE 7.2)*	6.MS-PS1-6, 7.MS-ETS1-2, 7.MS-ETS1-4, 7.MS-ETS1-7(MA)
	MA 8.3) Metabolic Reactions (OSE 7.3)*	6.MS-LS1-3, 8.MS-LS1-5, 8.MS-LS1-7, 8. MS-PS1-1, 8.MS-PS1-2
	MA 8.4) Genetics	8.MS-LS1-5, 8.MS-LS3-1, 8.MS-LS3-2, 8.MS-LS3-3(MA), 8.MS-LS3- 4(MA), 8.MS-LS4-5
	MA 8.5) Natural Selection & Ancestry	6.MS-LS4-1, 6.MS-LS4-2, 7.MS-LS1-4, 8.MS-LS4-4
	MA 8.6) Weather (OSE 6.3)*	6.MS-PS1-7(MA), 6.MS-PS4-2, 7.MS-ESS2-4, 7.MS-PS3-4, 7.MS-PS3- 6(MA), 8.MS-ESS2-5, 8.MS-ESS2-6, 8.MS-PS1-4, 8.MS-PS2-2

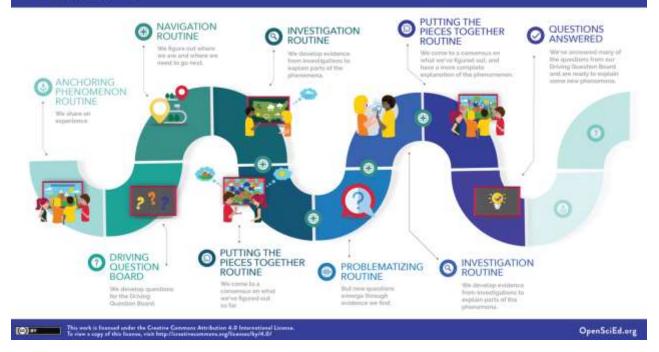
Indicates unit that appears in a different grade level in the OSE national sequence
 Standards not addressed include: 6.MS-ETS1-5; 6.MS-ETS2-3(MA); 7.MS-ETS3-1-5(MA); 7.MS-PS2-3; 8.MS-ETS2-5(MA)

Updated December 2021 - shifts in the sequence of opening units based on educator implementation feedback

Student Experience

- In the OpenSciEd supplemental units, students engage in investigations to make sense of relevant, real world observable events (phenomena).
- Ex: supplemental units address questions such as:
 - How can a sound make something move?
 - How can containers keep stuff from warming up or cooling down?





Home-School Connection

- Bringing home science may look different:
 - Your child may ask why different natural occurrences happen
 - Say, "My science teacher won't tell me the answer to my questions."
 - No traditional vocabulary lists or study guides

Supporting Your Student in the Sciences

- Show interest in their thinking process
- Support research to find answers
- Resist directly giving the answer to your student...discovery is part of the process

SCHOOL COMMITTEE FEEDBACK:

Ms. Nye McGaffey expressed that she loves the concept and she inquired about how often are the students participating in the program? And, the two modules do they change every year or do you do more modules the second year. Ms. Sirois explained that they will be adding more modules the second year, she explained that there would be two more the second year and two more the third year. Ms. Sirois explained that the big piece to remember is that you can't do any of this without professional development, she explained that the teachers went to a three-day overnight training in Dover with all the Openscied teachers across the state and there is another one coming up mid-year.

Ms. Daniel asked if when we get all the 6 units, will they cover all the standards, Ms. Sirois reported yes, she expressed that because DESE is working with Boston College on this, it's going to look different but the standards will be covered.

D. 2023-2024 Draft School Calendar

Superintendent Nelson reported that he's looking to hold an initial discussion regarding the 23-24 school calendar, he reported there is no action needed. Mr. Nelson explained that the Joint School Committees who represents all six schools ultimately approves the school calendar, he explained that historically we have briefly presented the calendar and asked for feedback and that will allow my office and finalize a draft to present to the joint school committee for approval. Mr. Nelson explained that feedback is worth sought from faculty and school councils. Mr. Nelson explained that all the

feedback is collected and then shared with the Joint School Committee for discussion and ultimately approval.

SCHOOL COMMITTEE FEEDBACK:

Ms. Nye McGaffey asked if there is a benefit to starting the school year earlier. Mr. Nelson explained that you need 180 student days and an additional five days in case of snow days, so if you change the start date you would have to add it in June.

E. Meal Price Increase

Superintendent Nelson made the following statement:

As shared at our first school committee meeting of the 22-23 school year – this evening we are proposing a meal price increase based on the financial landscape of the food service industry. Although – breakfast and lunches remain free for students this school year (this does not include second meals or meals consumed by staff members) – we know that our current rates do not cover the operating costs of the Food Service Department. We never enjoy proposing rate increases for our students and families – and have not proposed increases since the 2017-2018 school year – but know it is fiscally responsible to do so at this time. Therefore, we are presenting new breakfast and lunch rates to go into effect on January 3, 2023. At this time, I will ask Mr. Barber our Asst. Superintendent of Finance and Operations to summarize the proposal.

Mr. Barber explained that the Old Rochester Regional School District/Mass School Superintendency Union # 55 have been faced with supply chain issues, significantly higher costs for products and service costs necessary to produce the meals. The Commonwealth of Mass has extended the free meals program for our student's daily breakfast and lunch through the 2022-2023 school year for all first servings. He reported that the current USDA weighted average price per student meal is \$3.31, this is also the price used by the Commonwealth of Massachusetts. This is the minimum required price to be charged for all meals served from the Kindergarten through 12th grade. It is expected that the USDA weighted average will go up another \$.15 for the upcoming school year. Currently our rates are \$3.00 at the elementary schools and \$3.25 at the secondary schools for lunch and \$2.25 for breakfast. The last time we increased our prices was during the 2017-2018 school, with an increase of \$.25. The administration is proposing that meal pricing rates for breakfast and lunch rates increase as follows:

Effective January 3, 2023 (This date will allow administration enough time to communicate the new rates to the tri-town families) Elementary Schools Meal Price:

Breakfast pricing from \$2.25 to a new rate of \$2.75 Lunch pricing from \$3.00 to a new rate of \$3.50

MOTION: by Ms. Nye McGaffey to approve a meal price increase of .50 for breakfast and lunch

effective January 3, 2023 SECONDED: Ms. Daniel MOTION PASSED 5:0

V. New Business

C. Business

1. Financial Report

Mr. Barber presented the following the following information to the school committee: Financial report in relation to the general funds of Marion Elementary School District:

The second report in relation to the general ratios of Nation Elementary Sens

· Budget Report by Department for September 30, 2022

For the purpose of our Financial Forecasting:

The Marion School District currently has \$1,165,303 available of the general funds appropriated in

1 2022
the 2023
Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how
our funds
are encumbered and expended. This report recognizes the activity of the total \$6,488,440
appropriated to the
Marion School District.
□ \$ 6,488,440 - General Funds Approved
□ \$ 5,303,137 – Obligations Paid Year to Date
□ \$ 1,165,303 - Remaining Available Funds
Bristol County Agricultural High School enrolled student operational budget of \$72,646 costs is
pending its first
billing to be received for payment.
□ \$ 72,646 – Bristol County Agricultural High School
□ \$ 0 - Obligations Paid Year to Date
□ \$ 72,646 - Remaining Available Funds
2. Food Service Report: Mr. Barber reported on the following:
Meal participation continues to grow strong.
□ Nation –Wide supply chain disruptions continue to impact on our program.
☐ I would like to welcome a new café staff member to our team: Ms. Julie Best.
☐ I am actively engaged and advocating for a continuation for Universal Free Meals
through the USDA.
\square MA is one of only five states across the country provided with the opportunity to continue
provide our children with Free School Meal due to an extension and funding provided by
•
the is an Commonwealth of MA.
☐ This is an Amazing benefits to our community, families and most importantly our
children

☐ Equal Access to Free healthy school meals has proven to be a huge success as our

3. Facilities Report: Mr. Barber reported on the following:

participation increases speak volumes to this:

- Repaired food service line chiller.
- Marked/labeled all outside doors for first responders easy identification.
- Conducted facility/shelter walk thru.
- Completed repairs on chiller.
- Conducted routine maintenance on all facility systems.

VI. CHAIRPERSON'S REPORT:

Ms. Nye made the following statement:

As my chairperson's report I am thrilled to report that the Superintendent and the district have worked closely with Police Chief Nighelli as well as with the Town of Marion to create and approve the Pilot Program of a satellite office at Sippican School for the Marion Police. As stated previously an SRO wasn't in the budget unfortunately but Chief Nighelli had come up with this idea as safety of the children, staff and community is paramount for him and a priority. This office will help provide an added level of security until further discussions and budget approvals can take place for an SRO down the road. I want to thank the Chief as well as the Superintendent and the Town of Marion for working diligently and for making this program come to fruition. I also want to thank this committee for supporting this program. More information will be shared out directly with families from building administration but again we just wanted to report this tonight to the community.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Office of Teaching & Learning Report

Dr. Fedorowicz gave the following updates:

HILL FOR LITERACY:

We are excited to announce that we are in the midst of working with the HILL for Literacy. The HILL is a DESE approved partner that is providing a needs assessment in literacy. This means they are partnering with us to look at our curriculum and assessments used in each district at the elementary level to examine ways we can horizontally and vertically align literacy with the three elementary schools so the students have a consistent experience as they merge into the Jr High School. We have made a lot of progress to date! The Literacy Leadership Team, consisting of administrators and teacher representation at lower and upper elementary from all districts, met with the HILL at the end of September to get an overview of the process and to kick off the needs assessment. With support from the HILL, an overview was provided to the entire staff of the process at their October faculty meeting. This month, the HILL observation and interview team is visiting classrooms and interviewing teachers at Sippican. After all of the data has been collected, triangulated, and analyzed by the HILL for Literacy, we will receive the results which we expect in January. At the point, the Literacy Leadership Team will work with the HILL on a Literacy Action Plan based on the results of the Needs Assessment. We are looking forward to results.

Lead for Literacy Grant:

Further, to continue to support our work with literacy, I am excited to announce we were awarded **Lead for Literacy grant** for each of the elementary schools through DESE. The final product or outcome is to develop measurable and attainable literacy goals and action steps including assessments, instruction and intervention, specifically focused on our MA tiered systems of support, MTSS, so that we reach all students and work toward reducing learning gaps. This process meshes nicely and is in alignment with the literacy work we are doing in conjunction with the HILL. This allows us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment. We have already met with the DESE last month, and our next literacy session is this Friday.

<u>New Teacher Induction:</u> Dr. Fedorowicz also gave an update on the New Teacher Induction, she reported they met last week and the district provided introductory IXL training to the new teachers, she explained that IXL is our digital tool that helps provide additional skills supports for our students who need those extra supports, she explained that on November 10th at our full day of professional development the teachers will be offered IXL advanced training and they will be ready to use it in the classrooms.

<u>Technology Grant:</u> We have submitted a grant related to instructional technology focused on advancing our training on the Promethean boards. We are keeping our fingers crossed and will hopefully hear by the next SC meeting.

<u>Instructional Council:</u> Our first District Leadership Team, or Instructional Council, met last month for the first time to start developing a Curriculum Review Cycle. We have representation from each district so everyone has a voice and we can plan for curricular materials and review to ensure we continue to be up to date and maintain rigor, sense of belonging, as well as provide opportunities for collaborative conversation around moving forward with T &L and effective professional development. We are meeting again at the end of the month to continue the work we have started.

PRINCIPAL'S REPORT

Ms. Sirois, Principal of Sippican School reported the following:

We continue to appreciate the hard work and dedication of all of our staff and the school community. Our students have so many wonderful educational opportunities because of the collaboration of so many in our school community.

New Staff: I would like to formally introduce our newest staff member, Ms. Emmalee Sanders. Ms. Sanders did her student teaching here at Sippican before taking a position in the Uxbridge Public Schools. We are happy to have her aboard!

Fire Safety: October is fire prevention month. Firefighter Faria visited and shared safety tips with students in grades PK-6. Children will also be receiving take home bags to share with their families.

Celebrating Equity: September was Hispanic Heritage Month and October is National Bullying Prevention Month. Our students had opportunities over the last month to engage on our themes and learn from diverse experiences. Thank you to VASE and TTAR for their support with our bulletin boards!

Spirit Days: We had our first spirit day of the year, World Smile day. Students received a World Smile Day sticker and classes celebrated in their own ways.

Project Grow: Our PG students have already settled into being at school. They have learned about many signs of fall from Jack O Lanterns to scarecrows and spiders!

Kindergarten: Kindergarten has been working on a unit about special people. Students have been discussing how we are all unique but when we come together we can do beautiful things. Some students wrote each other's friend's names.

Grade 1: Classes have been working on creating story maps to retell books they have read as a class. Fiction and non-fiction texts have both been used. These shared experiences help support building independence for later in the school year.

Grades 2 and 3 STEAM: Grades two and three started this year's STEAM work building their understanding of what scientists do. Check out their mad scientists!

Grade 4: Students listened to a book called Scribble Stones. This is a funny story that starts off with a happy little stone who dreams of being big and something amazing, but ends up being just a dull paperweight. On his journey, he meets Scribble and Spatter who need his help when they run out of paper. With teamwork and creativity, they create the Scribble Stone Art Project. This project is about collaborating with others, inviting friends, family and classmates to work together to spread happiness by creating art.

Grade 5: Our grade 5 students have just completed creating their Reading Histories. Students have traced their experiences and thought about what might come next in their journeys.

Grade 6: Grade 6 has been learning about cells. Students have created plant or animal cell projects which are being displayed for all to see.

Art: Ms. Pike is organizing her curriculum this year around the seven continents. She has started with South America. All grade levels are focusing on different art mediums from different time periods. Some examples can be seen below.

Band: The band room is humming with our 6th grade drummers prepping to lead the Halloween Parade. 5th & 6th grade students are perfecting their selections for Veterans Day, and 4th graders got together as a band for the 1st time this past week. Things are feeling more and more like the good old days!

Cheers, H

VASE: We had a SPOOKY and SUPER fun Halloween Party last weekend. There was a DJ, blow up decorations, snacks, games, and even estimation jars filled with candy. At the end of the evening there was a dance off and the winners won pizzas! Thank you to all of the parents and community members that made this event such a huge success.

School Council: Our school council will be meeting twice in November since we didn't meet in October. We will be looking at an overview of council responsibilities as well as the 2023-2024 DRAFT school calendar.

Music in the Morning: Mrs. Richard has provided us with some wonderful selections already. Students not only get to hear the music but also get to learn about the gifted composers and their histories. Many of the selections this year will also integrate our monthly themes.

For more information, please refer to "MSC 10262022 Principal Report".

VIII. School Committee

A. Committee Reports

- 1. Budget Sub-Committee Ms. Smith reported that they had their first meeting today at 5:00 p.m. and talked about a timeline and what the process would be moving forward and next steps.
- 2. Building Committee not report.
- 3. ORR District School Committee- Ms. Smith reported that the ORR School Committee did meet on October 19th, she reported that they also heard the OPENSciEd presentation as well as a presentation on behavior and how it's being tracked, they also approved field trips for DECA and also an out of the country field trip to Costa Rica.
- 4. SMEC Ms. Smith reported that SMEC met on September 27th and they looked at the board meeting calendar, did elections of new officers, did staff appointments and reductions and accepted the DESE program audit.
- 5. Early Childhood Council- has not met.
- 6. READS Mr. Nelson reported that READS met on September 15th and reviewed and discussed the following: Introduction of New Members, Approval of Minutes, Special Education Administrators Report, Recognition of Executive Board for 22-23, Sub-committee Membership, Approval of 457 Plan, Approval of FY22 Staffing, Approval of Job Descriptions, Organizational Chart, Updates of Facilities, Capital Skills Grant, READS Quarterly Report and SCRO Update.
- 7. Tri-Town Education Foundation has not met.
- 8. Policy Sub Committee Ms. Beauregard reported that the Policy Sub-Committee met on October 25th, we revisited JIC Student Discipline and JB Equal Educational Opportunities, and these will be sent back to the Joint School Committee for approval at their next meeting. We then turned to 6 policies related to Instructional Materials:
- 1. IJ Instructional Materials
- 2. IJ-R Reconsideration of Instructional Resources
- 3. District Adopted Procedures
- 4. IJJ/IJK/IJKA/IJL/IJM Selection Policy for Instructional Materials and Programs
- 5. IJLA Library Resources
- 6. KE PUBLIC COMPLAINTS

These policies were last reviewed and revised in 2012 and then again reviewed and revised when MASC reviewed the entire policy manual in 2013. It was decided that Assistant Superintendent Fedorowicz will lead a review of the District Adopted Procedures governing the implementation of these policies and we will meet again in November to discuss the results. Finally, we also reviewed policies JH Student Absences and Excuses Policy & JE Attendance Policy. Superintendent Nelson will consult with school building leaders on potential updates to these policies.

9. School Council – reported on during meeting.

10. Equity Sub-Committee- Ms. Beauregard reported that she was not able to attend the last meeting.

IX. Future Business

A. Timeline

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

Marion School Committee Joint School Committee

December 7, 2022 @ 6:30pm November 7, 2022 @ 6:30 pm (additional meeting)

January 19, 2022 @ 6:30 pm (regular meeting)

ADJOURN

MOTION: by Ms. Daniel to adjourn at 8:03

SECONDED: Ms. Smith

Motion Passed 5:0

Respectfully Submitted,

Diana Russo

10/24/22

Sippican Project Grow

001507 Schwab One Oct 24 2022 *** LUDES FAMILY FOUNDATION
PO BOX 417
MARION, MA 02738 Five Hundred and 00/100 Dollars Sippican Project Grow REs Grant

PAY TO THE ORDER OF

#001507# #031000853# 2043234974#

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\$500.00



Sippican Elementary School

16 Spring St. Marion, Massachusetts 02738





Sippican School Achievement 2019-2022



Grade Level Data Review



Action Steps:

Examining Areas of Need and Ensuring Continued Growth in Areas of Strength



Sippican School Achievement 2019-2022

MCAS Achievement Levels for Next-Generation:

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

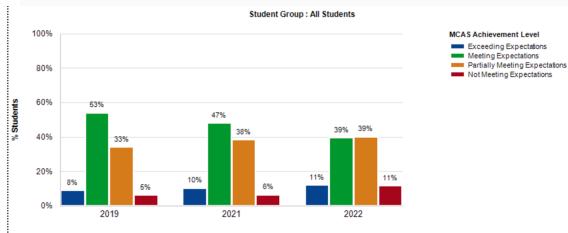
Student Growth Percentiles (SGP) and How Are They Calculated

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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

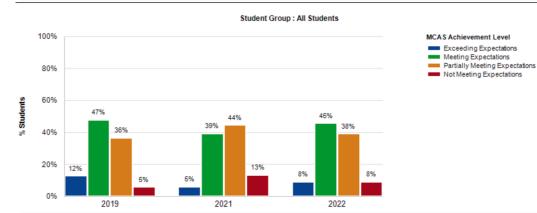
Sippican School Achievement from 2019-2022 for English Language Arts

	201	19	202	21	2022	
	District	State	District	State	District	State
Exceeding Expectations	8%	10%	10%	8%	11%	69
Meeting Expectations	53%	42%	47%	38%	39%	35%
Partially Meeting Expectations	33%	37%	38%	38%	39%	42%
Not Meeting Expectations	5%	11%	6%	16%	11%	17%
Average Scaled Score	506	501	502	497	502	494
N Students	259	424,052	231	395,744	242	400,10
Participation Rate			100%	95%	100%	99%
Mean SGP	39	50	34	36	57	50



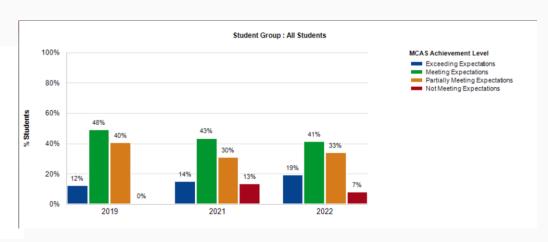
Sippican School Achievement from 2019-2022 for Math

	2019		20	2021		2022	
	District	State	District	State	District	State	
Exceeding Expectations	12%	9%	5%	5%	8%	6%	
Meeting Expectations	47%	40%	39%	29%	45%	33%	
Partially Meeting Expectations	36%	39%	44%	45%	38%	43%	
Not Meeting Expectations	5%	12%	13%	22%	8%	17%	
Average Scaled Score	506	499	496	490	502	493	
N Students	259	424,089	231	395,490	242	399,938	
Participation Rate			100%	95%	100%	99%	
Mean SGP	45	50	38	30	60	50	



Grade 5 Science/Technology Achievement

	2019		20	2021		2022	
	District	State	District	State	District	State	
Exceeding Expectations	12%	8%	14%	7%	19%	7%	
Meeting Expectations	48%	40%	43%	36%	41%	36%	
Partially Meeting Expectations	40%	39%	30%	39%	33%	40%	
Not Meeting Expectations	0%	12%	13%	19%	7%	18%	
Average Scaled Score	506	499	503	494	508	495	
N Students	60	72,051	63	65,182	54	65,967	
Participation Rate			100%	96%	100%	99%	

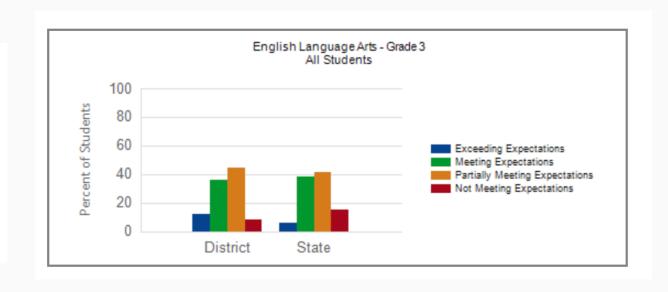




Grade Level Data Review For 2022

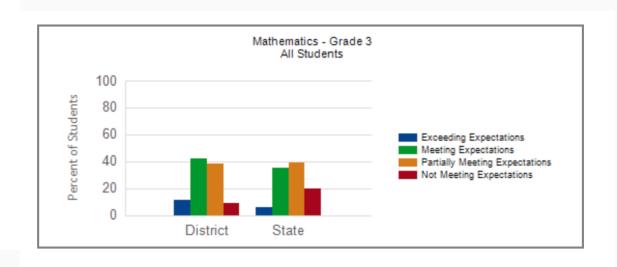
Grade 3 ELA Data: School vs. State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	8	12	6
Meeting Expectations	24	36	38
Partially Meeting Expectations	29	44	41
Not Meeting Expectations	5	8	15
Total Included	66		



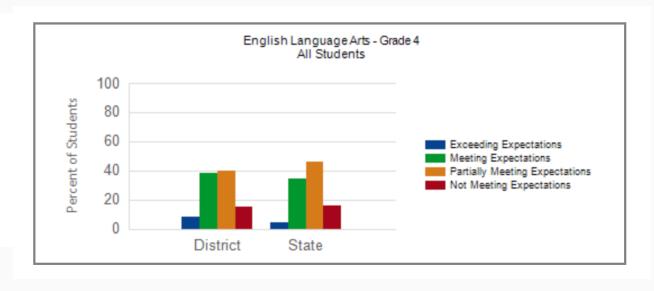
Grade 3 Math Data: School vs State

Mathematics	N Students Included	% District	% State
Exceeding Expectations	7	11	6
Meeting Expectations	28	42	35
Partially Meeting Expectations	25	38	39
Not Meeting Expectations	6	9	20
Total Included	66		



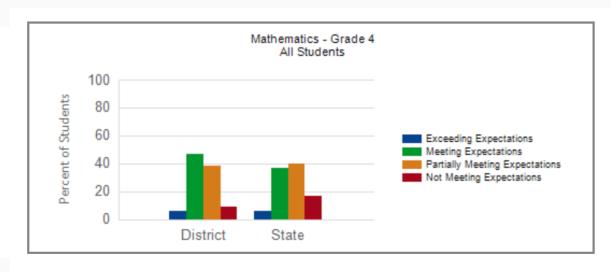
Grade 4 ELA Data: School vs State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	4	8	4
Meeting Expectations	20	38	34
Partially Meeting Expectations	21	40	46
Not Meeting Expectations	8	15	16
Total Included	53		



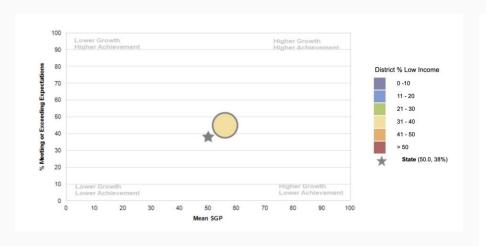
Grade 4 Math Data: School vs. State

Mathematics	N Students Included	% District	% State
Exceeding Expectations	3	6	6
Meeting Expectations	25	47	37
Partially Meeting Expectations	20	38	40
Not Meeting Expectations	5	9	17
Total Included	53		

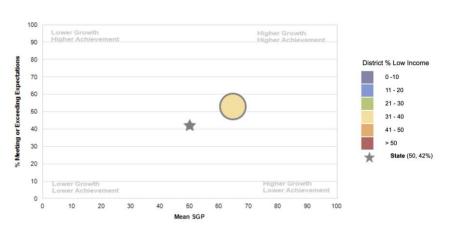


Grade 4 Growth: ELA and Math

ELA:



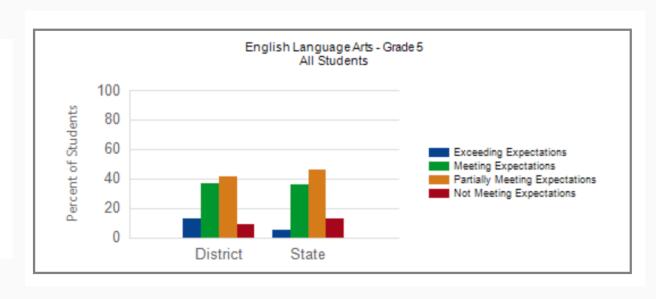
Math:



Grade 5 ELA DATA: School vs. State

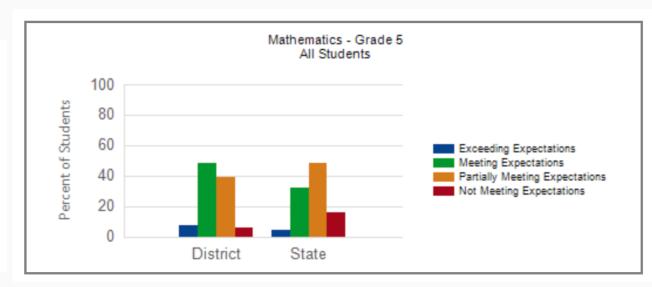
Partici	pation	Rate:	100%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	7	13	5
Meeting Expectations	20	37	36
Partially Meeting Expectations	22	41	46
Not Meeting Expectations	5	9	13
Total Included	54		



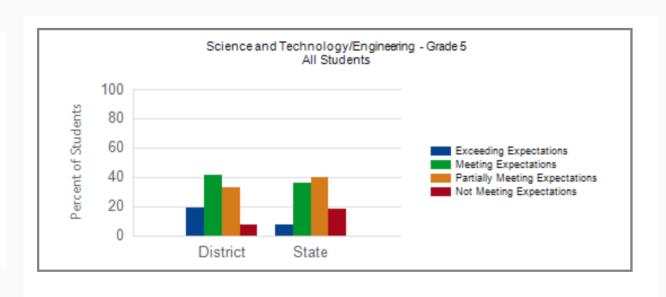
Grade 5 Math Data: School vs State

Mathematics	N Students Included	% District	% State			
Exceeding Expectations	4	7	4			
Meeting Expectations	26	48	32			
Partially Meeting Expectations	21	39	48			
Not Meeting Expectations	3	6	16			
Total Included	54					



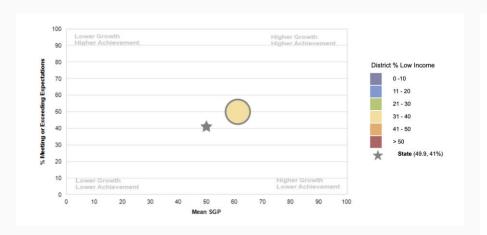
Grade 5 Science and Technology Data: School vs State

Science and Technology/Engin eering	N Students Included	% District	% State
Exceeding Expectations	10	19	7
Meeting Expectations	22	41	36
Partially Meeting Expectations	18	33	40
Not Meeting Expectations	4	7	18
Total Included	54		

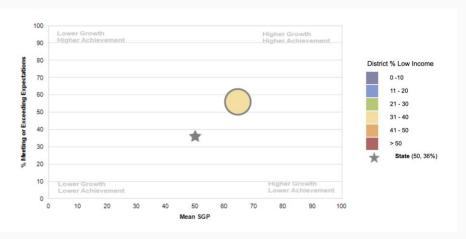


Grade 5 Growth: ELA and Math

ELA:

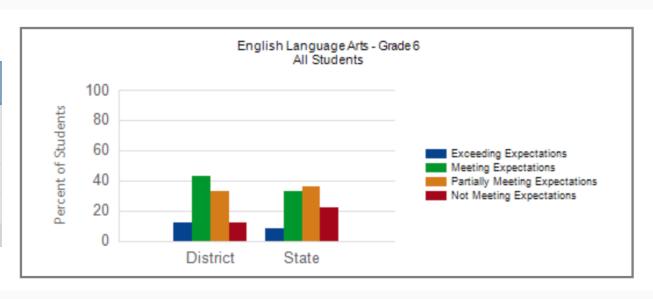


Math:



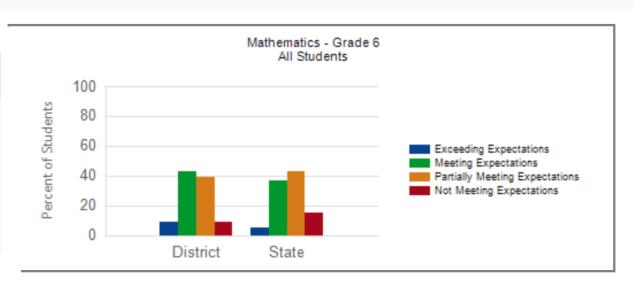
Grade 6 ELA Data: School vs State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	8	12	8
Meeting Expectations	30	43	33
Partially Meeting Expectations	23	33	36
Not Meeting Expectations	8	12	22
Total Included	69		



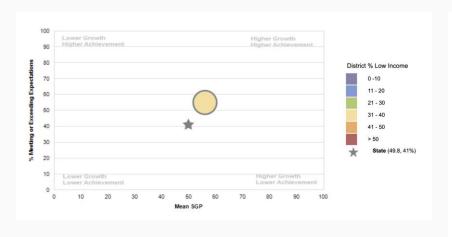
Grade 6 Math Data: School vs State

Mathematics	N Students Included	% District	% State		
Exceeding Expectations	6	9	5		
Meeting Expectations	30	43	37		
Partially Meeting Expectations	27	39	43		
Not Meeting Expectations	6	9	15		
Total Included	69				

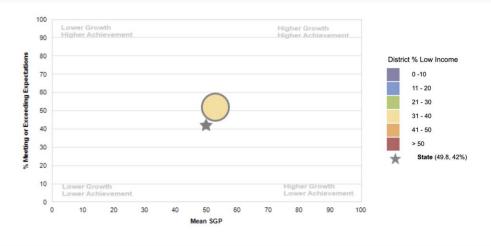


Grade 6 Growth: ELA and Math

ELA:



Math:





Action Steps: Examining Areas of Need and Ensuring Continued Growth in Areas of Strength

Highlighting Areas of Strength: ELA Grades 3 and 4 (more than 10 pts above the state)

Grade 3

- -Identify the purpose of a given section of a story
- -Determine the main idea shared by paragraphs from a story
- -Identify the author's feelings about an object in the story
- -Determine a character's motivation
- *Write a story about what might happen next in a passage (both idea development and conventions)

- -Determine the meaning of a word in context (3 questions)
- -Identify the importance of a section in a story
- -Identify what a phrase/paragraph suggests about characters and choose evidence to support (2 questions)
- -Identify a theme of a story

Highlighting Areas of Strength: ELA Grades 5 and 6 (more than 10 pts above the state)

Grade 5

- -Make an inference about a character based on details from a passage
- -Determine the purpose of a given paragraph in a passage
- -Determine the effect that the point of view has on a passage
- *Write a narrative describing what happens next in a passage (both idea development and conventions)
- *Write an essay that explains the feelings of individuals in a passage and an article. Use information from the passage and the article as evidence (both idea development and conventions)

- -Determine the meaning of a word in context and choose evidence from a passage that supports the meaning.
- -Determine how a phrase impacts meaning in a passage (2 questions)
- -Identify how a concept developed in an article is similar to a concept developed in a passage.
- -Determine how the author supports a specific claim in an article.
- -Analyze figurative language in an article.
- -Determine a guestion that is unanswered in an article.
- -Determine the function of punctuation used in a sentence.
- -Determine the tone of a passage based on a portion of the text.

- -Round three-digit whole numbers to the nearest hundred.
- -Plot points to show the location of fractions on a given partitioned number line and give instructions on how to determine where to plot a fraction greater than one on a given partitioned number line
- -In a real-world problem, select numbers that, when rounded to the nearest hundred, will equal a specified number
- -Write the fraction that represents one part of a given circle that is divided into equal parts
- -From a given set of fractions, determine the fraction that is not equivalent to the other fractions
- -Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure
- -Solve a two-step word problem involving addition and subtraction
- -Determine how a two-digit product can be expressed as equal groups of equal numbers of objects
- -Create a fraction model to represent a given fraction in the form a/b
- -Determine the fraction that is represented by a given fraction model
- -Measure a time interval given a start and end time shown on two different digital clocks
- -Identify the mathematical names of shapes that share two given attributes
- -Identify a fraction that is equivalent to a given fraction when both fractions are represented by models
- -Identify a given subtraction pattern, extend another pattern using the same rule, and use properties of odd and even numbers to describe similar features in the two patterns
- -Determine which shapes are a specific type of quadrilateral
- -Determine which fraction model represents a given fraction
- -Plot a point on a partitioned number line to show the location of a unit fraction
- -Identify the true statements about attributes of three types of quadrilaterals

Grade 4

- -Determine which addition equation involving fractions represents a given real-world context
- -Identify whether specified line segments and angles can be found in a given figure
- -Determine which number has a digit with a value that is 10 times the value of a digit in a given number
- -Identify the number of lines of symmetry in a given figure
- -Solve a word problem by multiplying a fraction by a whole number
- -Round a multi-digit whole number to the nearest thousand, ten thousand, and hundred thousand
- -Use a visual fraction model to represent the product of a whole number and a unit fraction
- -Identify all obtuse angles in a given two-dimensional figure
- -Determine the sum of two mixed numbers with like denominators
- -Plot a point on a zoom number line that represents where a decimal that is equivalent to a given fraction is located
- -Add fractions with denominators of 10 and 100
- -Determine if given comparisons between two fractions with unlike denominators are true
- -Write an equation with a variable for the unknown that can be used to solve a given word problem involving multiplicative comparison
- -Determine the measure of an unknown angle when given the measurements of two angles and the sum of all

three

angles

- -Identify a fraction that will make a comparison statement with another fraction true
- -Solve a word problem that involves expressing a larger metric unit of measure as a smaller metric unit of measure

- -Round a decimal to the nearest whole number
- -Determine the relationship between the value of an expression and its factors
- -Place parentheses in an expression to make the expression equivalent to a given value
- -Write a decimal number given in word form in number form
- -Find the quotient of a 4-digit dividend and a 1-digit divisor
- -Determine the value of a given expression that has two operations and parentheses
- -Compare the values of a digit in two different four-digit whole numbers
- -Subtract mixed numbers to solve a problem involving information presented in a line plot
- -Graph a given ordered pair on a coordinate plane, give the ordered pair of a point on a coordinate plane, and interpret coordinate values of points in the context of the situation
- -Determine the quotient of a unit fraction divided by a whole number in a real-world context
- -Compare lengths with measurements given in yards, feet, and inches and order from least to greatest
- -Find the difference of two mixed numbers with unlike denominators
- -Determine the quotients of whole numbers divided by fractions in real-world contexts
- -Determine the total volume of two non-overlapping right rectangular prisms
- -Solve a word problem by finding the sum of two mixed numbers with unlike denominators
- -Create a line plot with data given in the form of fractions with different denominators
- -Identify which whole number is equivalent to a given power of ten
- -Add, subtract, multiply, and divide decimals to hundredths.

Grade 5 (cont)

- -Solve real-world problems by finding the products of a whole number and fractions and mixed numbers
- -Write a division equation with a 4-digit dividend, a 1-digit divisor, and a variable quotient and then use the equation to solve a word problem
- -Identify a fraction as division of the numerator by the denominator and solve a word problem with division of two whole numbers with a mixed number answer
- -Given a set of two-dimensional figures, identify which figures are rectangles
- -Write the ordered pair that describes the location of a point plotted on a coordinate plane
- -Round a given decimal number in thousandths to the nearest tenth
- -Determine if sets of quadrilaterals can also be classified as another quadrilateral
- -Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that

make

up the prism

-Identify a real-world problem that represents a given multiplication equation with a unit fraction and a whole number

- -Use the unit rate from a table to solve a real-world problem involving ratios
- -Graph a quadrilateral given the coordinates of the vertices
- -Given a dot plot representing a real-world context, answer questions related to measures of center and distribution of the data
- -Identify two ordered pairs represented on a coordinate plane
- -Identify the inequality that represents a constraint within a real-world context
- -Given the value of one variable, determine the value of another variable by analyzing the relationship of data shown on a coordinate plane
- -Write expressions using substitution and use the expressions to solve real-world problems
- -Solve a word problem with real-world context using division of mixed numbers by mixed numbers
- -Order absolute value expressions from least to greatest value
- -Use the net of a rectangular prism to find its surface area
- -Find the absolute value of a number
- -Determine the mean and the mode of a given data set
- -Determine the quotient of a four-digit dividend and a two-digit divisor
- -Use rate reasoning to solve a real-world problem involving fractions
- -Use the properties of operations to factor an expression into an equivalent expression
- -Given an expression, select an equivalent expression
- -Determine which expression is equivalent to a given expression

Areas of Strength: Science and Technology (more than 10 pts above the state)

Grade 5 (only elementary grade level that is tested in STE)

- -Determine that changing characters into a code is an example of encoding
- -Use fossil evidence to support a claim that an organism once lived on land
- -Distinguish between an innovation and an invention given descriptions of two technologies
- -Complete a model to show how light reflects off an object and enters an eye in order for the object to be seen -Compare two design solutions to determine which is more effective at reducing human impact on the local environment
- -Complete a particle model to show the phase change from a gas to a liquid
- -Analyze climate data to compare the amount of water that becomes groundwater during different seasons and explain how two design solutions affect the amount of groundwater in an area
- -Determine the orientation of magnets in an investigation
- -Identify a trait that helps provide camouflage to an organism and describe how another trait helps the organism survive
- -Complete a model to show the mass of a substance after a phase change
- -Determine which plant has a survival advantage based on its characteristics
- -Interpret climate data to classify different climate regions.
- -Analyze a diagram to determine the correct orientation of a magnet for a design solution
- -Identify what could be measured to determine how well a composter works
- -Describe the transfer of energy and regular pattern of motion that occurs as a wave travels
- -Identify the main role of bacteria in the cycling of matter in an ecosystem
- -Interpret a diagram to determine how a rock is being weathered
- -Interpret a scenario to determine what form of energy is transferred.
- -Explain why a bar graph about the different sources of fresh water and salt water on Earth should be revised.
- -Identify the best representation to help a person replicate a design solution
- -Determine what to measure to see how well water filters work

Sippican Elementary School

16 Spring St. Marion, Massachusetts 02738

Action Steps:

Examining Areas of Need and Ensuring Continued Growth in Areas of Strength

- MCAS Item Analysis will be conducted to identify areas of strength and concern for all ELA, math and science standards.
- Grade level teams will collaborate to plan flex blocks that ensure student needs are being met through intervention and enrichment.
- Aimsweb data (in conjunction with common assessments) will be used to determine students who need intervention in specific subject areas. Progress monitoring of students will be reviewed at monthly Flex Planning meetings to determine next steps.
- Representatives from departments and grade levels will work with the district team in analyzing and implementing new DESE Literacy guidance.

Supplement- Examining Areas of Need for ELA and Math





Correspondence From Sippican School: Update From Superintendent Nelson

Marla Sirois <marlasirois@oldrochester.org>
Reply-To: Marla Sirois <marlasirois@oldrochester.org>
To: Sippican School Recipients <recipients@oldrochester.parentlink.net>

Thu, Dec 1, 2022 at 4:48 PM



Sippican Elementary School

16 Spring Street, Marion, Massachusetts 02738

Telephone: (508) 748-0100 FAX: (508) 748-1953

Marla K. Sirois, Principal Peter Crisafulli, Assistant Principal

December 1, 2022

To the Sippican School Community,

I am writing today to inform you of a new initiative we are beginning with our partners at the Marion Police Department. Beginning December 7th, a space inside the Sippican School will be designated as a Marion Police Satellite Office, and moving forward on-duty Marion Police officers will be able to make use of the space for administrative police purposes.

We have heard from Sippican School parents and guardians recently who have expressed a preference for having a police presence in the elementary school to provide an extra measure of safety and security for our students and staff during the school day. This Satellite Office has been discussed, evaluated and planned for at length by myself, Principal Sirois, Marion Police Chief Richard Nighelli and our Marion School Committee and we believe this initiative will provide a meaningful added layer of safety.

The Satellite Office will be able to be used by a limited number of officers at any one time during the day, and may not always be staffed. At this time, the officers who use the Satellite Office will not serve as School Resource Officers, nor will they be involved in day-to-day school operations, activities, or discipline. While we hope such a situation never occurs, the officers will be available to respond to and assist in the event of any major emergency in our school building.

We are thankful to the Marion Police Department for their continued contributions to safety in our school community. Should you have any questions or concerns, please contact my office or Principal Sirois' office.

Respectfully,

M-N~

Michael S. Nelson (he-him) Superintendent of Schools Old Rochester & MA Sup. Union #55

Ph: 508-758-2772 ext. 1956

#WEareOR

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Sippican Elementary School

16 Spring St. Marion, Massachusetts 02738





Sippican School Achievement 2019-2022



Grade Level Data Review



Action Steps:

Examining Areas of Need and Ensuring Continued Growth in Areas of Strength



Sippican School Achievement 2019-2022

MCAS Achievement Levels for Next-Generation:

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

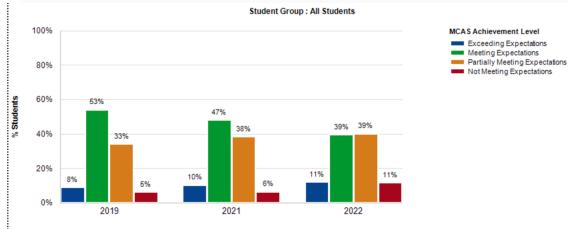
Student Growth Percentiles (SGP) and How Are They Calculated

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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

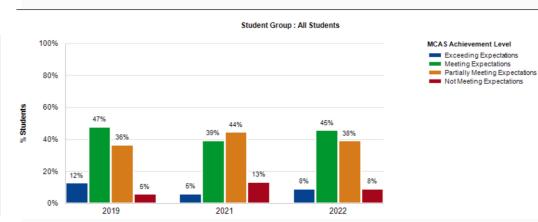
Sippican School Achievement from 2019-2022 for English Language Arts

	20	19	202	21	2022	
	District	State	District	State	District	State
Exceeding Expectations	8%	10%	10%	8%	11%	6%
Meeting Expectations	53%	42%	47%	38%	39%	35%
Partially Meeting Expectations	33%	37%	38%	38%	39%	42%
Not Meeting Expectations	5%	11%	6%	16%	11%	17%
Average Scaled Score	506	501	502	497	502	494
N Students	259	424,052	231	395,744	242	400,101
Participation Rate			100%	95%	100%	99%
Mean SGP	39	50	34	36	57	50



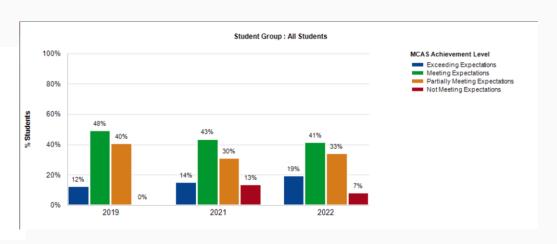
Sippican School Achievement from 2019-2022 for Math

	2019		2021		2022	
	District	State	District	State	District	State
Exceeding Expectations	12%	9%	5%	5%	8%	6%
Meeting Expectations	47%	40%	39%	29%	45%	33%
Partially Meeting Expectations	36%	39%	44%	45%	38%	43%
Not Meeting Expectations	5%	12%	13%	22%	8%	17%
Average Scaled Score	506	499	496	490	502	493
N Students	259	424,089	231	395,490	242	399,938
Participation Rate			100%	95%	100%	99%
Mean SGP	45	50	38	30	60	50



Grade 5 Science/Technology Achievement

	2019		2021		2022	
	District	State	District	State	District	State
Exceeding Expectations	12%	8%	14%	7%	19%	7%
Meeting Expectations	48%	40%	43%	36%	41%	36%
Partially Meeting Expectations	40%	39%	30%	39%	33%	40%
Not Meeting Expectations	0%	12%	13%	19%	7%	18%
Average Scaled Score	506	499	503	494	508	495
N Students	60	72,051	63	65,182	54	65,967
Participation Rate			100%	96%	100%	99%

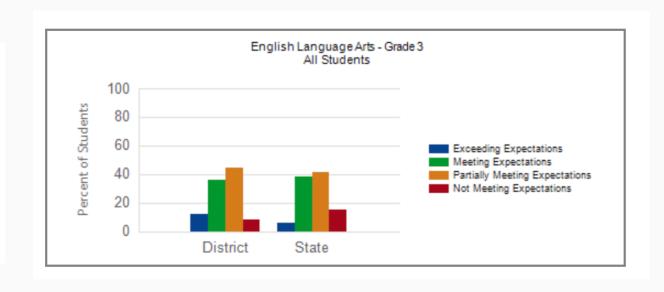




Grade Level Data Review For 2022

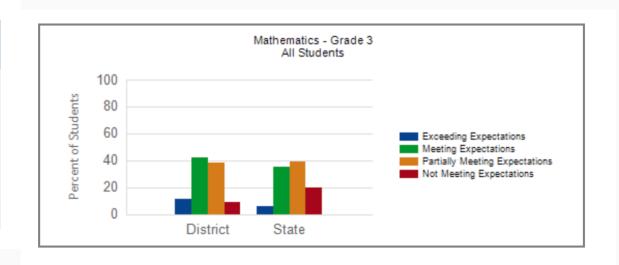
Grade 3 ELA Data: School vs. State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	8	12	6
Meeting Expectations	24	36	38
Partially Meeting Expectations	29	44	41
Not Meeting Expectations	5	8	15
Total Included	66		



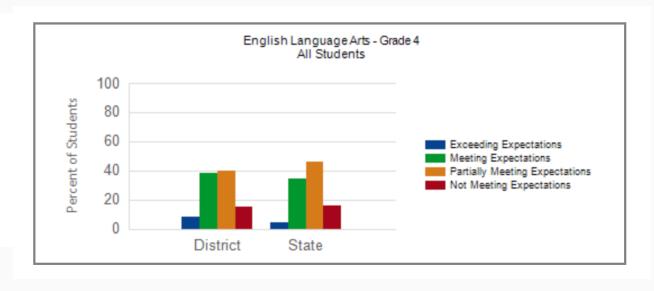
Grade 3 Math Data: School vs State

Mathematics	N Students Included	% District	% State
Exceeding Expectations	7	11	6
Meeting Expectations	28	42	35
Partially Meeting Expectations	25	38	39
Not Meeting Expectations	6	9	20
Total Included	66		



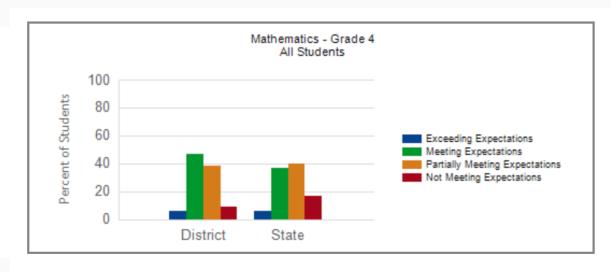
Grade 4 ELA Data: School vs State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	4	8	4
Meeting Expectations	20	38	34
Partially Meeting Expectations	21	40	46
Not Meeting Expectations	8	15	16
Total Included	53		



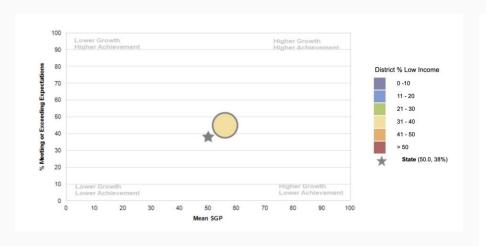
Grade 4 Math Data: School vs. State

Mathematics	N Students Included	% District	% State
Exceeding Expectations	3	6	6
Meeting Expectations	25	47	37
Partially Meeting Expectations	20	38	40
Not Meeting Expectations	5	9	17
Total Included	53		

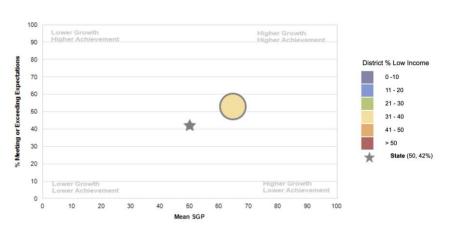


Grade 4 Growth: ELA and Math

ELA:



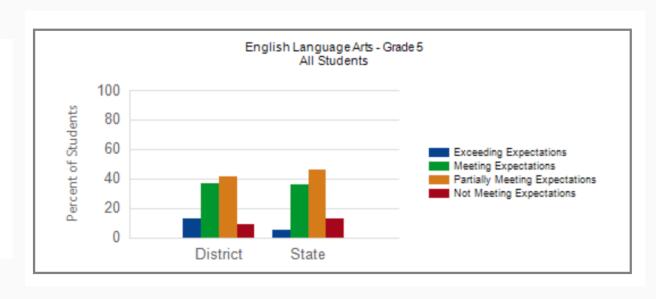
Math:



Grade 5 ELA DATA: School vs. State

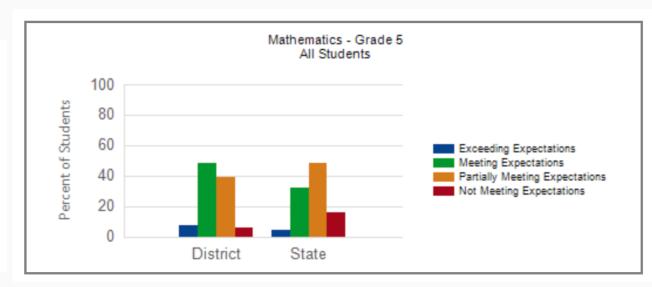
Partici	pation	Rate:	100%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	7	13	5
Meeting Expectations	20	37	36
Partially Meeting Expectations	22	41	46
Not Meeting Expectations	5	9	13
Total Included	54		



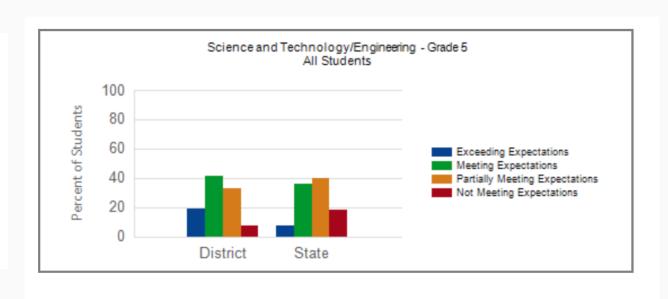
Grade 5 Math Data: School vs State

Mathematics	N Students Included	% District	% State			
Exceeding Expectations	4	7	4			
Meeting Expectations	26	48	32			
Partially Meeting Expectations	21	39	48			
Not Meeting Expectations	3	6	16			
Total Included	54					



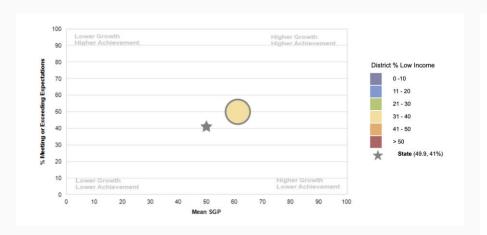
Grade 5 Science and Technology Data: School vs State

Science and Technology/Engin eering	N Students Included	% District	% State
Exceeding Expectations	10	19	7
Meeting Expectations	22	41	36
Partially Meeting Expectations	18	33	40
Not Meeting Expectations	4	7	18
Total Included	54		

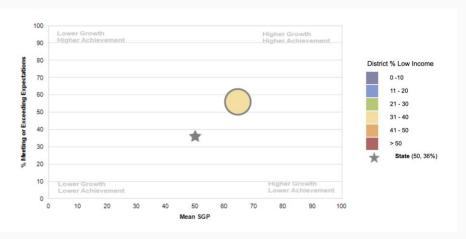


Grade 5 Growth: ELA and Math

ELA:

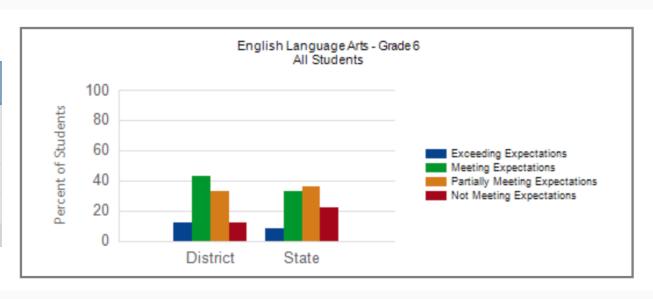


Math:



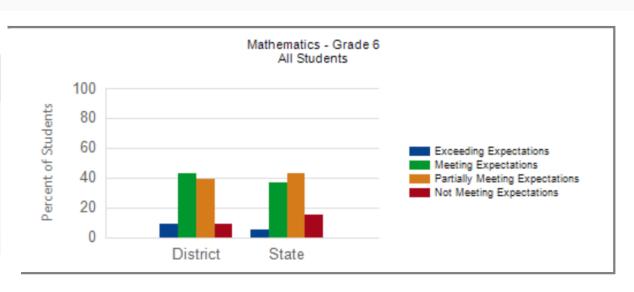
Grade 6 ELA Data: School vs State

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	8	12	8
Meeting Expectations	30	43	33
Partially Meeting Expectations	23	33	36
Not Meeting Expectations	8	12	22
Total Included	69		



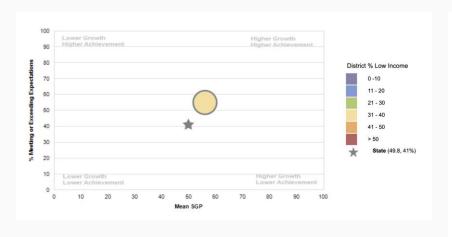
Grade 6 Math Data: School vs State

Mathematics	N Students Included	% District	% State			
Exceeding Expectations	6	9	5			
Meeting Expectations	30	43	37			
Partially Meeting Expectations	27	39	43			
Not Meeting Expectations	6	9	15			
Total Included	69					

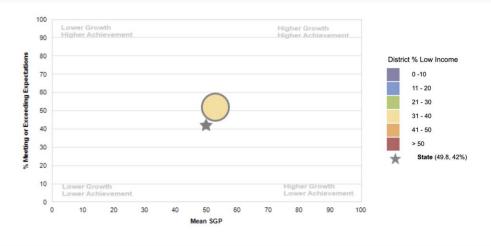


Grade 6 Growth: ELA and Math

ELA:



Math:





Action Steps: Examining Areas of Need and Ensuring Continued Growth in Areas of Strength

Highlighting Areas of Strength: ELA Grades 3 and 4 (more than 10 pts above the state)

Grade 3

- -Identify the purpose of a given section of a story
- -Determine the main idea shared by paragraphs from a story
- -Identify the author's feelings about an object in the story
- -Determine a character's motivation
- *Write a story about what might happen next in a passage (both idea development and conventions)

- -Determine the meaning of a word in context (3 questions)
- -Identify the importance of a section in a story
- -Identify what a phrase/paragraph suggests about characters and choose evidence to support (2 questions)
- -Identify a theme of a story

Highlighting Areas of Strength: ELA Grades 5 and 6 (more than 10 pts above the state)

Grade 5

- -Make an inference about a character based on details from a passage
- -Determine the purpose of a given paragraph in a passage
- -Determine the effect that the point of view has on a passage
- *Write a narrative describing what happens next in a passage (both idea development and conventions)
- *Write an essay that explains the feelings of individuals in a passage and an article. Use information from the passage and the article as evidence (both idea development and conventions)

- -Determine the meaning of a word in context and choose evidence from a passage that supports the meaning.
- -Determine how a phrase impacts meaning in a passage (2 questions)
- -Identify how a concept developed in an article is similar to a concept developed in a passage.
- -Determine how the author supports a specific claim in an article.
- -Analyze figurative language in an article.
- -Determine a guestion that is unanswered in an article.
- -Determine the function of punctuation used in a sentence.
- -Determine the tone of a passage based on a portion of the text.

- -Round three-digit whole numbers to the nearest hundred.
- -Plot points to show the location of fractions on a given partitioned number line and give instructions on how to determine where to plot a fraction greater than one on a given partitioned number line
- -In a real-world problem, select numbers that, when rounded to the nearest hundred, will equal a specified number
- -Write the fraction that represents one part of a given circle that is divided into equal parts
- -From a given set of fractions, determine the fraction that is not equivalent to the other fractions
- -Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure
- -Solve a two-step word problem involving addition and subtraction
- -Determine how a two-digit product can be expressed as equal groups of equal numbers of objects
- -Create a fraction model to represent a given fraction in the form a/b
- -Determine the fraction that is represented by a given fraction model
- -Measure a time interval given a start and end time shown on two different digital clocks
- -Identify the mathematical names of shapes that share two given attributes
- -Identify a fraction that is equivalent to a given fraction when both fractions are represented by models
- -Identify a given subtraction pattern, extend another pattern using the same rule, and use properties of odd and even numbers to describe similar features in the two patterns
- -Determine which shapes are a specific type of quadrilateral
- -Determine which fraction model represents a given fraction
- -Plot a point on a partitioned number line to show the location of a unit fraction
- -Identify the true statements about attributes of three types of quadrilaterals

Grade 4

- -Determine which addition equation involving fractions represents a given real-world context
- -Identify whether specified line segments and angles can be found in a given figure
- -Determine which number has a digit with a value that is 10 times the value of a digit in a given number
- -Identify the number of lines of symmetry in a given figure
- -Solve a word problem by multiplying a fraction by a whole number
- -Round a multi-digit whole number to the nearest thousand, ten thousand, and hundred thousand
- -Use a visual fraction model to represent the product of a whole number and a unit fraction
- -Identify all obtuse angles in a given two-dimensional figure
- -Determine the sum of two mixed numbers with like denominators
- -Plot a point on a zoom number line that represents where a decimal that is equivalent to a given fraction is located
- -Add fractions with denominators of 10 and 100
- -Determine if given comparisons between two fractions with unlike denominators are true
- -Write an equation with a variable for the unknown that can be used to solve a given word problem involving multiplicative comparison
- -Determine the measure of an unknown angle when given the measurements of two angles and the sum of all

three

angles

- -Identify a fraction that will make a comparison statement with another fraction true
- -Solve a word problem that involves expressing a larger metric unit of measure as a smaller metric unit of measure

- -Round a decimal to the nearest whole number
- -Determine the relationship between the value of an expression and its factors
- -Place parentheses in an expression to make the expression equivalent to a given value
- -Write a decimal number given in word form in number form
- -Find the quotient of a 4-digit dividend and a 1-digit divisor
- -Determine the value of a given expression that has two operations and parentheses
- -Compare the values of a digit in two different four-digit whole numbers
- -Subtract mixed numbers to solve a problem involving information presented in a line plot
- -Graph a given ordered pair on a coordinate plane, give the ordered pair of a point on a coordinate plane, and interpret coordinate values of points in the context of the situation
- -Determine the quotient of a unit fraction divided by a whole number in a real-world context
- -Compare lengths with measurements given in yards, feet, and inches and order from least to greatest
- -Find the difference of two mixed numbers with unlike denominators
- -Determine the quotients of whole numbers divided by fractions in real-world contexts
- -Determine the total volume of two non-overlapping right rectangular prisms
- -Solve a word problem by finding the sum of two mixed numbers with unlike denominators
- -Create a line plot with data given in the form of fractions with different denominators
- -Identify which whole number is equivalent to a given power of ten
- -Add, subtract, multiply, and divide decimals to hundredths.

Grade 5 (cont)

- -Solve real-world problems by finding the products of a whole number and fractions and mixed numbers
- -Write a division equation with a 4-digit dividend, a 1-digit divisor, and a variable quotient and then use the equation to solve a word problem
- -Identify a fraction as division of the numerator by the denominator and solve a word problem with division of two whole numbers with a mixed number answer
- -Given a set of two-dimensional figures, identify which figures are rectangles
- -Write the ordered pair that describes the location of a point plotted on a coordinate plane
- -Round a given decimal number in thousandths to the nearest tenth
- -Determine if sets of quadrilaterals can also be classified as another quadrilateral
- -Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that

make

up the prism

-Identify a real-world problem that represents a given multiplication equation with a unit fraction and a whole number

- -Use the unit rate from a table to solve a real-world problem involving ratios
- -Graph a quadrilateral given the coordinates of the vertices
- -Given a dot plot representing a real-world context, answer questions related to measures of center and distribution of the data
- -Identify two ordered pairs represented on a coordinate plane
- -Identify the inequality that represents a constraint within a real-world context
- -Given the value of one variable, determine the value of another variable by analyzing the relationship of data shown on a coordinate plane
- -Write expressions using substitution and use the expressions to solve real-world problems
- -Solve a word problem with real-world context using division of mixed numbers by mixed numbers
- -Order absolute value expressions from least to greatest value
- -Use the net of a rectangular prism to find its surface area
- -Find the absolute value of a number
- -Determine the mean and the mode of a given data set
- -Determine the quotient of a four-digit dividend and a two-digit divisor
- -Use rate reasoning to solve a real-world problem involving fractions
- -Use the properties of operations to factor an expression into an equivalent expression
- -Given an expression, select an equivalent expression
- -Determine which expression is equivalent to a given expression

Areas of Strength: Science and Technology (more than 10 pts above the state)

Grade 5 (only elementary grade level that is tested in STE)

- -Determine that changing characters into a code is an example of encoding
- -Use fossil evidence to support a claim that an organism once lived on land
- -Distinguish between an innovation and an invention given descriptions of two technologies
- -Complete a model to show how light reflects off an object and enters an eye in order for the object to be seen -Compare two design solutions to determine which is more effective at reducing human impact on the local environment
- -Complete a particle model to show the phase change from a gas to a liquid
- -Analyze climate data to compare the amount of water that becomes groundwater during different seasons and explain how two design solutions affect the amount of groundwater in an area
- -Determine the orientation of magnets in an investigation
- -Identify a trait that helps provide camouflage to an organism and describe how another trait helps the organism survive
- -Complete a model to show the mass of a substance after a phase change
- -Determine which plant has a survival advantage based on its characteristics
- -Interpret climate data to classify different climate regions.
- -Analyze a diagram to determine the correct orientation of a magnet for a design solution
- -Identify what could be measured to determine how well a composter works
- -Describe the transfer of energy and regular pattern of motion that occurs as a wave travels
- -Identify the main role of bacteria in the cycling of matter in an ecosystem
- -Interpret a diagram to determine how a rock is being weathered
- -Interpret a scenario to determine what form of energy is transferred.
- -Explain why a bar graph about the different sources of fresh water and salt water on Earth should be revised.
- -Identify the best representation to help a person replicate a design solution
- -Determine what to measure to see how well water filters work

Sippican Elementary School

16 Spring St. Marion, Massachusetts 02738

Action Steps:

Examining Areas of Need and Ensuring Continued Growth in Areas of Strength

- MCAS Item Analysis will be conducted to identify areas of strength and concern for all ELA, math and science standards.
- Grade level teams will collaborate to plan flex blocks that ensure student needs are being met through intervention and enrichment.
- Aimsweb data (in conjunction with common assessments) will be used to determine students who need intervention in specific subject areas. Progress monitoring of students will be reviewed at monthly Flex Planning meetings to determine next steps.
- Representatives from departments and grade levels will work with the district team in analyzing and implementing new DESE Literacy guidance.

Supplement- Examining Areas of Need for ELA and Math



Old Rochester Regional School District



Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Marion

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: December 6, 2022

Re: Financial Report – Fiscal Year 2023

Financial Report:

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

• Budget Report by Department for November 30, 2022

For the purpose of our Financial Forecasting:

The Marion School District currently has \$561,444 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$6,488,440 appropriated to the Marion School District.

- > \$ 6,488,440 General Funds Approved
- > \$5,926,996 Obligations Paid or Encumbered Year to Date
- > \$ 561,444 Remaining Available Funds

The Marion School District currently has \$22,597 available of the Bristol County Agricultural High School enrolled student operational budget of \$72,646 for the 2023 Fiscal Year budget.

- > \$ 72,646 Bristol County Agricultural High School
- > \$ 50,049 Obligations Paid or Encumbered Year to Date
- > \$ 22,597 Remaining Available Funds

Calcount Number	FY22-23 APPROVE	D BUDGET			From Date:	7/1/2022	To Date:	6/30/2023	
Account Number	Fiscal Year: 2022-2023	Subtotal by Collapse Mask	Include pre enc	umbrance Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date I	Range
1932.001.1190.04.35		Exclude Inactive Accounts with zero	o balance						
0.1000-011-1070-06-37	Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
1932.00111000.356	01.302.001.1100.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
1932.001111005.39 SUPPLIES \$1,000.00 \$200.00 \$1,000.00 \$0.00 \$1,00	01.302.001.1107.06.37	CONFERENCES	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
19.000.001 1110.003.36 ADVERTISING \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$1,000.00 \$1,000.00 \$1,000.00 \$1,000.00 \$2,000.	01.302.001.1110.04.36	DOE AUDIT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
19.302.001.1435.06.36	01.302.001.1110.05.36	SUPPLIES	\$1,600.00	\$200.00	\$200.00	\$1,400.00	\$0.00	\$1,400.00	87.50%
Dept. SCHOOL COMMITTEE - 011 S8475.00 \$200.00 \$8275.00 \$5.00 \$5.00 \$5.00 \$7.00	01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
Dept. SCHOOL COMMITTEE - 001 \$8,475.00 \$200.00 \$8,275.00 \$5.00 \$5.00 \$5.00 \$7.	01.302.001.1435.06.36	LEGAL SETTLEMENT		\$0.00					100.00%
0.302.004.1207.06.37		Dept: SCHOOL COMMITTEE - 001							97.64%
19.002.004.1208.05.21 POSTAGE \$800.00 \$0.00 \$80.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$10.00	01.302.004.1205.05.21	SUPPLIES	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
19.002.004.1208.05.21 POSTAGE \$800.00 \$0.00 \$80.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$10.00	01.302.004.1207.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
0.302.004.1210.02.02 EXEC ASST SUPT \$11.741.04 \$3.966.15 \$3.966.15 \$7.774.89 \$22.882.35 \$4.882.54 41.677 0.302.004.1210.06.37 TRAVEL & CONFERENCES \$2.208.00 \$5.000 \$5.0000 \$2.008.00 \$0.00 \$2.008.00 0.302.004.1220.01.02 ASSISTANT SUPERINTENDENT OF CU \$21.002.65 \$5.418.02 \$5.618.02 \$5.641.02 \$5.641.03 \$5.616.03 \$5.000 \$5.000 \$2.008.00 0.302.004.1220.02.02 ADMIN ASSISTANT OF CURRICULUM \$7.767.38 \$2.200.087 \$2.200.087 \$4.975.51 \$5.400.74 \$(\$51.22) 6.807 0.302.004.1220.05.21 SUPPLIES \$5.000 \$5.000 \$5.000 \$5.000 \$5.000 0.302.004.120.05.21 SUPPLIES \$5.000.05 \$0.000 \$5.000 \$5.000 0.302.004.1401.03.02 FINANCE OFFICE STAFF \$2.806.873 \$8.360.61 \$5.679.12 \$18.793.56 \$(\$2.600.24 6.23 0.302.004.1401.03.02 FINANCE OFFICE STAFF \$2.806.873 \$8.360.61 \$5.679.12 \$18.793.56 \$(\$2.600.24 6.23 0.302.004.1401.03.02 FINANCE OFFICE STAFF \$2.806.873 \$8.540.04 \$5.000.00 \$5.000.00 \$6.000 0.302.004.140.03.02 HR BENEFITS COORDINATOR \$10.677.31 \$4.008.47 \$4.008.47 \$8.686.84 \$8.462.30 \$(\$1.793.49 61.680 0.302.004.140.04.02 \$0.000.00 \$0.000 \$5.000.00 \$0.000 \$5.000.00 0.302.004.140.00.05 \$1.0000.00 \$0.000 \$5.000.00 \$0.000 0.302.004.140.00.05 \$1.0000.00 \$0.000 \$5.000.00 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000.00 \$0.000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.0000 \$0.000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.00000 \$0.000 \$0.000 0.302.004.140.00.05 \$0.00000 \$0.000 \$0.000	01.302.004.1208.05.21	POSTAGE		\$0.00			\$0.00	\$600.00	100.00%
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0.302.004.1210.04.33		EXEC ASST SUPT							41.67%
0.302 004-1210 06 37	01.302.004.1210.04.33	ASSOCIATIONS & DUES							100.00%
0.302.004.1220.01.02 ASSISTANT SUPERINTENDENT OF CU S.10.02.65 \$5.418.02 \$15.674.63 \$16.126.74 \$4.54.11 \$2.14 0.302.004.1230.05.21 SUPPLIES \$50.00 \$50				· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·				100.00%
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01-302.004-1410.01-02									100.00%
01-302-004-1410-03.02 FINANCE OFFICE STAFF \$28,06.78 \$9.59.41.0 \$9.53.41.0 \$1.5.26.88 \$20.48.266 \$15.95.38] 6-5.89									-8.23%
01-302.004.1420.03.02 HR BENEFITS COORDINATOR \$10.677.31 \$4,008.47 \$4,008.47 \$6,688.84 \$8,462.30 \$1,708.46] -16.80° 01.302.004.1450.04.27 COMPUTER SERVICES \$6,000.00 \$0.00 \$0.00 \$6,000.00 \$0.00 \$6,000.00 \$0.00 \$6,000.00 \$0								(. ,	-6.96%
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01.302.004.5300.04.21				· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·				
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01.302.007.2210.01.02 PRINCIPAL \$121,024.83 \$49,444.45 \$49,444.45 \$71,580.38 \$67,424.29 \$4,156.09 3.43 01.302.007.2210.02.02 PRINCIPALS SECRETARY \$39,665.93 \$12,204.88 \$12,204.88 \$27,461.05 \$27,461.05 \$0.00 0.00 01.302.007.2210.02.09 CLERICAL \$0.00 \$608.83 \$508.83 \$508.83 \$50.80 \$50.80 \$50.00 0.00 01.302.007.2210.03.02 SUBSTITUTE COORDINATOR \$1,000.00 \$0.00 \$0.00 \$1,000.00	01.002.004.0000.04.21								7.04%
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01.302.007.2210.02.09 CLERICAL \$0.00 \$508.83 \$508.83 \$508.83 \$0.00 \$500.00 \$0.00	01.302.007.2210.01.02	PRINCIPAL	\$121,024.83	\$49,444.45	\$49,444.45	\$71,580.38	\$67,424.29	\$4,156.09	3.43%
01.302.007.2210.03.02 SUBSTITUTE COORDINATOR \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$2,000 <td< td=""><td>01.302.007.2210.02.02</td><td>PRINCIPAL'S SECRETARY</td><td>\$39,665.93</td><td>\$12,204.88</td><td>\$12,204.88</td><td>\$27,461.05</td><td>\$27,461.05</td><td>\$0.00</td><td>0.00%</td></td<>	01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$39,665.93	\$12,204.88	\$12,204.88	\$27,461.05	\$27,461.05	\$0.00	0.00%
01.302.007.2210.03.08 AIDES SUPERVISORY \$7,603.20 \$4,008.16 \$4,008.16 \$3,595.04 \$10,870.74 (\$7,275.70) -95.69 01.302.007.2210.05.22 SUPPLIES ADMINISTRATION \$2,800.00 \$2,790.78 \$2,790.78 \$9.22 \$0.00 \$9.22 0.33 01.302.007.2210.05.23 SUPPLIES COPYING \$4,800.00 \$2,167.00 \$2,167.00 \$2,633.00 \$2,633.00 \$0.00 0.00 01.302.007.2210.05.24 SUPPLIES GENERAL SCHOOL \$12,000.00 \$20,854.28 \$20,854.28 (\$8,854.28) \$368.81 (\$9,223.09) -76.86 01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 \$27.28 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$200.00 \$20.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.302.007.2210.06.37 TRAVEL/CONFERENCES \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.302.007.2210.01.02 ASST PRINCIPAL \$105,062.94 \$42,923.32 \$42,923.32 \$62,139.62 \$58,531.68 \$3,607.94 \$43.00.00 \$1.302.007.2250.05.22 PRINCIPALS TECHNOLOGY \$1,000.00 \$1,000.00 \$1,000.00 \$	01.302.007.2210.02.09	CLERICAL	\$0.00	\$508.83	\$508.83	(\$508.83)	\$0.00	(\$508.83)	0.00%
01.302.007.2210.05.22 SUPPLIES ADMINISTRATION \$2,800.00 \$2,790.78 \$2,790.78 \$9.22 \$0.00 \$9.22 0.33 01.302.007.2210.05.23 SUPPLIES COPYING \$4,800.00 \$2,167.00 \$2,167.00 \$2,633.00 \$2,633.00 \$0.00 0.00 01.302.007.2210.05.24 SUPPLIES GENERAL SCHOOL \$12,000.00 \$20,854.28 \$20,854.28 \$3,688.81 \$9,223.09 >7.67.26 01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 27.28 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$0.00 \$0.00 \$0	01.302.007.2210.03.02	SUBSTITUTE COORDINATOR	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.007.2210.05.23 SUPPLIES COPYING \$4,800.00 \$2,167.00 \$2,633.00 \$2,633.00 \$0.00 0.00 01.302.007.2210.05.24 SUPPLIES GENERAL SCHOOL \$12,000.00 \$20,854.28 \$20,854.28 (\$8,854.28) \$368.81 (\$9,223.09) -76.86 01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 27.28 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$0.00 \$0.00 \$250.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$	01.302.007.2210.03.08	AIDES SUPERVISORY	\$7,603.20	\$4,008.16	\$4,008.16	\$3,595.04	\$10,870.74	(\$7,275.70)	-95.69%
01.302.007.2210.05.24 SUPPLIES GENERAL SCHOOL \$12,000.00 \$20,854.28 \$20,854.28 \$368.81 \$368.81 \$9,223.09 -76.86 01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 27.28 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$250.00 \$0.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$250.00 \$	01.302.007.2210.05.22	SUPPLIES ADMINISTRATION	\$2,800.00	\$2,790.78	\$2,790.78	\$9.22	\$0.00	\$9.22	0.33%
01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 27.28 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$250.00 \$0.00 \$0.00 \$0.00 \$250.00 \$0.00 <td< td=""><td>01.302.007.2210.05.23</td><td>SUPPLIES COPYING</td><td>\$4,800.00</td><td>\$2,167.00</td><td>\$2,167.00</td><td>\$2,633.00</td><td>\$2,633.00</td><td>\$0.00</td><td>0.00%</td></td<>	01.302.007.2210.05.23	SUPPLIES COPYING	\$4,800.00	\$2,167.00	\$2,167.00	\$2,633.00	\$2,633.00	\$0.00	0.00%
01.302.007.2210.05.25 POSTAGE \$1,900.00 \$220.41 \$220.41 \$1,679.59 \$1,161.23 \$518.36 27.280 01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00	01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$12,000.00	\$20,854.28	\$20,854.28	(\$8,854.28)	\$368.81	(\$9,223.09)	-76.86%
01.302.007.2210.06.36 ADVERTISING \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 <t< td=""><td>01.302.007.2210.05.25</td><td>POSTAGE</td><td>\$1,900.00</td><td>\$220.41</td><td>\$220.41</td><td></td><td>\$1,161.23</td><td></td><td>27.28%</td></t<>	01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$220.41	\$220.41		\$1,161.23		27.28%
01.302.007.2210.06.37 TRAVEL/CONFERENCES \$250.00 \$0.00 \$0.00 \$250.00 \$0.00 01.302.007.2211.01.02 ASST PRINCIPAL \$105,062.94 \$42,923.32 \$42,923.32 \$62,139.62 \$58,531.68 \$3,607.94 3.43 01.302.007.2250.05.22 PRINCIPALS TECHNOLOGY \$1,000.00 \$1,000.00 \$1,000.00 \$0.00		ADVERTISING	\$250.00	· · · · · · · · · · · · · · · · · · ·		\$250.00			100.00%
01.302.007.2211.01.02 ASST PRINCIPAL \$105,062.94 \$42,923.32 \$42,923.32 \$62,139.62 \$58,531.68 \$3,607.94 3.43* 01.302.007.2250.05.22 PRINCIPALS TECHNOLOGY \$1,000.00 \$1,000.00 \$1,000.00 \$0.00									100.00%
01.302.007.2250.05.22 PRINCIPALS TECHNOLOGY \$1,000.00 \$1,000.00 \$0.00									3.43%
01.302.007.4230.04.28 MAINTENANCE OF EQUIPMENT \$2,000.00 \$766.48 \$766.48 \$1,233.52 \$1,733.52 (\$500.00) -25.00 01.302.007.5104.06.38 POSITION BONDS \$200.00 \$0.00 \$0.00 \$200.00 \$200.00						. ,			0.00%
01.302.007.5104.06.38 POSITION BONDS \$200.00 \$0.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.00 \$200.00 \$0.0			. ,						-25.00%
01.302.007.5300.04.28 COPIER RENTAL Dept: SCHOOL ADMINISTRATION - 007 \$14,000.00 \$5,996.96 \$5,996.96 \$8,003.04 \$7,003.04 \$1,000.00 7.14 \$1,000.00 7.14 \$1,000.00 \$143,963.55 \$143,963.55 \$170,623.35 \$177,187.36 \$177,187.36 \$1,000.00 \$1.200.0				· · · · · · · · · · · · · · · · · · ·				. ,	
Dept: SCHOOL ADMINISTRATION - 007 \$314,586.90 \$143,963.55 \$143,963.55 \$170,623.35 \$177,187.36 (\$6,564.01) -2.09 01.302.010.2305.01.03 TEACHERS \$1,708,170.00 \$448,005.60 \$1,260,164.40 \$1,219,215.40 \$40,949.00 2.40 01.302.010.2325.03.34 SUBSTITUTES \$50,000.00 \$25,344.58 \$25,344.58 \$24,655.42 \$4,307.68 \$20,347.74 40.70 01.302.010.2325.03.35 SUBSTITUTES PROFESSIONAL DEVEL \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$1,000.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00									
01.302.010.2325.03.34 SUBSTITUTES \$50,000.00 \$25,344.58 \$25,344.58 \$24,655.42 \$4,307.68 \$20,347.74 40.70 01.302.010.2325.03.35 SUBSTITUTES PROFESSIONAL DEVEL \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0	31.002.001.0000.0 1 .20								-2.09%
01.302.010.2325.03.34 SUBSTITUTES \$50,000.00 \$25,344.58 \$25,344.58 \$24,655.42 \$4,307.68 \$20,347.74 40.70 01.302.010.2325.03.35 SUBSTITUTES PROFESSIONAL DEVEL \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$0	01.302.010.2305.01.03	TEACHERS	\$1,708.170.00	\$448,005.60	\$448,005.60	\$1,260.164.40	\$1,219,215.40	\$40.949.00	2.40%
01.302.010.2325.03.35 SUBSTITUTES PROFESSIONAL DEVEL \$1,000.00 \$0.00 \$1,000.00 \$0.00 \$1,000.00 \$1,000.00								· ,	40.70%
									100.00%
									88.31%

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FY22-23 APPROV	VED BUD	GET			From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-2023	3 [Subtotal by Collapse Mask	Include pre end	umbrance 🔲 Print	accounts with ze	ro balance 🗹 F	ilter Encumbrance	Detail by Date	Range
	[Exclude Inactive Accounts with zero	o balance						
Account Number		Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bud
01.302.010.2350.06.37		TRAVEL & CONF TEACHERS	\$2,500.00	\$525.00	\$525.00	\$1,975.00	\$839.00	\$1,136.00	45.44%
		Dept: CLASSROOM TEACHERS - 010	\$1,769,670.00	\$474,466.18	\$474,466.18	\$1,295,203.82	\$1,224,706.33	\$70,497.49	3.98%
01.302.013.2305.01.03		TEACHERS	\$278,873.00	\$75,440.65	\$75,440.65	\$203,432.35	\$205,567.35	(\$2,135.00)	-0.77%
01.302.013.2330.02.08		NON-PROFESSIONAL	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.302.013.2330.03.08		PARAPROFESSIONALS Dept: KINDERGARTEN - 013	\$32,504.10 \$311,977.10	\$8,756.04 \$84,196.69	\$8,756.04 \$84,196.69	\$23,748.06 \$227,780.41	\$24,348.06 \$229,915.41	(\$600.00) (\$2,135.00)	-1.85% -0.68%
01.302.016.2305.01.03		TEACHERS	\$96,825.00	\$13,026.16	\$13,026.16	\$83.798.84	\$35,356.84	\$48,442.00	50.03%
01.302.016.2430.05.23		SUPPLIES & MATERIALS ART	\$3,100.00	\$2,566.55	\$2,566.55	\$533.45	\$0.00	\$533.45	17.21%
		Dept: ART PROGRAM - 016	\$99,925.00	\$15,592.71	\$15,592.71	\$84,332.29	\$35,356.84	\$48,975.45	49.01%
01.302.024.2305.01.03		TEACHERS	\$17,608.20	\$2,805.72	\$2,805.72	\$14,802.48	\$9,352.48	\$5,450.00	30.95%
01.302.024.2356.06.37		TRAVEL & CONFERENCES ELL	\$1,150.00	\$99.57	\$99.57	\$1,050.43	\$130.43	\$920.00	80.00%
01.302.024.2358.04.35		CONTRACTED SERVICES ELL	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	100.00%
		Dept: ELL PROGRAM - 024	\$19,458.20	\$2,905.29	\$2,905.29	\$16,552.91	\$9,482.91	\$7,070.00	36.33%
01.302.025.2305.01.03		TEACHERS	\$134,720.40	\$47,804.99	\$47,804.99	\$86,915.41	\$142,888.27	(\$55,972.86)	-41.55%
01.302.025.2330.03.08		PARAPROFESSIONALS	\$60,111.32	\$5,892.39	\$5,892.39	\$54,218.93	\$6,211.65	\$48,007.28	79.86%
01.302.025.2430.05.23		SUPPLIES Dept: ENGLISH - 025	\$17,120.00 \$211,951.72	\$6,534.71 \$60,232.09	\$6,534.71 \$60,232.09	\$10,585.29 \$151,719.63	\$240.64 \$149,340.56	\$10,344.65 \$2,379.07	60.42% 1.12%
01.302.037.2430.05.23		SUPPLIES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
		Dept: MATHEMATICS - 037	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.040.2415.04.25		AV MATERIALS	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	0.00%
01.302.040.2415.05.23		SUPPLIES	\$700.00	\$701.32	\$701.32	(\$1.32)	\$0.00	(\$1.32)	-0.19%
01.302.040.2415.05.24		BOOKS & MAGAZINES	\$2,000.00	\$1,377.99	\$1,377.99	\$622.01	\$94.85	\$527.16	26.36%
01.302.040.2415.06.37		TRAVEL & CONFERENCES	\$270.00	\$0.00	\$0.00	\$270.00	\$90.00	\$180.00	66.67%
01.302.040.2500.01.03 01.302.040.4230.04.29		LIBRARIAN MAINTENANCE OF EQUIPMENT	\$98,159.00 \$2,050.00	\$26,427.45 \$1,249.00	\$26,427.45 \$1,249.00	\$71,731.55 \$801.00	\$71,931.55 \$0.00	(\$200.00) \$801.00	-0.20% 39.07%
01.302.040.7400.04.29		REPLACEMENT OF EQUIPMENT	\$550.00	\$432.36	\$432.36	\$117.64	\$0.00	\$117.64	21.39%
0.100210.1011.10010.1120		Dept: MEDIA SERVICES - 040	\$104,229.00	\$30,688.12	\$30,688.12	\$73,540.88	\$72,116.40	\$1,424.48	1.37%
01.302.043.2305.01.03		TEACHER	\$197,318.00	\$52,405.78	\$52,405.78	\$144,912.22	\$142,444.22	\$2,468.00	1.25%
01.302.043.2330.04.09		ACCOMPANIST	\$850.00	\$100.00	\$100.00	\$750.00	\$0.00	\$750.00	88.24%
01.302.043.2415.06.37		TRAVEL/CONFERENCES	\$965.00	\$0.00	\$0.00	\$965.00	\$0.00	\$965.00	100.00%
01.302.043.2430.05.23		SUPPLIES	\$500.00	\$933.11	\$933.11	(\$433.11)	\$841.25	(\$1,274.36)	-254.87%
01.302.043.4230.04.29		MAINTENANCE OF EQUIPMENT Dept: MUSIC - 043	\$500.00 \$200,133.00	\$305.00 \$53,743.89	\$305.00 \$53,743.89	\$195.00 \$146,389.11	\$0.00 \$143,285.47	\$195.00 \$3,103.64	39.00% 1.55%
01.302.049.2305.01.03		TEACHER	\$164,100.00	\$32,174.64	\$32,174.64	\$131,925.36	\$99,271.05	\$32,654.31	19.90%
01.302.049.2415.06.37		TRAVEL/CONFERENCES	\$500.00	\$508.00	\$508.00	(\$8.00)	\$0.00	(\$8.00)	-1.60%
01.302.049.2430.05.23		SUPPLIES	\$3,000.00	\$3,372.81	\$3,372.81	(\$372.81)	\$3,610.00	(\$3,982.81)	-132.76%
		Dept: PHYSICAL EDUCATION - 049	\$167,600.00	\$36,055.45	\$36,055.45	\$131,544.55	\$102,881.05	\$28,663.50	17.10%
01.302.052.2430.05.23		SUPPLIES	\$2,000.00	\$1,889.40	\$1,889.40	\$110.60	\$115.30	(\$4.70)	-0.24%
		Dept: SCIENCE - 052	\$2,000.00	\$1,889.40	\$1,889.40	\$110.60	\$115.30	(\$4.70)	-0.24%
01.302.055.2415.05.23		SUPPLIES	\$1,000.00	\$194.00	\$194.00	\$806.00	\$0.00	\$806.00	80.60%
		Dept: SOCIAL STUDIES - 055	\$1,000.00	\$194.00	\$194.00	\$806.00	\$0.00	\$806.00	80.60%
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FY22-23 APPRO	OVED BUDGET			From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-202	23 Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ro balance 🖊 Fi	Iter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	-						90
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
01.302.061.2350.01.03	PROFESSIONAL DEVELOPMENT	\$24,500.00	\$9,626.06	\$9,626.06	\$14,873.94	\$0.00	\$14,873.94	60.71%
01.302.061.2351.01.35	CURRICULUM DEVELOPMENT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.061.2356.01.35	PD STIPENDS - CURRICULUM	\$0.00	\$795.90	\$795.90	(\$795.90)	\$0.00	(\$795.90)	0.00%
01.302.061.2356.04.35	CONSULTANT PROF DEVELOPMENT	\$18,500.00	\$0.00	\$0.00	\$18,500.00	\$0.00	\$18,500.00	100.00%
01.302.061.2430.05.23	SUPPLIES	\$0.00	\$2,836.00	\$2,836.00	(\$2,836.00)	\$0.00	(\$2,836.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$51,000.00	\$13,257.96	\$13,257.96	\$37,742.04	\$0.00	\$37,742.04	74.00%
01.302.067.2305.01.03	TEACHER	\$85,890.00	\$23,124.22	\$23,124.22	\$62,765.78	\$62,965.78	(\$200.00)	-0.23%
01.302.067.2430.05.23	SUPPLIES	\$1,500.00	\$913.34	\$913.34	\$586.66	\$28.28	\$558.38	37.23%
	Dept: ENRICHMENT PROGRAM - 067	\$87,390.00	\$24,037.56	\$24,037.56	\$63,352.44	\$62,994.06	\$358.38	0.41%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$1,257.08	\$1,257.08	\$642.92	\$0.00	\$642.92	33.84%
01.302.076.3200.06.37	TRAVEL & CONFERENCES	\$350.00	\$279.00	\$279.00	\$71.00	\$0.00	\$71.00	20.29%
01.302.076.3202.01.11	NURSE	\$60,971.00	\$16,415.28	\$16,415.28	\$44,555.72	\$44,555.72	\$0.00	0.00%
01.302.076.3209.06.36	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: HEALTH SERVICES - 076	\$67,721.00	\$17,951.36	\$17,951.36	\$49,769.64	\$48,755.72	\$1,013.92	1.50%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$224,000.00	\$0.00	\$0.00	\$224,000.00	\$261,113.66	(\$37,113.66)	-16.57%
01.302.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$7,600.00	\$6,352.39	\$6,352.39	\$1,247.61	\$0.00	\$1,247.61	16.42%
	Dept: TRANSPORTATION - 079	\$231,600.00	\$6,352.39	\$6,352.39	\$225,247.61	\$261,113.66	(\$35,866.05)	-15.49%
01.302.085.3533.06.05	ATTENDANCE OFFICER	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Dept: MISCELLANEOUS - 085	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$16,019.16	\$5,344.97	\$5,344.97	\$10,674.19	\$11,283.81	(\$609.62)	-3.81%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$55,355.29	\$23,409.43	\$23,409.43	\$31,945.86	\$31,921.86	\$24.00	0.04%
01.302.088.4110.03.11	CUSTODIAL OVERTIME	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.302.088.4110.04.35	CONTRACTED CUSTODIAL	\$112,651.00	\$47,805.25	\$47,805.25	\$64,845.75	\$64,845.75	\$0.00	0.00%
01.302.088.4114.06.37	TRAVEL	\$0.00	\$0.00	\$0.00	\$0.00	\$850.00	(\$850.00)	0.00%
01.302.088.4120.04.18	GAS	\$41,000.00	\$2,925.57	\$2,925.57	\$38,074.43	\$50,074.43	(\$12,000.00)	-29.27%
01.302.088.4130.04.15	TELEPHONE	\$5,200.00	\$2,279.42	\$2,279.42	\$2,920.58	\$3,740.58	(\$820.00)	-15.77%
01.302.088.4130.04.16	ELECTRICITY	\$69,000.00	\$51,304.20	\$51,304.20	\$17,695.80	\$66,695.80	(\$49,000.00)	-71.01%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,000.00	\$1,891.58	\$1,891.58	\$108.42	\$1,008.42	(\$900.00)	-45.00%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$24,050.00	\$22,605.85	\$22,605.85	\$1,444.15	\$14,922.89	(\$13,478.74)	-56.04%
01.302.088.4220.05.26	CHEMICALS	\$3,800.00	\$323.72	\$323.72	\$3,476.28	\$0.00	\$3,476.28	91.48%
01.302.088.4220.05.27	PAPER	\$18,200.00	\$12,392.53	\$12,392.53	\$5,807.47	\$2,443.86	\$3,363.61	18.48%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$19,500.00	\$6,811.76	\$6,811.76	\$12,688.24	\$6,188.24	\$6,500.00	33.33%
01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION & MAINTENANCE - 088	\$377,275.45	\$177,094.28	\$177,094.28	\$200,181.17	\$253,975.64	(\$53,794.47)	-14.26%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$66,017.26	\$19,317.49	\$19,317.49	\$46,699.77	\$41,053.23	\$5,646.54	8.55%
01.302.093.2204.04.33	IN SERVICE TRAINING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.302.093.2300.05.23	SUPPLIES SOFTWARE	\$10,000.00	\$2,732.69	\$2,732.69	\$7,267.31	\$198.34	\$7,068.97	70.69%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$5,743.00	\$5,743.00	(\$5,743.00)	\$0.00	(\$5,743.00)	0.00%
01.302.093.2450.05.23	EDUCATIONAL EQUIPMENT	\$28,755.00	\$440.59	\$440.59	\$28,314.41	\$979.00	\$27,335.41	95.06%
01.302.093.4130.04.15	TELEPHONE	\$12,000.00	\$6,084.42	\$6,084.42	\$5,915.58	\$0.00	\$5,915.58	49.30%
01.302.093.4230.04.28	ACQUISITION OF EQUIPT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.302.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$2,500.00	\$414.00	\$414.00	\$2,086.00	\$0.00	\$2,086.00	83.44%

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FY22-23 APPRO	OVED BUDGET			From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-202	23 Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🔽 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	•					,	J
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	co % Rud
Account Number	·	=					=	
	Dept: COMPUTER PROGRAM - 093	\$122,272.26	\$34,732.19	\$34,732.19	\$87,540.07	\$42,230.57	\$45,309.50	37.06%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$20,387.74	\$6,974.22	\$6,974.22	\$13,413.52	\$1,549.83	\$11,863.69	58.19%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$10,143.76	\$3,482.82	\$3,482.82	\$6,660.94	\$20,526.18	(\$13,865.24)	-136.69%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$107.50	\$107.50	\$9,892.50	\$9,892.50	\$0.00	0.00%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.100.2415.04.33	ASSOCIATION DUES	\$110.00	\$0.00	\$0.00	\$110.00	\$0.00	\$110.00	100.00%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00	100.00%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$48,761.50	\$10,564.54	\$10,564.54	\$38,196.96	\$31,968.51	\$6,228.45	12.77%
01.302.102.2110.06.37	CONFERENCES	\$300.00	\$59.00	\$59.00	\$241.00	\$0.00	\$241.00	80.33%
01.302.102.2305.01.03	TEACHERS	\$67,975.00	\$18,300.94	\$18,300.94	\$49,674.06	\$49,673.99	\$0.07	0.00%
01.302.102.2330.02.08	NON-PROFESSIONAL	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$67,240.25	\$13,427.27	\$13,427.27	\$53,812.98	\$35,524.84	\$18,288.14	27.20%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$200.00	\$16.07	\$16.07	\$183.93	\$183.93	\$0.00	0.00%
01.302.102.2430.05.24	SUPPLIES/MATERIALS Dept: PROJECT GROW - 102	\$3,500.00	\$1,098.66	\$1,098.66	\$2,401.34	\$140.77	\$2,260.57	64.59%
	Dept. PROJECT GROW - 102	\$139,615.25	\$32,901.94	\$32,901.94	\$106,713.31	\$85,523.53	\$21,189.78	15.18%
01.302.103.2305.01.03	TEACHERS	\$507,535.60	\$119,753.37	\$119,753.37	\$387,782.23	\$322,145.77	\$65,636.46	12.93%
01.302.103.2330.02.08	NON-PROFESSIONAL	\$14,300.00	\$2,640.80	\$2,640.80	\$11,659.20	\$0.00	\$11,659.20	81.53%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$196,843.25	\$58,666.26	\$58,666.26	\$138,176.99	\$162,379.32	(\$24,202.33)	-12.30%
01.302.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.103.2356.06.37	TRAVEL & CONFERENCES	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.103.2430.05.23	SUPPLIES	\$3,500.00	\$2,414.79	\$2,414.79	\$1,085.21	\$0.00	\$1,085.21	31.01%
01.302.103.2451.05.24	EDUCATIONAL EQUIPT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.103.3300.02.12	BUS MONITORS	\$25,000.00	\$12,285.72	\$12,285.72	\$12,714.28	\$1,613.61	\$11,100.67	44.40%
	Dept: LEARNING SUPPORT CENTER - 103	\$749,498.85	\$195,760.94	\$195,760.94	\$553,737.91	\$486,138.70	\$67,599.21	9.02%
01.302.118.2305.01.03	TEACHERS	\$96,825.00	\$25,758.67	\$25,758.67	\$71,066.33	\$70,116.33	\$950.00	0.98%
01.302.118.2430.05.24	SUPPLIES	\$3,000.00	\$1,346.00	\$1,346.00	\$1,654.00	\$0.00	\$1,654.00	55.13%
01.302.118.2440.06.37	TRAVEL & CONFERENCES	\$660.00	\$660.00	\$660.00	\$0.00	\$0.00	\$0.00	0.00%
01.302.118.2800.04.35	THERAPY SPEECH	\$103,000.00	\$0.00	\$0.00	\$103,000.00	\$54,079.24	\$48,920.76	47.50%
	Dept: SPEECH - 118	\$203,485.00	\$27,764.67	\$27,764.67	\$175,720.33	\$124,195.57	\$51,524.76	25.32%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$36,406.02	\$11,201.84	\$11,201.84	\$25,204.18	\$25,204.18	\$0.00	0.00%
01.302.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$1,800.00	\$1,800.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
01.302.121.2415.05.24	SUPPLIES	\$3,000.00	\$1,814.84	\$1,814.84	\$1,185.16	\$0.00	\$1,185.16	39.51%
01.302.121.2415.06.37	TRAVEL & CONFERENCES	\$660.00	\$19.00	\$19.00	\$641.00	\$0.00	\$641.00	97.12%
01.302.121.2440.04.35	EXTENDED YEAR SERVICES	\$63,000.00	\$160.00	\$160.00	\$62,840.00	\$589.00	\$62,251.00	98.81%
01.302.121.2800.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$5,875.00	\$5,875.00	\$19,125.00	\$19,125.00	\$0.00	0.00%
01.302.121.2800.04.35	THERAPY	\$117,000.00	\$29,202.25	\$29,202.25	\$87,797.75	\$66,587.75	\$21,210.00	18.13%
	Dept: SUPPORT SERVICES - 121	\$251,066.02	\$50,072.93	\$50,072.93	\$200,993.09	\$115,705.93	\$85,287.16	33.97%
01.302.127.2800.01.03	COUNSELOR	\$66,245.00	\$19,519.22	\$19,519.22	\$46,725.78	\$52,980.78	(\$6,255.00)	-9.44%
01.302.127.2800.01.03	SUPPLIES	\$3,600.00	\$1,350.42	\$1,350.42	\$2,249.58	\$0.00	\$2,249.58	62.49%
01.302.127.2800.05.24	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$0.00	\$0.00	\$8,300.00	\$7,728.00	\$572.00	6.89%
01.302.127.2800.06.37	TRAVEL & CONFERENCES	\$660.00	\$100.00	\$100.00	\$560.00	\$0.00	\$560.00	84.85%
01.302.127.2801.01.03	PSYCHOLOGIST	\$76,198.00	\$14,905.17	\$14,905.17	\$61,292.83	\$40,456.83	\$20,836.00	27.34%
01.302.127.2802.01.03	SOCIAL WORKER	\$60,971.00	\$16,200.17	\$16,200.17	\$44,770.83	\$43,971.83	\$799.00	1.31%
1	Dept: PSYCHOLOGICAL SERVICES - 127	\$215,974.00	\$52,074.98	\$52,074.98	\$163,899.02	\$145,137.44	\$18,761.58	8.69%
D:	44.00.00.444	. ,,			. ,,		. ,	

FY22-23 APPROVED B	BUDGET		From Date:	7/1/2022	To Date:	6/30/2023			
Fiscal Year: 2022-2023 Subtotal by Collapse Mask Include pre encumbrance Print accounts with zero balance 🗹 Filter Encumbrance Detail by Date Rai									
Exclude Inactive Accounts with zero balance									
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud	
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$36,767.25	\$6,650.00	\$6,650.00	\$30,117.25	\$20,130.00	\$9,987.25	27.16%	
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$87,081.00	\$19,875.90	\$19,875.90	\$67,205.10	\$67,205.10	\$0.00	0.00%	
01.302.130.3300.06.45	SPED TRANSPORTATION - PRESCHO(\$0.50	\$0.00	\$0.00	\$0.50	\$0.00	\$0.50	100.00%	
01.302.130.3300.06.46	SPED TRANSPORATION - MCKINNEY	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%	
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$67,500.00	\$13,125.00	\$13,125.00	\$54,375.00	\$53,875.00	\$500.00	0.74%	
01.302.130.3300.06.49	SPED TRANSPORTATION - EXTRA CU	\$151.25	\$151.25	\$151.25	\$0.00	\$0.00	\$0.00	0.00%	
	Dept: SPED TRANSPORTATION - 130	\$196,500.00	\$39,802.15	\$39,802.15	\$156,697.85	\$141,210.10	\$15,487.75	7.88%	
01.302.133.9305.06.13	TUITION DAY SCHOOLS	\$175,000.00	\$60,000.00	\$60,000.00	\$115,000.00	\$50,981.00	\$64,019.00	36.58%	
01.302.133.9404.06.13	TUITION COLLABORATIVES	\$199,941.00	\$18,142.21	\$18,142.21	\$181,798.79	\$125,959.38	\$55,839.41	27.93%	
	Dept: SPED PROGRAMS W/OTHERS - 133	\$374,941.00	\$78,142.21	\$78,142.21	\$296,798.79	\$176,940.38	\$119,858.41	31.97%	
	Grand Total:	\$6,488,439.70	\$1,709,213.14	\$1,709,213.14	\$4,779,226.56	\$4,217,783.03	\$561,443.53	8.65%	

End of Report

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FY22-23 APPROVED	D BCAHS BUDGET		From Date:	7/1/2022	To Date:	6/30/2023				
Fiscal Year: 2022-2023	☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date									
	Exclude Inactive Accounts with zero	balance								
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Baland	ce % Bud		
01.307.079.3300.06.48	BRISTOL AGGIE TRANSPORTATION	\$45,000.00	\$6,478.00	\$6,478.00	\$38,522.00	\$21,962.00	\$16,560.00	36.80%		
	Dept: TRANSPORTATION - 079	\$45,000.00	\$6,478.00	\$6,478.00	\$38,522.00	\$21,962.00	\$16,560.00	36.80%		
01.307.097.9100.06.36	BRISTOL AGGIE TUITION	\$22,245.30	\$21,609.57	\$21,609.57	\$635.73	\$0.00	\$635.73	2.86%		
	Dept: PROGRAM WITH OTHERS - 097	\$22,245.30	\$21,609.57	\$21,609.57	\$635.73	\$0.00	\$635.73	2.86%		
01.307.500.8200.06.36	BRISTOL COUNTY AGRICULTURAL DE	\$5,401.00	\$0.00	\$0.00	\$5,401.00	\$0.00	\$5,401.00	100.00%		
	Dept: DEBT SERV CAPITAL SHORT TERM - 500	\$5,401.00	\$0.00	\$0.00	\$5,401.00	\$0.00	\$5,401.00	100.00%		
	Grand Total:	\$72,646.30	\$28,087.57	\$28,087.57	\$44,558.73	\$21,962.00	\$22,596.73	31.11%		

End of Report

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MARION SPECIAL REVENUE/REVOLVING FUNDS FY 23 THRU 11/30/2022

BEGINNING BALANCE	REVENUES	EXPENDITURES	ENCUMBRANCE	ENDING BALANCE
97,756.50	4,000.00	-	-	101,756.50
8,463.45	=	-		8,463.45
17,468.34	8	-	-	17,468.34
8,401.69	115.00	490.00		8,026.69
879.06	π.		i.e.	879.06
3,739.98	5			3,739.98
350.00	=	-		350.00
137,059.02	4,115.00	490.00	-	140,684.02
	97,756.50 8,463.45 17,468.34 8,401.69 879.06 3,739.98 350.00	97,756.50 4,000.00 8,463.45 - 17,468.34 - 8,401.69 115.00 879.06 - 3,739.98 - 350.00 -	97,756.50 4,000.00 - 8,463.45 - - 17,468.34 - - 8,401.69 115.00 490.00 879.06 - - 3,739.98 - - 350.00 - -	97,756.50 4,000.00 - - 8,463.45 - - - 17,468.34 - - - 8,401.69 115.00 490.00 - 879.06 - - - 3,739.98 - - - 350.00 - - - -

REVOLVING	REVENUES				Fro	m Date: 10/1	1/2022	To Date:	11/30/2022	
Fiscal Year: 2022	-2023	☐ Include pre e	ncumbrance	✓ Pring	accounts with	zero balance	✓ Filter Encu	umbrance Detail b	y Date Range	;
		Exclude inac	tive accounts wi	th zero balance						
Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20.302.000.4130.00.00	ERATE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4372.00.00	REVENUE - LOST BOOKS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4373.00.00	REVENUE STUDENT ACTIVITIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4374.00.00	REVENUE MARION SIPPICAN RENTAL	\$0.00	\$0.00	\$0.00	(\$4,000.00)	(\$10,000.00)	\$10,000.00	\$0.00	\$10,000.00	0.00%
Transaction Detail (S Reference Number	itandard) Requisition Number PO/Ship Number	Description			Name			Journal		Amount
956	0 0	rent/music						Deposits		,000.00
959	0 0	Countryside renta	I, November 2022					Deposits Detail Total:		,000.00,
20.302.000.4375.00.00	REVENUE SIPPICAN GIFT ACCT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4375.00.01	GIFT ACCT - ANCHOR PRG REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4376.00.00	REVENUE SIPPICAN MUSIC	\$0.00	\$0.00	\$0.00	(\$115.00)	(\$115.00)	\$115.00	\$0.00	\$115.00	0.00%
Transaction Detail (S	The state of the s				n.					
Reference Number	Requisition Number PO/Ship Number	Description			Name			Journal		Amount
956	0 0	rent/music					~***	Deposits Detail Total:	503	\$115.00 \$115.00
20.302.000.4377.00.00	REVENUE SIPPICAN O.M. TEAM	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4378.00.00	REVENUE - SIPPICAN GARDEN	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4379.00.00	REVENUE JANE MCCARTHY ENRICH SCHOLAR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4382.00.00	REVENUE - ART	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.000.4711.00.00	FULL DAY K TUITION ACCOUNT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Grand Total:		\$0.00	\$0.00	\$0.00	(\$4,115.00)	(\$10,115.00)	\$10,115.00	\$0.00	\$10,115.00	0.00%

End of Report

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REVOLVING EXP	ENSES				From	Date: 10/	1/2022	To Date:	11/30/2022	
Fiscal Year: 2022-2023		☐ Include pre e	Include pre encumbrance Pri			t accounts with zero balance		Filter Encumbrance Detail by I)
		Exclude inac	xclude inactive accounts with zero balance							
Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal 1	% Rem
20.302.710.2300.05.23	STUDENT ACTIVITIES EXPENSE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.719.2300.04.35	PRINCIPAL'S GIFT ACCOUNT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.719.2300.05.23	GIFT ACCT ANCHOR PRG SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.720.2400.05.23	REPLACE LOST BOOKS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.721.2300.04.35	GARDEN SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.721.2300.05.23	GARDEN SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.729.4220.04.29	SIPPICAN RENTAL MAINT OF BLDG	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.739.2300.01.03	MUSIC INSTRUCTION - FEE BASED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.302.739.2300.05.23	SIPPICAN MUSIC ACCOUNT	\$0.00	\$0.00	\$0.00	\$490.00	\$1,924.98	(\$1,924.98)	\$0.00	(\$1,924.98)	0.00%
Transaction Detail (Standard										
	isition Number PO/Ship Number	Description		<u>1</u>	<u>Name</u>			<u>Journal</u>	1	Amount
301367	232164 2320159	AP POSTING			SYMPHONY MUSIC			Accounts Payable		250.00
302166	232164 2320159	AP POSTING		5	SYMPHONY MUSIC	SHOP		Accounts Payable		240.00
								Detail Total:	\$	490.00
Encumbrance Detail (Standard	•									
Reference Number Requisit	<u>ion Number</u> <u>PO/Ship Number</u> 232164 2320159	Description		-	<u>ame</u> YMPHONY MUSIC S	SHOP		Journal	-	mount \$0.00
							De	etail Total:		\$0.00
20.302.740.2300.04.35	SIPPICAN O.M. TEAM	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Grand Total:		\$0.00	\$0.00	\$0.00	\$490.00	\$1,924.98	(\$1,924.98)	\$0.00	(\$1,924.98)	0.00%

End of Report

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Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: December 2022

Sippican Elementary

Directors Update:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- All foodservice staff participated in a full day of professional development training;
 - o Knife-skills training workshop was provided by the Chef Patty from the John C. Stalker Institute.
 - o Kitchen first aid, Epi-pen training and Choke Safe training was provided by Mrs. Beth Oleson.

Students Receiving Free and Reduced Meals:

Free $113 \rightarrow 28\%$ Reduced: $10 \rightarrow 3\%$

Student Meal Participation:

	S	Y 22				SY 23					
		%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%			
August	20	5%	114	30%	100	13%	288	36%			
September	902	13%	3183	44%	1431	19%	4049	54%			
October	743	11%	3169	48%	1471	20%	4139	56%			
November	736	10%	3418	49%	1195	19%	3585	57%			
December	669	10%	3422	53%							
January	774	11%	3518	52%							
February	638	11%	3055	52%							
March	1015	12%	4828	56%							
April	649	11%	3315	57%							
May	984	12%	4624	57%							
June	943	15%	3439	55%							

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543 Mobile: 774-320-0801

Email: <u>jillhenesey@oldrochester.org</u>

https://www.facebook.com/ORRnutrition4kids



Facilities Director's Report: December 2022

Sippican Elementary School

- Annual state elevator inspection scheduled.
- Submitted FY24 Capital Requests to Town.
- Awarded contract to expand Back playground to include swings and slide.
- Inventoried snow/ice removal supplies.
- Tractor serviced for winter operations.
- Conducted routine maintenance on all facility systems.

Sincerely,

Gene Jones
Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

To: Superintendent Michael Nelson

Members of the Marion School Committee

Administrative Team Members

From: Marla Sirois, Principal
Re: Principal's Report-Meeting

Date: December 2, 2022

The holidays are upon us! We all have so much to be thankful for.



- New Staff: I would like to formally introduce our newest staff member,
 Ms. Darby Nolet. Ms. Nolet has joined the team as a paraprofessional. She is primarily working in grade 6 for the remainder of the school year.
- 2. Celebrating Equity: November was American Indian & Alaska Native Heritage Month and December we are celebrating Winter Holidays around the world. Our Music in the Morning features selections to support the theme. Classroom teachers and specialists have been finding different ways to highlight each theme with students. Thank you again to VASE and TTAR for their support with our bulletin boards!

November:







December:





3. Spirit Days: In November we celebrated World Kindness Day. Kindness Crew and Jr Reporters are now helping to run all school meetings! The Kindness Crew supported the school in creating a spirit day to celebrate World Kindness Day and shared an acrostic poem at the All School Meeting on November 18th. Jr Reporters filmed the All School Meeting so that it can be shared by ORCTV with the community. They are enjoying learning about cameras, and using the Green Screen!





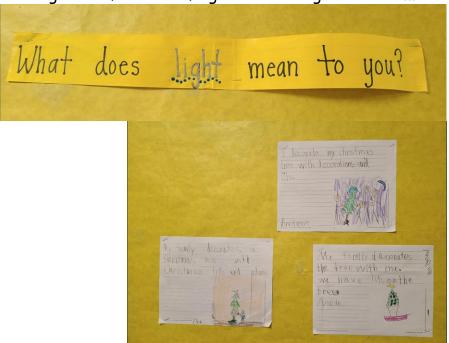
4. **Project Grow:** Students have been learning about the seasons and woodland animals. They have also been learning to bundle up as they go outside in the cold weather.



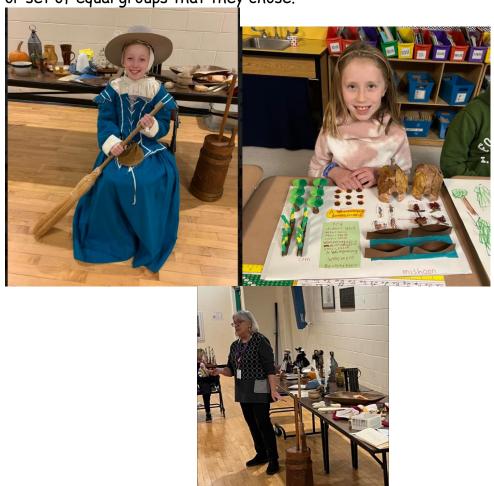
5. **Kindergarten:** Kindergarten is beginning our social studies unit entitled The Festivals of Light! The students will learn about various celebrations from around the world that share a common theme-light. They will listen to stories, sing songs and work on activities encompassing art, math, literacy and more. The culmination of this unit will be a class celebration/presentation to families prior to break!



6. Grade 1: Students continue to work on writing! Some classes are also learning about festivals of light and writing about them.



7. Grade 3: On Friday, Nov. 18th, 3rd grade was fortunate to have retired Marion teacher, Dr. Deb Almeida come to Sippican to present her "Pilgrims Costumes and Customs" program for us. As an integrated math/social studies assignment, students created a Wampanoag Settlement Array Project. Students were presented with a rubric and asked to create an arrangement of objects that may be found in a Wampanoag community hundreds of years ago. For example: wetus, a crop, native people, animals, and trees or plants. Students wrote a multiplication equation for each array or set of equal groups that they chose.



- 8. **Grade 4:** During the month of Nov., 4th graders did a Gratitude Challenge for 16 days. Each day they completed a different challenge to help them focus on things they are grateful for in their lives. Some of the challenges included:
 - Ask if you can help cook a meal at home. Don't forget to thank whomever usually cooks your meal, it's hard work!
 - Write down 3 things that you did really well today.
 - Write a thank you note for the custodians that keep our school clean. One student even wrote her note in Spanish after learning that one of the custodians speaks Spanish. After completing this challenge, the students were surprised by a visit from one of the custodians with a poster she had made to tell them how much she appreciated their notes of thanks!



9. Grade 6: Sixth graders have worked very hard on learning about and writing poetry, specifically a fall haiku. They also read the short story "The Good Deed" which focuses on kindness, the power of words, and connecting with others who may be different from us. Students discussed how it must be challenging for people to live away from their families, especially as they grow older. They thought about how they could make connections with those in our own community using our "eye bouquets" to let them know they are special and not forgotten. The students decided that they would use their poetry to create artwork, specifically watercolors, to create a visual to match their poem on a card. These cards will be shared with the director of the Marion Council of Aging, Karen Gregory, and put on display at the senior center on Monday. November 21 for a senior lunch. Marion seniors will then be given a card to take home to remind them of the fall/Thanksgiving season.



10. Art: Classes are on to North America! From eagles to Canadian Mounties, students are broadening their global awareness.



11. Enrichment:

6th Grade Enrichment Flex- Students were challenged to learn how to add, subtract, multiply, and divide integers. Due to a lack of learning songs on YouTube, students ended our unit by creating their own, complete with costumes and animation!

5th Grade Enrichment Flex has been learning about geometry. To end our unit, students worked in teams to create Geometry Cities. They found the perimeter, area, and volume of their buildings, then scaled them down and 3D printed them using Tinkercad.

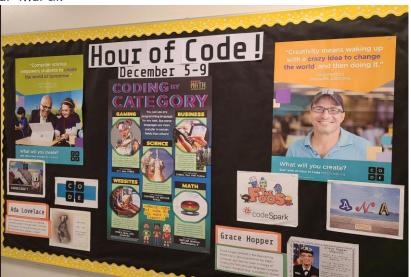
Grade 2 and Grade 3 STEAM- Mrs Feeney and Mrs Dineen's class ended our Term 1 STEAM rotation by working in teams to create musical instruments out of found materials. They followed the engineering design process, created plans, and built as a team. We learned about percussion, wind, and string instruments.

Kindergarten and 1st Grade Flex- Mrs Horan and Ms Mediros' class ended our Term 1 STEAM unit by building bug catcher models! Given a problem, students worked as teams to make a plan and create a model out of found materials to move a plastic bug from one side of the table to the other without touching it. This was to simulate finding a real bug in your house, and moving it outside.

12. Library:

Students are participating in our 9th annual Global Hour of Code during library classes. It is a favorite time of year for all! We will continue using code in our lessons for the remaining weeks in December, with opportunities to use the robots and droids.

We have awarded over 45 Character Counts coupons as of today. Many students are showing kindness, respect, and responsibility in our school! We acknowledged the first group of students that earned a coupon at November's All School Meeting and will continue to do so each month. Students participated in our 5th Traveling Mural Project. This year we were partnered with schools in Pennsylvania, Texas, Alabama, New York, and Kansas, to name a few. Each school completes a 10 foot mural, divides it into sections once complete, and mails a portion to each partner school. At the end, each school has received a mural component from all partner schools, and they are assembled into one large combined mural. We will be connecting with these partner schools during the year. Thank you to Ms. Pike for designing our mural!



13. **Band:** The band marched and led the Halloween parade! It was wonderful to have this community tradition back. Our students were also a part of the Veteran's Day Observance in town.



- 14. **School Council**: Our school council is on track. We have a full slate of representatives and we have had two meetings. We reviewed this year's school improvement plan and provided input for the 2023-2024 district calendar.
- 15. Holiday Giving: We have a Winter Wonderland tree in the cafeteria. Our Kindness Crew will be running a hat, mitten, and toy drive to donate to Gifts to Give this holiday season.



Best,

Marla Sirois, M. Ed, C.A.G.S. Principal Sippican Elementary School 16 Spring Street, Marion, MA 02738 508-748-0100

Fax: 508-748-1953

December 2022 Annual Report for 21-22

READS Collaborative

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



Regional Educational Assessment and Diagnostic Services (READS) Collaborative 105 East Grove St., Middleborough, MA 02346

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

www.readscollab.org



Approved by the Board on November 17, 2022

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 18 Member Districts.

Leadership at READS Collaborative

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

Executive Committee as of December 2022

President – Paula Bailey, Ed.D., Superintendent, Acushnet

Vice-President – John Cabral, Superintendent, Taunton

Secretary/Clerk – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

- Peter Schafer, Superintendent, Abington
- Melissa Ryan, Superintendent, Berkley
- Derek Swenson, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Carolyn Lyons, J.D., Superintendent, Middleborough
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Joseph Baeta, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Paul Tzovolos, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Melissa Leary, Carver
- Marie-juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Ashley Bouley, Freetown-Lakeville Regional
- Craig Davidson, Marion, Mattapoisett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathy Marble, West Bridgewater

READS Collaborative Administration

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director

READS Collaborative Treasurer - Patrick Meagher

READS Collaborative Administrative Leadership Team

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Carrie Smith, Academy Clinical Director
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program, High School & Outreach
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program. Preschool-8th
- Bethany Estrella, OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

READS Collaborative Mission Statement

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

Guiding Beliefs and Core Values

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

Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of READS Collaborative takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.
- READS Collaborative emphasizes <u>determination</u> as the key to achieving academic growth and to preparing for a <u>success</u>ful transition to a general education setting, higher education or vocation, and a productive adult life.
- READS Collaborative continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. READS Collaborative continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

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

READS Collaborative is focused on the mission to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 18 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

READS Collaborative builds connections between students, families, school districts and community

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

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service 48
- Employees 146
- 18 Member Districts:

Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater

• Total Member and Non-Member Districts Served – 18 Members, 30+ Non-Members

Programs Sites

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

Enrollment

- o READS Academy 97 students
- o Deaf and Hard of Hearing Program 49 students
- o Family Success Partnership 65 families
- o District Services approximately 300

Programs and Services Provided to Member and Non-Member Districts

- Administrative Mentoring
- Alternative Education/Therapeutic Intervention Program K -12+ Public Day Program READS Academy Program
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Clinical Evaluations
- Deaf and Hard-of-Hearing Program (PreK-12+)
- District Services (Therapeutic Intervention and Support)

Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)
Educational Audiology Consultation
Family Success Partnership (Wraparound Services)
Grant Applications, as a collaboration of districts
In-District Program Consultation
Program Evaluations and Consultation to School Districts
Program Evaluation
Professional Development
Social Emotional Learning and Behavioral Health Consultation

Staff Demographics *Indicates part-time or per diem staff

Teacher of the Deaf Consultation

Summer Programs

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) *Transcriptionist (part-time)	5
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*31	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	30	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	12
*Clinical Psychologists	3	School Psychologists	2
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	

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

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

"The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

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

The overall objectives of READS Collaborative are:

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

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

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

Continuing Impact of the Ongoing Pandemic

As students in surrounding districts returned to more in-person learning throughout the state last year the predicted increase in mental health concerns and emotional challenges resulted in corresponding increase in: referrals for placements in the READS Alternative Program; requests for counselors, psychologists and other mental health professionals; increasing the number of evaluations conducted at READS Clinic; and a critical need for additional staff to meet the needs of the students. Due to the staffing shortages that are plaguing schools throughout the country, READS now has instituted a waiting list for students who are referred but cannot be accepted because of the vacant positions in our programs.

READS made a commitment throughout the pandemic to maintain staffing levels, even when enrollment was low and finances were challenging, in order to sustain the capacity to accept students who are referred to our programs. The lack of applicants for open positions is a newer challenge within the last 8 months that is having a negative impact on the capacity to accept students from our sending districts.

The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students. During the 2021-2022, for the first time READS had over 20% of the days in the school year when 20-30% of the staff were absent.

An additional challenge that continues to be felt by all educators is the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable supports in place to improve their emotional wellbeing.

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

READS is in the process of revising the Collaborative Agreement for approval by the Board, Member School Committees and the DESE. The agreement is being revised to admit two new members – Brockton Public Schools and Whitman-Hanson Regional School District, and to adjust and refine language in the finance section.

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

- 1. to complement the educational programs and services of districts in a cost-effective manner;
 - a. Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
 - b. Tuition increases were 4% despite financial challenges due to the pandemic.
 - c. Two additional districts are seeking membership
 - d. The process for issuing tuition and clinic credits is being revised to better support the collaborative funds
- 2. to improve the academic growth of students;
 - a. Students educated in person for the entire school year 21-22 with the exception of those whose families chose to keep them home. Educators balanced in-person, remote and hybrid learning for their students simultaneously.
 - **b.** Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
- 3. to provide a range of diagnostic educational assessments for local districts;
 - a. READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.
 - b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education and other assessments as requested.
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers;
 - a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Mentoring
 - iii. SCRO Social Emotional Wellness Symposium March 2022
 - iv. SCRO Symposium National Speaker Series Tackling School Avoidance,
 - v. Special Education Transportation Savings with Colleen Cavanaugh of MAPT for Transportation coordinators
 - vi. Presentations on the Wraparound Services Model of Family Success Partnerships to the Commissioner and his team, the MOEC Executive Directors, MASS Executive Institute and the MASS/MASC joint conference.

5. to expand programs and services in a manner consistent with the needs of the Member Districts."

- a. The wraparound services known as Family Success Partnership has continued to grow each year. This year it is expanding to serve 75 families in 7 districts.
- b. READS has hired 2 additional full time counselors to respond to this need.
- c. READS Academy has increased an additional full time counselor and a Clinical Director to meet the increasingly complex needs of students in that program.
- d. District Services has contracted with a member school district to provide 4 counselors to meet their growing needs.
- e. Teacher of the Deaf consultation to students in their home district has expanded enough to require 2 full time consultants.
- f. The READS Member Districts will consider revising the Collaborative Agreement to allow for the addition of 2 more school districts in the coming months: Brockton Public Schools and Whitman-Hanson Regional School District. The revisions will include additional changes to support the fiscal operation of the collaborative.

Progress Toward Achieving the Objectives in READS Strategic Plan

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

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

The relocation of READS Academy to a newly renovated and leased facility in the fall of 2021 has provided a more equitable learning space for the social, emotional, physical, and academic learning of the students. READS Member School Committees formally approved the Capital Fund and the reserve limit through votes taken at school committee meetings during the spring of 2022.

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

READS Academy Program Overview

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

READS Academy is a therapeutic public day school that establishes strong connections within the school community. The Academy serves children and adolescents between the ages of 3 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their IEP goals. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized and small-group academic instruction, individual and group counseling, and individualized emotional support and intervention. Therapeutic services such as speech/language therapy, occupational/physical therapy, adaptive physical education are also available. READS Academy promotes student learning success within the Massachusetts Curriculum Frameworks and the MCAS. The school operates on a 10-month calendar with an Extended School Year 5-week summer program.

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

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

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the new preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. This year READS has restructured the leadership model at READS Academy to include a Clinical Program Director who provides guidance and input to the PreK-6 and 7-12+ Program Directors and the Student Support and Referral Coordinator.

READS Alternative Learning Program Supports (ALPS)

READS did not have sufficient staffing to provide this highly specialized intervention for students at the Academy during the 2021-2022 school year. The program is being reviewed during the 2022-2023 to determine if the model can be adjusted to provide services and reentry support for students within the current staffing levels. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose needs exceed the Academy Program structure and supports.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (4)
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - o Individualized and small group academic instruction
 - o Technology Instruction PreK-12
 - o MCAS preparation and support
 - o Reading Intervention
 - o Pre-vocational training
 - o Fine Arts education opportunities including Art and Music
 - o Employability Skills (9-12+)
 - o Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings

Consultation to referring school districts

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

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The addition of a preschool classroom during the 2021-2022 received DESE approval and was added in response to requests from districts. The READS Academy's PreK-6 specialized staff has added a counselor to bring the number to 3 full time counselors. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

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

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

The elementary students will be learning science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices are expected to arrive in the late fall of 2022.

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

READS Academy Program Director Justin Smith supervises programming that serves the students, families and districts in 7 - 12+. The READS Academy's specialized staff includes 4 full time counselors as well as special educators with experience and specialized training in promoting self-regulation and social development. READS has 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

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

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

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

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

- Industrial Technology:
 - o 3-D and Laser Printing Lab
 - o Drone Pilot Lab
 - o Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.

• NEW this year as a result of the Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations are being introduced in the fall of 2022.

Dual Enrollment

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

Work-Based Learning Program

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

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

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic.

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

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

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

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities

- O Collaborative Problem Solving Think:kids Program from MGH with Dr. Stuart Ablon
- O Social Resilience Model Professional Development Offering
- Mental Health First Aid Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - o inform IEP Teams in the development of goals and objectives
 - o monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - o enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements

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

- Priority 1 Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022. The Emergency Response Team has scheduled 'table drills' to practice emergency evacuations in the event of an intruder.
- Priority 2 Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for the Academy program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity audit to support a defined action plan for future years.
- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends have improved significantly since December of 2021. Due to the increasing referrals for placement and the simultaneous decrease in applicants for open staff positions READS is unable to accept all students who are appropriate for the placement and must keep enrollment lower than anticipated thus the fiscal health of the collaborative is a continuing concern this year.

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

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the

program has educated hundreds of children with hearing loss. The program currently (FY22) serves 51 students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

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

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

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

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

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

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

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

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified

as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

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

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

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. For the last several years, the Team placed in the top 4 overall in the East Regional competition and qualified for the National Competition at Gallaudet University. The competition for the last two years was held virtually due to the pandemic.

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

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

DHH Services Provided in All Locations

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

Additional services may include:

- o Extra-curricular support
- Intensive intervention

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

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has expanded this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 65 students in their home schools/districts. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS is expanding this service and will go from 1 to 2 full time Consulting Teachers of the Deaf.

DHH Early Intervention Specialty Service Provider

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

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

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

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 58 to 65 reflecting a trend of 4 straight years of increased contracts. This service is billed through the Clinic though many requests are initially received through the DHH program.

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

• Priority 1 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022.

- Priority 2 Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee which was formed in April of 2021. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity review to support a defined action plan for future years.
- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS DHH program continues to have a stable enrollment of students and several new referrals each year. In response to the demand for consultation services additional staff are being sought to provide services for students in districts..

District Services

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

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Family Success Partnership Counselor (wraparound services)
- Functional Behavioral Assessments, consultation and training
- Home-Care Services
- Occupational Therapy
- Orientation and Mobility Consultation
- Physical Therapy
- Professional Development
- Program Reviews
- Sensory Integration, evaluation/consultation
- Speech/Language Evaluation and Intervention
- Specialized Staffing, including counselors
- Summer services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 6 to 7 districts and the number of families supported has increased from 46 to 75. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family

intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

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

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

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. Services provided increased from 281 students in 2021 to 336 and from 40 to 48 districts as of November 2022. Social emotional support demand was increased for a second year with the addition of three more full time social emotional clinicians being added who provide school-wide support and intervention (which are not included in the total student support numbers). There were 32 AT evaluations completed during the 21-22 school year which is more than double the number of AT evaluations (13) conducted prior to the pandemic in FY19.

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

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

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

READS Diagnostic Clinic and Ancillary Services

Progress toward Achieving the Objectives and Purposes Set forth in the

Collaborative Agreement and Strategic Plan

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom

observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 213 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 256 evaluations of students from Member and non-member districts during the 21-22 school year. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

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

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 58 to 65 reflecting a trend of 4 straight years of increased contracts.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2022 as a hybrid model via ZOOM to support both Member and Non-Member Districts. For the first time a consultation model was offered as a follow support for new administrators to implement the best practices of educator evaluation. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

Regional and State Capacity – SCRO (Southeast Collaborative Regional Organization) and MOEC

SCRO

READS Collaborative facilitated the fifth annual Symposium on March 23 and 24, 2022 welcoming over 250 educators back to an in-person symposium focused on the social-emotional wellbeing of students as they were exhibiting challenges in school following the pandemic.

The first SCRO National Speaker Symposium was facilitated by READS Collaborative on September 28, 2022 and featured a topic that is critical for schools post-pandemic: Tackling School Avoidance with Lynn Lyons. The symposium was attended by over 150 educators, counselors and administrators from across the southeastern region of the state.

MOEC

Dr. Theresa Craig is currently serving as President of the Executive Board of MOEC. Recently Dr. Craig represented MOEC at the 50th Anniversary Celebration of Chapter 766 Special Education Law at the Massachusetts State House. In the spring of 2022 Dr. Craig led a panel of Executive Directors in a presentation to Commissioner

Riley and Associate Commission Regina Robinson to provide an overview of wraparound services that collaboratives are providing for families in member districts. During the Paul Andrews MASS Summer Executive Institute Dr. Craig, Dr. Estrella and Counselor Sarah Cochran presented Family Success Partnership information to superintendents. An extended presentation was also provided by a panel of Collaborative Directors during the November MASS/MASC joint conference in Hyannis.

MOEC hosted an inaugural breakfast for Collaborative Board Members at the MASS/MASC joint conference in November. Dr. Craig, as President, and Joanne Haley-Sullivan, as Executive Director of MOEC, shared an overview of the work of collaboratives. The audience of 25-30 was very engaged in the session which went over the expected time limit due to their questions and interest. The attendees recommend making this breakfast an annual event and anticipate a growing audience in the years to come.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY22

PROGRAM	FY22 APPROVED BUDGET
Administration	\$1,441,820
Clinic	\$317,270
Clinic Ancillary	\$170,200
Deaf and Hard-of-Hearing Program	\$3,050,952
Academy Program	\$6,368,396
District Services & Ancillary	\$1,208,495
Teacher of the Deaf	\$114,478
DHH Summer	\$82,709
Academy Summer	\$160,152
District Services Summer	\$77,305
Early Intervention	\$23,425
Professional Development	\$16,498
TOTAL FY22 BUDGET	\$13,031,700

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

tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process. READS Collaborative has considerable assets in property ownership on East Grove St. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

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

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 18 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

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

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY23 tuition for Member districts was \$58,860.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 23 for the majority of students placed in the DHH program is \$66,780. Additional costs for participation in Bristol-Plymouth Vocational Technical High-School, non-member costs, support for

participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

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

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

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;
- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

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

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

Tuition Credits and Clinic Credits to Districts at the Close of FY22

There were no Tuition Credits or Clinic Credits issued for FY 22 due to the impact of the COVID-19 pandemic on enrollment and services.

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



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Appendix A

Strategic Planning Action Steps 2021-2024

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

Appendix B Deaf and Hard of Hearing Tuition Comparison FY23

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

	Deaf an	d Hard of Hearing P	rograms FY23			
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
Perkins School for the Blind	Intensive Day	Deaf/Blind/ Multi-Impaired	205	\$214,291.78	\$1,045.33	
Learning Ctr. for the Deaf	Day	Walden	216	\$157,173.93	\$727.66	
Perkins School for the Blind	Intermedi ate Day	Intermediate Day	205	\$185,788.60	\$906.29	
Perkins School for the Blind	Day	Day	205	\$143,326.57	\$699.15	
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$104,427.82	\$511.90	None of the state
READS DHH - Level 2 Intensive 3 Non-Member Students projected	Day - Level 2	Deaf and Hard of Hearing	180	\$88,920.00	\$494.00	No increase for FY23
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$93,945.43	\$474.47	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84	
Walker, Inc.	Day	Walker School	216	\$98,739	\$457.13	
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$95,384.10	\$441.59	
Learning Ctr. for the Deaf	Day	Day	198	\$84,776.57	\$428.16	
Beverly School for the Deaf	Day	BSD	204	\$85,369.20	\$418.48	
Willie Ross School for the Deaf	Day	Day	180	\$71,142.64	395.24	
READS DHH - Level 1 17 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$66,780	\$371	
Clarke School for the Deaf	Day	Day Education	180	\$64615.68	\$350.08	

Appendix C
READS Academy Therapeutic Day Program Tuition Comparison FY23

Therapeutic Day Programs FY23									
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price				
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80				
F. L. Chamberlain School, Inc.	Day	Day	216	\$109,701.84	\$507.88				
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84				
Home for Little Wanderers	Day	Southeast Campus Day	216	\$101,233.25	\$468.67				
Walker, Inc.	Day	Walker School	216	\$98,739.44	\$457.13				
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$91,880.29	\$417.64				
Stevens Children's Home	Day	Stevens Home	224	\$87,504	\$390.64				
Justice Resource Institute	Day	Granite Day	202	\$71,485.60	\$353.89				
New England Academy	Day	NE Academy	198	\$70,010.34	\$353.59				
Pilgrim Area Collaborative	Day	All Programs	180	\$63,000	\$350				
READ <mark>S Collaborati</mark> ve Mem <mark>be</mark> r	Day	READS Academy	180	\$58,860	\$327				
Walker, Inc.	Day	Beacon High School	198	\$63,688.50	\$321.66				
Justice Resource Institute	Day	Anchor Academy	198	\$59,875.38	\$302.40				
North River Collaborative	Day	North River School	180	\$50,450	\$280.28				

MARION PUBLIC SCHOOLS

Marion, Massachusetts

TO: Town Clerk, Town of Marion, Massachusetts

DATE: December 5, 2022 SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the Massachusetts General Laws, you are notified of the following REGULAR meeting of the **MARION SCHOOL COMMITTEE.**

Wednesday, December 7, 2022 at 6:30 p.m.

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Community Room at Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom. Public is able to attend in person or via zoom

If you need more information about this meeting, please feel free to call 508-758-2772 ext. 1956.

Respectfully submitted, Diana Russo, Secretary to the Superintendent

MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

16 Spring Street Marion, Massachusetts

December 7, 2022 ZOOM LINK:

https://oldrochester-org.zoom.us/j/98749346786?pwd=NkpIZ211RkRmY0UrL0psQ2oyc1JOZz09

Meeting ID: 987 4934 6786 Passcode: 943748

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Community Room at Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom. Public is able

to attend in person or via zoom

TIME: 6:30 p.m. MEETING TO ORDER

RECOGNITION PRESENTATION

- **Approval of Minutes**
 - A. Minutes
 - 1. Regular Minutes: October 26, 2022
 - 2. Executive Session Minutes: October 26, 2022
- Consent Agenda II.
- Agenda Items Pending III.
- General IV.
 - A. Approval of Donations
 - **B.** Marion Police Satellite Office Update
 - C. MCAS Presentation
- V. **New Business**
 - Policy Review A.
 - Curriculum B.
 - Business C.
 - 1. **Financial Report**
 - a. Revolving Account Balances
 - **Food Service Report** 2.
 - 3. **Facilities Report**
 - 4. **Budget Transfers**
 - Personnel
- VI. Special Report
- VII. **Unfinished Business**

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

- **School Committee** VIII.
 - **Committee Reports**
 - **Budget Subcommittee** 1.
 - **Building Committee** 2.
 - **ORR District School Committee** 3.
 - **SMEC** 4.
 - 5. **Early Childhood Council**
 - **READS** 6.
 - 7. **Tri-Town Education Foundation**
 - **Policy Sub-Committee** 8.
 - **School Council**
 - 10. **Equity Sub-Committee**
 - B. School Committee Re-Organization
 - C. School Committee Goals
- IX. **Future Business**
 - Timeline A.
 - **Future Agenda Items**
- **Open Comments** X.
- XI. **Information Items**
- XII. **Executive Session**

ADJOURNMENT