MATTAPOISETT SCHOOL COMMITTEE MEETING Mattapoisett, Massachusetts BY: HYBRID FORMAT

Y: HYBRID FORMAT

MEETING MINUTES December 7, 2023

Regular meeting of the Mattapoisett School Committee was held on Thursday, December 7, 2023, and called to order by Chairperson Carly Lavin at 6:32pm. Chairperson Lavin stated the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

MEMBERS PRESENT: Carly Lavin, Chairperson (in-person); James Muse, Vice-Chair (remote); Cristin Cowles (remote); and Tiffini Reedy (in-person)

MEMBERS ABSENT: Amanda Hastings

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (in-person); Dr. Linda Ashley, Principal – Center School (in-person); Kevin Tavares, Principal – Old Hammondtown School (in-person); and Melissa Wilcox, Recording Secretary (remote).

MEETING TO ORDER:

Chairperson Lavin stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

I. Approval of Minutes:

1. A. 1. Approval of Minutes – Regular Session – October 26, 2023

Recommendation:

That the School Committee review and approve the minutes of October 26, 2023.

MOTION: by James Muse to approve the Regular Meeting minutes of October 26, 2023 as presented

SECONDED: Tiffini Reedy

OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes); Tiffini Reedy (abstain)

MOTION PASSED: 3:0

1. A. 3. Approval of Minutes – Budget Subcommittee – October 26, 2023

Recommendation:

That the School Committee review and approve the minutes of October 26, 2023.

MOTION: by Carly Lavin to approve the Budget Subcommittee minutes of October 26, 2023 as presented

SECONDED: James Muse

OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes)

MOTION PASSED: 2:0

IV. General

A. Approval of School Improvement Plan

Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan.

Superintendent Nelson introduced Dr. Fedorowicz, Dr. Ashley and Mr. Tavares to share a presentation of the 2023-2024 School Improvement Plan for Center and Old Hammondtown Schools together. He explained that each district is tying all work to the new strategic plan and the initiatives listed are the first year initiatives in Vision 2028. Dr. Ashley and Mr. Tavares reviewed the plan explaining that the plan was developed in collaboration with the school council and the principals in Rochester and Marion to ensure the work at each elementary school was aligned with each other. Please see appendix A.

School Committee Feedback:

The school committee members thanked the administration for their presentation and explanation of the School Improvement Plan. Ms. Cowles asked if math was incorporated into Objective One. Dr. Ashley confirmed it is incorporated into 1.4. Dr. Fedorowicz explained that this is a one year plan and literacy is such a big initiative. Math is certainly on the radar and the plans for the next few years will include math, incorporating OpenSciEd and Investigating Histories as these are upcoming focuses for the state. Superintendent Nelson elaborated that the administration is being strategic as to not overwhelm the staff, students and families with multiple initiatives at the same time. Once the administration reviews literacy progress at the conclusion of this school year, next steps in each subject will be addressed.

Ms. Lavin asked where Cyber Security in Objective Five comes in for students as this objective is geared towards the staff. Superintendent Nelson shared in the first year the focus is to determine what is best practice, are we adhering to it and how can we pass on digital citizenship. Mr. Tavares added that digital citizenship and cyber security are incorporated into the current curriculum by the computer instructor.

Ms. Lavin concluded that this is a very good plan and reminded the school committee that this is not all that is being done within the schools; it's just the initiatives being measured this year.

MOTION: by Tiffini Reedy to approve the 2023-2024 School Improvement Plan as presented

SECONDED: James Muse OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes); Tiffini Reedy (yes)

MOTION PASSED: 4:0

B. Acceptance of New Member Districts to READS Collaborative

Recommendation:

That the School Committee review for approval the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024.

Superintendent Nelson informed the school committee that over many months there has been many conversations among the READS Board of Directors (which includes him) regarding two new school districts to READS Collaborative. Most recently, the Board voted to allow admittance of Brockton Public Schools and Whitman-Hanson Regional Public Schools after meeting with the Superintendent and other administration from each district. Mattapoisett Public Schools is a READS member, so the school committee needs to vote on the matter as well as all other member districts.

School Committee Feedback:

Ms. Lavin asked if adding these two districts would change anything for our students. Superintendent Nelson explained that there is no direct impact on our schools. It does allow for more member benefits for the new districts if approved and adds their Superintendent to the Board of Directors.

MOTION: by James Muse: At the READS Board of Directors meeting on November 16, 2023, by a majority vote,

the board members voted to allow admittance of two new school districts, the Brockton Public School District and the Whitman-Hanson Regional Public School District, to READS Collaborative. This vote is subject to majority vote of two-thirds of the READS Collaborative Member School Committees. Pursuant to Section IX: Procedure and Timeline for Admitting New Member Districts as outlined in the READS Collaborative Agreement: Mattapoisett Public Schools, by a vote of our School Committee, approve the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional

School District as new READS Collaborative Member Districts effective July 1, 2024.

SECONDED: Tiffini Reedy

OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes); Tiffini Reedy (yes)

MOTION PASSED: 4:0

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Nelson.

Mr. Barber reported that the Mattapoisett School District currently has \$747,911 available of the general funds appropriated in the 2024 Fiscal Year.

\$7,743,424 - General Funds Approved

\$ 6,995,513 – Obligations Paid Year to Date

\$747,911 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$98,922, of which the excess liability balance for committed cost is (\$5,748).

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Nelson.

Food Service Director's Report (By: Jill Henesey) dated December 2023 as follows:

Center School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- The Food Service Department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

Old Hammondtown School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- Replaced washer and dryer.
- The Food Service Department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Nelson.

Facilities Director's Report (By: Gene Jones) dated December 2023 as follows:

Center Elementary School

- Solicited quotes for clock tower painting for Town.
- Completed striping of Basketball courts.
- Submitted Capital Improvements to Town.
- Completed routine maintenance on all facility systems.

Old Hammondtown Elementary School

- Installed new spreader on tractor.
- Submitted Capital Improvements to Town.
- Replaced sewer pump and float.
- Installed new clothes washer for kitchen support.
- Hosted Veteran's Day Ceremony
- Completed routine maintenance on all facility systems.

C. Personnel

Sarah Leahy was hired as the music/chorus teacher and Luis Rivera was hired as a cook.

VI. CHAIRPERSON'S REPORT:

Chairperson Lavin stated the following:

Before I get into my prepared remarks, I do want to acknowledge that a community member shared a policy via email. I have referred this policy through our standard district review process and trust that Ms. Cowles will keep this committee updated as appropriate. While preparing for tonight's meeting, I found myself torn between what to say. Given where we are in the calendar

year with Thanksgiving just passed and a new calendar year ahead, it's hard not to feel reflective; however, from a school calendar perspective we are still approaching the mid-point of the year. So, I have made an attempt to blend the two:

There is no doubt that the focus undeniably at every grade level has been the implementation of our new Literacy curriculum. This change has reverberated throughout these classroom walls and homes throughout town. And change, while it can be challenging, is the catalyst that propels us toward heights we've only imagined. As we navigate the path to our ambitious Literacy goals, I want to acknowledge the incredible effort and resilience each member of our school community has shown. Embracing new behaviors is no small feat, yet it is essential for the growth and success we are working so vigorously to achieve. I am grateful for your hard work, your openness to change, and your commitment to this venture. The rewards for embracing change transcend the initial hurdles, as they promise progress, revitalization, and the exhilarating chance to shape our future.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson discussed all of the schools being consistent with weekly principal newsletters and a monthly superintendent newsletter. He highlighted seeing a recent performance at the high school of Romeo and Juliet, attending the Tri-Town Thanksgiving banquet for seniors at the junior high school and thanked the Mattapoisett, Marion and Rochester Police Departments for participating in the second annual Unified Basketball game, which raised over \$3,000 for Unified Sports. He informed the school committee that the principal position at Old Hammondtown School would be posted on School Spring by the next meeting. He acknowledged great interactions with students by the staff at both schools witnessed during recent visits. He was impressed by the use of flextime and individualizing to students. Superintendent Nelson also highlighted Ms. Jacobsen's OpenSciEd lesson and Ms. Anderson's sewing project.

Dr. Fedorowicz discussed that Learning Walks are next Friday at Center School and Old Hammondtown School. There was a second full professional development day on November 7th with a focus on OpenSciEd and Literacy. She announced that the districts were awarded again to be a part of Project 351 and they have become a model district in the program. Literacy roll out is continuing with support from The Hill and district administration. She agreed with Ms. Lavin's earlier comments that it is a lot of work and the faculty and staff have been onboard and participating in training and data meetings. Our new teachers recently had training with author and former teacher Dr. Robin Gilpatrick that was well-received.

PRINCIPAL'S REPORTS

Mr. Tavares reported the following:

It's been a busy few weeks at OHS and I am happy to share some of the highlights with you. Exciting news! US News & World Report Ranks OHS #72 in the State. There are 1,563 elementary Massachusetts schools in the report and OHS ranks in the top 5%. Something to be very proud of and a well-deserved recognition for all of the hard work, preparation, and teaching that takes place every single day at OHS. Something to celebrate! Best Elementary Schools in Massachusetts - U.S. News Education https://www.usnews.com/education/k12/elementary-schools/massachusetts

Welcome Jack Conrad Letendre: I am happy to share the news that Kyle and Katie welcomed baby Jack Conrad into the world this past weekend. I know that we all wish Kyle and Katie the best. 6 lbs. 10.8 oz. and 19 3/4 inches long.

OHS Math Olympians Ready for Action: Twenty 5th and 6th grade students competed in their 1st Competition of the year on November 15th. OHS Math Interventionist and Team Coach Linda Aruri reports that the students have been working hard to prepare and are excited to compete. Created by Dr. George Lenchner, an internationally known math educator, the Math Olympiads went public in 1979 and is one of the most influential and fun-filled math competition programs in the United States and throughout the world, with over 120,000 students from every state and 39 participating countries. Learning to solve problems is the underlying reason for studying mathematics. It is the principal mathematical skill that needs to be developed in children. Exposure to challenging problems, interesting puzzles, and the associated rich mathematical topics are essential for the development of problem-solving skills. The objectives of MOEMS® are to teach multiple strategies for out-of-the-box problem solving, develop mathematical flexibility in solving those problems, and foster mathematical creativity and ingenuity. A big thanks goes out to Mrs. Aruri for giving her time and commitment to this wonderful program.

Roger Williams Zoo Comes to OHS: Thanks to the continued support of the Mattapoisett PTA OHS 4th graders participated in a special program entitled Wild Adaptations. Members of the Roger Williams Zoo team visited OHS and shared information about freezing tundras and arid deserts, facts about animals and how they have managed to make their homes everywhere.

Students explored the structural and behavioral adaptations that help animals survive. The students also got to see and touch a wide range of animals.

6th Grade Student Makes the Impossible Shot: Grade 6 student Luke Cameron achieved something only 3 other OHS students could do. Luke successfully tossed a tennis ball into a standing pvc pipe. Luke not only made the impossible shot but he also made it on his first attempt. The Impossible Shot is the brainchild of Physical Education teacher Chad Cabeceiras. Classes are rewarded at the end of PE class if they meet a set of expectations during the class. Sportsmanship, following directions, kindness, and safety are the key components of the challenge.

Grade 5 Students looks towards a beautiful spring: Science Interventionist Ben Squire put grade 5 students to work planting over 200 tulip bulbs around the OHS property. This is the second year in a row that the students have spread spring joy around the school. This project is due to the generous support of the Mattapoisett Land Trust and we hope that this will become an OHS annual tradition.

OHS Grade 6 Students Compete in the Lion's Club Annual Peace Poster Contest: Grade 6 students channeled their inner artist and competed in the annual Lion's Club Annual Peace Poster Contest. This is the 20th year that OHS has collaborated up with the Mattapoisett Lion's Club to promote a positive message of what Peace around the world should be. For over three decades, Lions clubs around the globe have been sponsoring this very special art contest in schools and youth groups. Creating peace posters gives children everywhere the chance to express their visions of peace and inspire the world through art and creativity. Congratulations to this year's winners. Kai's poster will move on to the Regional Contest and hopefully, State, National, and International stages of the contest.

Old Colony Vocational Technical High School visited OHS on Tuesday, December 5th and wowed the students in 5th grade with their robots and 3-D printed designs. The demonstration lasted 45 minutes and it was a special treat. OHS alumnus Douglas Barrows, a member of the OC team shared his robot with the students. He demonstrated how to control the robot and gave several students a chance to try it out. Center/OHS Technology Specialist Lisa Lourenco organized the event. This is the fifth year the OC Robotic Team has visited OHS.

Upcoming OHS Events

Tuesday, December 5th: Old Colony Robotic Club Demonstration - Grade 6

Tuesday, December 5th: Mattapoisett PTA Free Family Bingo Night - 6-6:45 p.m. OHS Cafeteria

Wednesday, December 13th: OHS Holiday Concert - Afternoon performance and 6:30 p.m.

Dr. Ashley reported the following:

November 7th Professional Development Day - Classroom teachers, special educators, and specialists had the opportunity to collaborate and plan upcoming units with their colleagues from Sipppican and Rochester Memorial Schools. Teachers also participated in literacy professional development. Training modules focused on The Brain: What happens in the brain when we read, and how can this understanding inform our instruction? Reading and Oral Language and Literacy: How is reading related to oral language?

First, second, and third-grade students have been enjoying practicing music and songs in preparation for our winter concert, On with the Snow!, on December 20th at 9:00 am. This musical celebrates our relationship with snow. It is a revue of cold and snow that will warm your heart! Grade 3 students will also have speaking parts and dancing this year! Sasquatch, Big Foot, and the Abominable Snowman will also appear! There will also be a candle-lighting song at the end of the program. Families and relatives are welcome to attend!

Congratulations to Mrs. Willow Dowling on her upcoming retirement at the end of December. Mrs. Dowling started teaching in Connecticut in 1983. She moved to Washington, D.C., and taught there and in Arlington, VA. She then ran her own herb farm in Tiverton, RI, for ten years. Mrs. Dowling went back to teaching in 2004 in Fall River, MA, and started teaching in Mattapoisett in 2006.

One of my favorite memories is bringing the chorus to sing the national anthem on the ice at the Providence Bruins game. They were so excited and proud to be there! She looks forward to taking art, photography, and Italian classes starting in January. She

and her husband are planning some wonderful trips to Hawaii and Italy. Mrs. Dowling told us that she will miss the Mattapoisett community and will think fondly of all the children she has taught over the years. On behalf of the Mattapoisett Community, we thank Mrs. Dowling for her years of service and for bringing the joy of music to Mattapoisett students. We wish Mrs. Dowling all the best in her retirement!

Upcoming events:

December 14 - PTA Zoom Meeting 7-8 pm

December 20 - Winter Concert 9:00 am - Families Invited

December 22 - Project Grow Early Release 11:30 am, No lunches served

December 22 - K- 3 Early Release 12:20 pm, lunches served

December 25 - January 1 - Winter Vacation

January 2 - School resumes

January 4 - PTA Zoom Meeting 7-8 pm

January 15 - Martin Luther King, Jr. Day - No School

January 31- Project Grow Early Release 11:30 am, No lunches served

January 31 - K- 3 Early Release 12:20 pm, lunches served

VIII. School Committee

A. Committee Reports

- 1. ORR District School Committee James Muse reported that they met on November 16th and heard the MCAS presentation. He also encouraged members to attend ORR events like the plays, sports and other events.
- 2. SMEC Tiffini Reedy reported they met on November 28th and heard a presentation of the FY23 audit and approved many items.
- 3. READS Superintendent Nelson stated it was regular actions at the last meeting and the highlight was meeting Whitman-Hanson and Brockton Public Schools representatives.
- 4. Early Childhood Council Cristin Cowles reported there was no report but to be on the lookout for Kindergarten registration information.
- 5. MASC No report.
- 6. Mattapoisett Capital Planning Chairperson Lavin reported they met last Monday along with the Police Chief and the Harbormaster and are fully underway with the process.
- 7. Tri-Town Education Foundation Fund—Superintendent Nelson reported that they recently met under Ms. Lopes' leadership and they met with the Foundation that manages the fund. They are currently working on streamlining the application process.
- 8. Policy Subcommittee Cristin Cowles reported they meet in a couple weeks.
- 9. Budget Subcommittee Chairperson Lavin reported they have not met since the last meeting and the next is in January.
- 10. Equity Subcommittee Superintendent Nelson reported the next meeting is in January.

IX. Future Business

A. Timeline

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

Mattapoisett School CommitteeJoint School CommitteeJanuary 11, 2024 at 6:30pmJanuary 18, 2024 at 6:30pmHybrid FormatHybrid Format

B. FUTURE AGENDA ITEMS

- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Approval (public hearings) (March)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (June)

X. Open Comments

Chairperson, Carly Lavin stated the following:

Public Comment is governed by approved school committee policy.

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

There were no public comments.

XI. Information Items

Superintendent Nelson provided the READS Quarterly Report Overview – September 2023 and the READS Annual Report for 2022-2023 to the school committee as information items.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Mattapoisett School Committee at 7:33pm.

MOTION: by Tiffini Reedy to adjourn the Regular Session of the Mattapoisett School Committee at 7:33pm.

SECONDED: James Muse OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes); Tiffini Reedy (yes)

MOTION PASSED: 4:0

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2023-2024 CENTER/OLD HAMMONDTOWN JOINT SCHOOL IMPROVEMENT PLAN

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

STRATEGIC OBJECTIVES					
1. & 2.	3.	4.	5.		
Teaching & Learning	Support Systems	Climate & Culture	Safe Schools		

Strategic Objective #1: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle	Office of Teaching and Learning	In collaboration with The Hill for Literacy, implement the	Provide PD to staff members regarding the implementation of the Into Reading program and the Science of Reading	Consistent reading program implemented across the ORR district
and continue the implementation	Principals Teachers	Into Reading core literacy program	2. Provide Into Reading resources to educators	2. Teachers will have up-to-date resources

of the Literacy Action Plan. (multi-year)			 3. Provide monthly support to teachers through The HILL for Literacy around best practices in literacy instruction 4. Ongoing support available for educators with HILL for Literacy consultants 	 3. Educators will have familiarity with Into Reading program and Science of Reading methods and strategies 4. Educators will have questions and concerns addressed through Hill for Literacy consultation
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction (multi-year)	Office of Teaching and Learning Principals Teachers The HILL for Literacy Building-Base d Data Teams	In collaboration with The Hill for Literacy, develop a literacy assessment plan to measure and monitor student literacy achievement	 Establish a District Literacy Leadership Team that will create a common assessment plan/schedule across the district Administer literacy assessments Conduct meetings to analyze literacy data and inform instruction practice Analyze student assessment data to inform instructional planning 	 Monthly DLLT roster, meeting agendas, and notes (Nov June) Student benchmark data rosters available for data meetings and progress monitoring meetings Agendas for meetings as well as instructional focus data to drive instruction and guide intervention
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical	Office of Teaching and Learning Instructional Council Principals Teachers	The District Instructional Council members and select Center/OHS staff members will continue to review and update the curriculum in the	 Instructional Council will meet throughout the year to plan for auditing and updating curriculum content Departments/grade level leaders will update courses/units following parameters set by Instructional Council 	Instructional Council agendas reflect audits and updates made to units Content updates are available to teachers in our curriculum management system

articulation of standards	currici mana	ılum gement		
covered during	syster			
grade level	, , , , , ,			
transitions,				
daily				
instruction, and				
assessments				
(multi-year)				
(multi-year)				

Strategic Objective #2: Teaching & Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time (multi-year)	Office of Teaching and Learning Instructional Council Principals Teachers	The District Instructional Council will assist in planning the 23-24 SY professional development plan The professional development plan will include learning opportunities for all educators including special educators, related service providers, specialists, and paraprofessionals	 Data from staff surveys will be used to plan for professional development offerings The professional development plan will be developed and communicated to educators in advance of the PD day Professional development will be relevant and meaningful to all educators District administration in collaboration with The Hill and Open Sci Ed will use data points and input from stakeholders to plan cohesive professional development to staff 	 Staff survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators The Professional Development Plan will be completed prior to the upcoming school year Instructional Council agendas reflect input shared out with grade levels and departments Professional Development plans reflect input from our consultancies

2.5 Provide professional development to support and implement adoption of current Literacy Action Plan (multi-year)	Office of Teaching and Learning Principals Teachers	Center and Old Hammondtown School staff will participate in literacy professional development related to Science of Reading and implementation of the core literacy program	 Implementation Meetings with The Hill for Literacy Through The Hill for Literacy, staff members will complete Science of Reading training to understand up to date research around how the brain encodes and decodes Educators will have access to The Hill for Literacy Implementation Coach Provide monthly support to teachers through The HILL for Literacy around best practices. in literacy instruction 	 The Hill and HMH agendas and rosters The Hill and HMH provides PD sessions The Hill Implementation meeting agendas reflect the coverage of critical components of the Into Reading series Science of Reading modules are provided to teachers during portions of PD and early release days
	ive #3: Support S		mic, behavioral, and social emotional systems of support	in all schools.
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent	Office of Teaching and Learning	Center and Old Hammondtown Schools will develop and	RTI (Response to Intervention) teams will meet weekly to ensure that student intervention needs are being addressed	Agendas and meeting notes reflect topics of discussion at weekly meetings
district-wide systems of support available to all	Principals Teachers	implement systems of support consistent with	2. Grade level/departments will use the FLEX intervention blocks in the weekly schedule to provide interventions to students in need of extra support in the content areas	2. Instructional planning occurs during The Hill Data meetings, progress monitoring meetings, grade level FLEX planning

3. Grade level/departments will use assessment data

to drive instruction in tiers I, II, and III

through the

general

Adjustment

Counselors

to ensure

supports are in place to meet the

meetings, SRST (Student

Resource Support Team) and

education setting. (multi-year)	Reading Specialists Math Specialists Title I Math and Reading Interventionists	needs of our students Educators will use assessment data to provide targeted literacy and math interventions in the classrooms	4. Targeted staff will participate on the district team developing and implementing action steps from the Safe and supportive schools grant. This will include looking at SEL curriculums that may be used by the district	BBST (Building Based Support Team) meetings 3. FLEX planning minutes reflect intervention updates as well as data sheets that drive the groupings 4. Agendas and action items
		and in small		will be shared at the building
		groups		level

Strategic Objective #4: Climate & Culture

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students (multi-year)	Principals Teachers Adjustment Counselors	The Center and OHS school community will collaborate to promote the development of strong academic and social skills for all students	Responsive Classroom techniques including: Morning meeting, school & classroom rules, behavior supports, restorative practices, and establishing hopes and dreams will be implemented school wide Explore SEL resources and lessons within the Into Reading program	 Increase focus on students' strengths and positive contributions to school community Decreased discipline referrals Time provided on staff meeting agendas to review and share ideas related to best practices including sharing RC success stories
4.3 Develop and implement	Principals	Center and OHS school	1. Weekly school newsletter updates will be sent to families on Sundays at 3:00 pm	School newsletter sent weekly to update staff and

a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing (multi-year)	Teachers Community Groups	administration will consistently communicate with the school community through weekly update emails to promote school community engagement	2. School events including: parent teacher conferences, Art Show, PTA fundraisers and band/chorus concerts will be included in school newsletter to ensure that families have a chance to plan for and participate in events 3. ORRConnect app for school community communication	families of upcoming happenings 2. School newsletters will be posted on school websites weekly 3. Monthly calendars are maintained and included in the weekly newsletters
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all (multi-year)	Principals School Adjustment Counselors Project 351 Leaders, students, and staff	Center and OHS students, with the support of staff members, will enhance student voice through school and district leadership opportunities	 Project 351 will be open to grades 4-6. Student "Influencers" will attend four training sessions to understand their roles. Monthly times will be offered for planning for student voice at All School Meetings throughout the year Project 351 will present at a staff meeting to familiarize PreK-6 educators with the work of Project 351 Students will share their hopes and dreams and learning goals during the school year Students will have opportunities to participate in surveys for school culture-building activities e.g. spirit days, All School Meetings 	1. Trainings for students occur at the JHS/HS and students present content at monthly All School Meetings 2. Staff meeting agenda items and students' presentation to staff 3. Student hopes and dreams recorded and displayed in classrooms

professional development to support and implement best practices related to tracking and improving student behavior and discipline	Principals Teachers	Center and OHS staff will participate in professional development and training related to tracking and improving student behavior and discipline	 Power School training and overview of the tracking system will be provided to all staff Follow-up will be provided at monthly staff meetings and grade level PLC meetings Center and OHS behavior matrix will be reviewed and updated as needed Responsive Classroom strategies and techniques will be implemented school-wide for consistency and supports to address behavioral needs 	 Meeting agendas and attendance logs reflect time spent on topic Staff meeting/PLC agendas and attendance logs reflect time spent on topic Meeting notes reflect the data that was reviewed and updated Staff meeting agenda and notes reflect time spent sharing challenges and best practices
Strategic Object			uta in all calcada	
Strategic Initiatives	re, and equitable Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)

			4. District administration will update the Crisis Manual Plan that provides guidance of procedures and protocols in emergency situations	Reports) 4. Updated manual shared with The Leadership Council and staff to be followed in emergency situations
5.4 Establish short and long term capital plans for all	District Business Office	Building, district departments and administration will collaborate	School administration will meet with the district leadership to target areas of need in the building School and district administration will meet with	1. Items added to the Capital Plan to be reviewed with town leadership
school buildings, grounds, and	Supt's office ORR District	to understand and document short and long	town officials to tour the buildings and view identified areas of need	2. Building tour occurs with a focus on high need areas
facility operations (multi-year)	Facilities Director Principals	term building needs to be shared with town leadership	3. Building reviews will be conducted yearly to identify building improvements needed and added to the town's capital improvement plan	3. Town capital planning documents reflect the needs presented

MATTAPOISETT SCHOOL COMMITTEE MEETING

Mattapoisett, Massachusetts REGULAR MEETING Thursday, December 7, 2023 ZOOM LINK:

Join Zoom Meeting

https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVIPTWVHaUlLcEg3U21IQT09

Meeting ID: 968 1584 5547 Passcode: 146869

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in in the Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.

6:30 P.M. MEETING TO ORDER

RECOGNITION PRESENTATION

- I. Approval of Minutes
 - A. Minutes
 - 1. Regular Meeting Minutes October 26, 2023
 - 2. Executive Session Minutes
 - 3. Budget Subcommittee Minutes October 26, 2023
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General
 - A. Approval of School Improvement Plan
 - B. Acceptance of New Member Districts to READS Collaborative
- V. New Business
 - A. Curriculum
 - B. Business/Finance & Operations
 - 1. Financial Report
 - 2. Food Services Report
 - 3. Facilities Report
 - 4. Budget Transfers
 - C. Personnel
- VI. Special Topic Report

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

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

ADJOURNMENT

MATTAPOISETT PUBLIC SCHOOLS MATTAPOISETT, MA

TO: Mattapoisett School Committee

FROM: Michael S. Nelson, Superintendent of Schools

DATE: December 5, 2023 **RE:** Agenda Items

The following items are on the agenda for December 7, 2023:

I. Approval of Minutes (VOTE NEEDED)

1. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of October 26, 2023. Please refer to "MTSC 12072023 October Minutes".

1. Approval of Minutes – Budget Subcommittee

Recommendation

That the School Committee review and approve the minutes of October 26, 2023. Please refer to "MTSC 12072023 October Budget Minutes".

IV. General

A. Approval of School Improvement Plan (VOTE NEEDED)

Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan. Please refer to "MTSC 12072023 School Improvement Plan".

B. Acceptance of New Member Districts to READS Collaborative (VOTE NEEDED)

Recommendation:

That the School Committee review for approval the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024. Please refer to "MTSC 12072023 READS New Members".

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MTSC 12072023 FY24 Financial Memo", "MTSC 12072023 FY24 BCAHS Financial Report", "MTSC 12072023 FY24 GF Financial Report" and "MTSC 12072023 FY24 GF Financial Report" and "MTSC 12072023 FY24 GF Financial Report".

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MTSC 12072023 Food Service Report".

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MTSC 12072023 Facilities Report".

C. Personnel

Sarah Leahy was hired as the music/chorus teacher and Luis Rivera was hired as a cook.

IX. Future Business

A. Timeline

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

Mattapoisett School CommitteeJoint School CommitteeJanuary 11, 2024 at 6:30pmJanuary 18, 2024 at 6:30pmHybrid FormatHybrid Format

B. FUTURE AGENDA ITEMS

- Initial Budget Review (January)
- Health Unit Application (February)

- Budget Approval (public hearings) (March)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (June)

XI. Information Items

Recommendation:

That the School Committee review the READS Quarterly Report Overview – September 2023 and the READS Annual Report for 2022-2023.

If you have questions about any of the recommendations above, please feel free to contact the Superintendent's Office.

MATTAPOISETT SCHOOL COMMITTEE MEETING Mattapoisett, Massachusetts BY: HYBRID FORMAT

MEETING MINUTES October 26, 2023

Regular meeting of the Mattapoisett School Committee was held on Thursday, October 26, 2023, and called to order by Chairperson Carly Lavin at 6:34pm. Chairperson Lavin stated the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

MEMBERS PRESENT: Carly Lavin, Chairperson (in-person); James Muse, Vice-Chair (remote); and Cristin Cowles (remote)

MEMBERS ABSENT: Tiffini Reedy and Amanda Hastings

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (in-person); Howard Barber, Assistant Superintendent of Finance and Operations (in-person); Dr. Linda Ashley, Principal – Center School (in-person); Kevin Tavares, Principal – Old Hammondtown School (in-person); Melissa Wilcox, Recording Secretary (in-person), teachers; staff; parents; members of the press and public via zoom or in-person.

MEETING TO ORDER:

Chairperson Lavin stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

I. Approval of Minutes:

1. A. 1. Approval of Minutes – Regular Session – September 21, 2023

Recommendation:

That the School Committee review and approve the minutes of September 21, 2023.

MOTION: by Cristin Cowles to approve the Regular Meeting minutes of September 21, 2023 as presented

SECONDED: Carly Lavin OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes)

MOTION PASSED: 3:0

IV. General

A. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

Superintendent Nelson introduced Dr. Fedorowicz, Dr. Ashley and Mr. Tavares to share a presentation regarding Mattapoisett MCAS scores. He explained there are a lot of points of pride for the district. Dr. Fedorowicz explained MCAS achievement levels and scores along with reviewing MCAS administration since 2019 reminding the school committee that in 2020 there were no exams. Dr. Ashley and Mr. Tavares reviewed MCAS results by grade level. Please see appendix A.

School Committee Feedback:

The school committee members thanked the administration for their presentation and explanation of the MCAS results in Mattapoisett, and district wide. Overall, the students are performing well and scores are trending upward. The members discussed the performance of third graders on the test, highlighting this is their first high stakes test and online exam and acknowledged the effects of the pandemic on this group of students. They appreciate the action steps reviewed by administration to the students continue to recover and improve after the pandemic. Superintendent Nelson added that this is one piece of the puzzle and the district strives to look at the whole child, and teaching and learning looks a lot different now than it did in 2019.

B. 2024-2025 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2024-2025 school year.

Chairperson Lavin asked all members to review the calendar and solicit feedback from constituents to provide for her to compile.

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported that the Mattapoisett School District currently has \$969,322 available of the general funds appropriated in the 2024 Fiscal Year.

\$7,743,424 - General Funds Approved

\$ 6,774,102 – Obligations Paid Year to Date

\$ 969,322 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$98,922, of which the excess liability balance for committed cost is (\$5,748).

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) dated October 2023 as follows:

Center School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- The Food service department is gearing up to work with the ORR Junior High School once again to bring back the Tri-Town Senior Citizen Thanksgiving Dinner Event.

Old Hammondtown School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- Fresh Fruit & Veggie Bar has been well received by students.
- The Food service department is gearing up to work with the ORR Junior High School once again to bring back the Tri-Town Senior Citizen Thanksgiving Dinner Event.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) dated October 2023 as follows:

Center Elementary School

- Completed repair on Office Roof Top Unit.
- Solicited quotes for playground repair and resurfacing.
- Installed new spreader on tractor.
- Conducted Capital Improvements walk-thru.
- Completed routine maintenance on all facility systems.

Old Hammondtown Elementary School

- Installed new spreader on tractor.
- Conducted Capital Improvements walk-thru.

- Replaced Basketball hoops in playground area.
- Striped playground basketball hoop area for elementary and standard.
- Installed new dryer in kitchen.
- Repaired hot water heater.
- Completed routine maintenance on all facility systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Lavin stated the following:

"Success is a journey, not a destination. The doing is often more important than the outcome." Arthur Ashe Last meeting, I talked about passion and perseverance. And those themes continue to be appropriate tonight. As my colleague Mr. Muse said earlier tonight during our budget subcommittee meeting, The challenges we face will change and will come from different places. That can mean managing the inflation pressures to enhancing our teaching and learning to embrace our new Literacy curriculum. This committee continues to appreciate the hard work of our administration, teachers, families and children. Please continue to stay the course. We have lofty goals and aspirations to provide a high quality education to all students. I would like to close by acknowledging the recent announcement regarding the upcoming retirement of Mr. Tavares, our OHS principal.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson recognized Mr. Tavares, and his retirement at the conclusion of the school year. Superintendent Nelson believes Mr. T models a love of learning and the kids know he's in school because he cares about them. He works hard to build relationships with the students and show how much he cares.

Dr. Fedorowicz reported the following:

Project 351 Playmaker:

Our Director of Guidance, Ms. Millette, from the JHS and HS has really been passionate about getting the Project351 rolling this year along with the help of Dr. Ashley and Mr. Tavares. It is really rolling out at OHS to start, and am happy to share that 24 students from OHS are participating in the Playbook workshops this year. As we progress, we will be providing student leadership opportunities for the younger students. In September, last year's student leaders, also called influencers, met with Kevin and Ms. Millette to plan ideas for this school year to set the tone of positivity and inclusivity. Influencers recently had a P351 workshop which consisted of icebreakers, discussed leadership and what it means to them, did an agree/disagree exercise on a few prompts, and then a small and then large group scenario discussion as well as their reflections on impact. These workshops are a great opportunity for students to share what they have learned and to practice their leadership skills. Exciting News: We applied to be 2nd year ambassadors to continue our work with Project 351 Playmaker last night. A special thank you to our kids who get super excited to be a part of this group, and to the principals and Ms. Millette for all of the success to date with P351!

Instructional Council and Professional Development:

The Curriculum Review Cycle is really driving our work from the Strategic Plan. In other teaching and learning items, the <u>IC</u> met to review this year's PD surveys and discuss direction related to the new Strategic plan focusing on our new literacy program. Our next <u>PD</u> is a full day on Nov. 7 that will consist of Science of Reading and Literacy work with IntoReading.

LITERACY:

Teachers and specialists have been meeting regularly with the <u>HILL for Literacy</u> which has included BOY <u>getting started</u> <u>training</u>, <u>scope/sequence and pacing</u>, <u>in-person implementation</u> sessions and <u>grade level data meetings</u> for assessment analysis and targeted instructional needs for students.

Learning Walks:

We have started <u>Learning Walks</u> and to date administrators have visited the HS and RMS. OHS and Center has their first rotation for learning walks in early December.

I want to thank SC for continued support in the T & L initiatives to continuously making learning fun and rigorous for our students.

Superintendent Nelson concluded sharing that at the recent Joint School Committee meeting; many important items were reviewed and approved, including the new strategic plan, curriculum review cycle, and the professional development plan to name a fiew. He informed the school committee they can expect to hear the one-year school improvement plan for Mattapoisett Public Schools at the next school committee meeting.

PRINCIPAL'S REPORTS

Mr. Tavares reported the following:

October has flown by and it's hard to imagine that November is only a few days away. There are lots of great things happening at OHS and I am proud to share some of them with you. Our fall conferences took place on Thursday, October 19, and Friday, October 20th. The concert and jazz bands are hard at work preparing for our winter concert, and the OHS Math Olympiad team has met and is preparing for their first competition.

Our fifth-grade students were treated to a special field trip and traveled to Boston on Tuesday, October 17th. Classes went back in time to rebellious 1773 Boston where they met Samuel Adams in the old Meeting House. They then boarded the HMS Eleanor and started their journey to learn about the "single most important event leading up to the American Revolution" – the Boston Tea Party. Students then toured the ship and dumped tea into Boston Harbor. It was a great experience and I was so fortunate to join in on the excitement. A big thank you goes out to our fifth-grade teachers for planning and coordinating this tremendous opportunity. I know it will be one that they remember. I would like to once again thank the Mattapoisett PTA for their financial support. This trip would not have been possible without their commitment to providing our students with enriching activities that make learning come alive.

OpenSciEd is up and running in fifth-grade.. Science interventionist Ben Squire works with Mrs. Barrows class looking at plants and the environment.

OHS Students participated in the first Project 351 district meeting on Tuesday, Oct. 17th. Twenty-one students from grades 4-6 joined last year's 6th-grade influencers to learn more about the program. The Playbook Initiative is a partnership between Project 351 and the Boston Celtics that aims to empower students to build more inclusive communities by facilitating meaningful dialogue. The Playbook Initiative seeks to build a sense of belonging through the elimination of bias by bringing together groups of students to engage in workshops related to race/ethnicity, gender, religion/culture, disability, and orientation. These workshops aim to empower young people to build more inclusive communities in which everyone feels welcomed and celebrated.

The Franklin (Bronc) Caswell memorial plague was installed and is a nice addition to Caswell Circle. Bronc served proudly as Old Hammondtown's first custodian from 1966 when the school first opened until 1994.

Breakfast continues to be a big hit with over 40 plus students participating each day.

Dates to Remember:

NOVEMBER 11/6 Project 351 11/7 No School 11/10 No School 11/16 Picture Retakes 11/22 Early Release 11/23-11/26 Thanksgiving Break DECEMBER 12/8 Report Cards 12/13 Christmas Concert 12/22 Early Release

Dr. Ashley reported the following:

Student results for the 2023 MCAS Assessment were mailed to parents/guardians on Tuesday, October 17, 2023. School administrators and faculty will analyze MCAS results to inform instructional planning. MCAS scores are used in addition to DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Aimsweb (Math Benchmark), and other assessments to inform

classroom instruction, and plan targeted interventions to support students in meeting grade-level curriculum standards in English Language Arts and Mathematics.

We thank families for participating in parent/guardian conferences on October 19th and 20th. Teachers presented valuable information regarding each student's academic progress and social-emotional development. We look forward to continued strong home-to-school partnerships throughout the school year.

Thank you to our PTA for organizing another successful book fair and family night this past week! Students visited the book fair during library classes and could purchase books from their wish lists.

Thank you to the Mattapoisett Fire Department for visiting Center School during October, fire prevention month. Students in Project Grow and Kindergarten were very excited as they climbed on the fire truck and saw the equipment firefighters use to keep us safe! The yellow fire hats they received were also a big hit!

Upcoming events:

November 2 - PTA Meeting 7-8 pm

November 7 - Full Day Professional Development Day - No School for Students

November 10 - Veterans Day Observed - No School

November 15 - Lifetouch Picture Retakes

November 22 - Early Release at 12:30 pm

November 23 and 24 - Thanksgiving - No School

VIII. School Committee

A. Committee Reports

- 1. ORR District School Committee James Muse reported that things are moving along as expected, sports, clubs and activities attention is on learning and growing.
- 2. SMEC Superintendent Nelson reported they recently had a tour of the new facility and if members are interested in scheduling a visit to let him know.
- 3. READS no report.
- 4. Early Childhood Council Cristin Cowles reported they met last week. Ms. Lopes highlighted at that meeting the behavioral and social issues that are still a trend for early learners since the pandemic.
- 5. MASC James Muse reported the conference is next month.
- 6. Mattapoisett Capital Planning Chairperson Lavin reported they met once ahead of the fall town meeting and the lines of communication with the town continue to grow and strengthen.
- 7. Tri-Town Education Foundation Superintendent Nelson reported that they did meet and Ms. Doreen Lopes was appointed chairperson. The next meeting is November 29th.
- 8. Policy Subcommittee Cristin Cowles reported they met October 10th and are going to circle-back on a policy regarding fundraising.
- 9. Budget Subcommittee Chairperson Lavin reported they met earlier today and thanked the administration for their initial draft
- 10. Equity Subcommittee Superintendent Nelson reported the last meeting included an overview of Project 351 by students one high school student and two sixth graders. They also hear an update on the equity action plan.

IX. Future Business

A. Timeline

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

Mattapoisett School CommitteeJoint School CommitteeDecember 7, 2023 at 6:30pmJanuary 18, 2024 at 6:30pmHybrid FormatHybrid Format

B. FUTURE AGENDA ITEMS

- Approval of new School Improvement Plan (October)
- MCAS Results Report (November/December)

- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Approval (public hearings) (March)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (June)

X. Open Comments

Chairperson, Carly Lavin stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

There were no public comments.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Mattapoisett School Committee at 8:02pm.

MOTION: by James Muse to adjourn the Regular Session of the Mattapoisett School Committee at 8:02pm.

SECONDED: Cristin Cowles

OPPOSED: None

ROLL CALL: Carly Lavin (yes); James Muse (yes); Cristin Cowles (yes)

MOTION PASSED: 3:0

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



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.

MCAS Test Administration 2019-2023

Year	2019	2020	2021	2022	2023
Grades 3-8		X	Partial	1	
Grade 10	\	X	✓	✓	✓

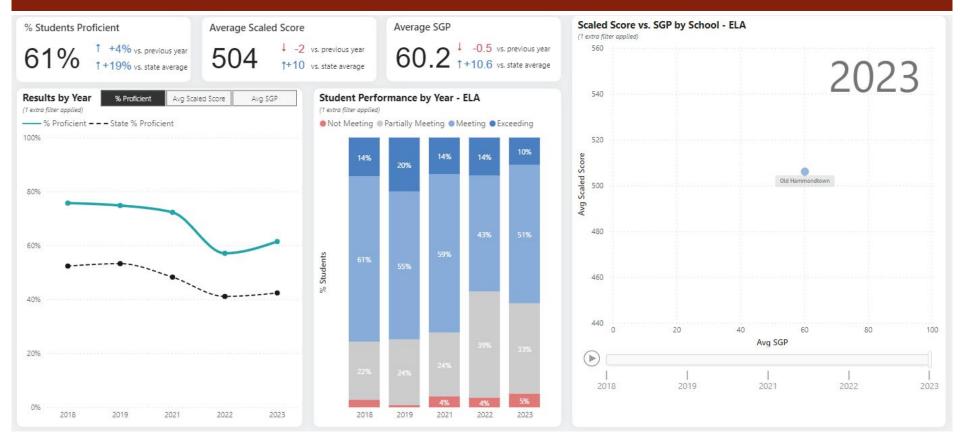
State-Wide Data Trends

- ELA and Math Achievement score slide by pandemic has halted and recovery is underway
 - Science slight achievement decrease
- Grade 3: Generally flat results; these students were in Grade K in 2020
- Recovery may improve (show improvement), but achievement may not improve.
 - These are two different things
 - Recovery compares 2019 (last 'normal' MCAS) to 2023 MCAS
- Still have significant ground to make up to reach pre-pandemic achievement levels

Center/OHS Data in Context of State-Wide Trends

- ELA and Math Grades 3-6 Achievement and Growth scores:
 - Outperformed state in overall achievement scores, growth and recovery
- Science Grade 5 had higher achievement scores and recovery than the state
- Significant progress was made overall from 2019 to 2023 which proves that we continue to close the learning gaps caused by the pandemic.

OHS/Center Grades 3-6 Achievement from 2019-2023 for English Language Arts



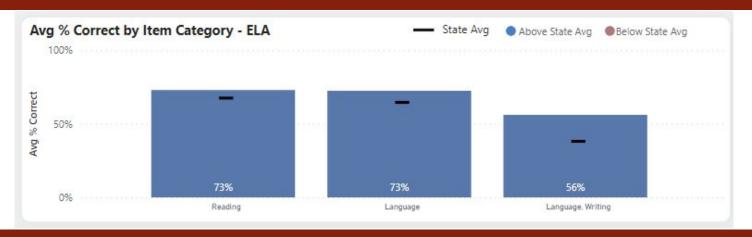
ELA Grades 3: Percent (%) Correct by Category



ELA Grades 4: Percent (%) Correct by Category



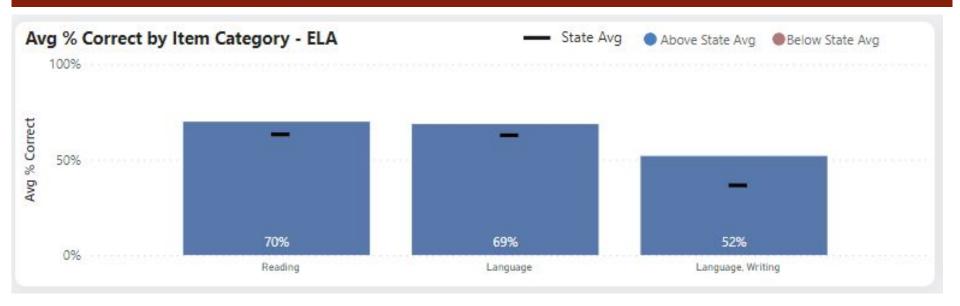
ELA Grades 5: Percent (%) Correct by Category



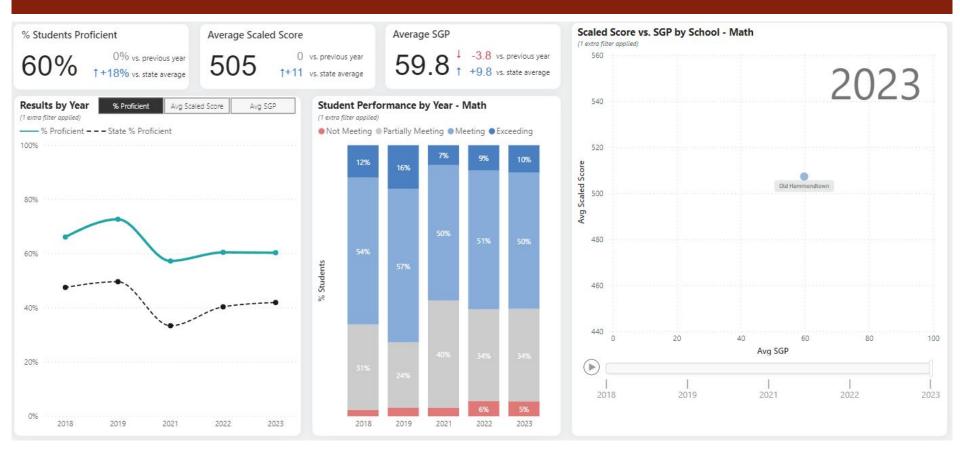
ELA Grades 6: Percent (%) Correct by Category



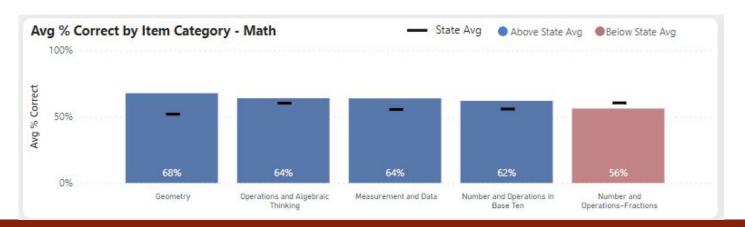
ELA Grades 3-6: Percent Correct by Category



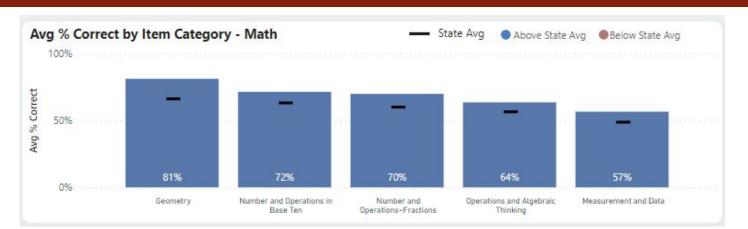
OHS/Center Math Grades 3-6 Achievement from 2019-2023



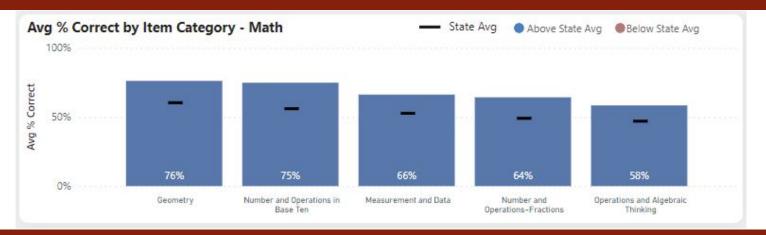
Math Grades 3: Percent (%) Correct by Category



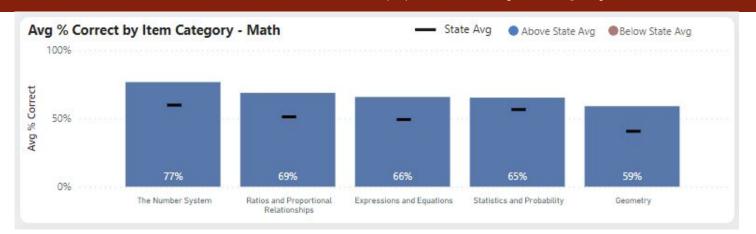
Math Grades 4: Percent (%) Correct by Category



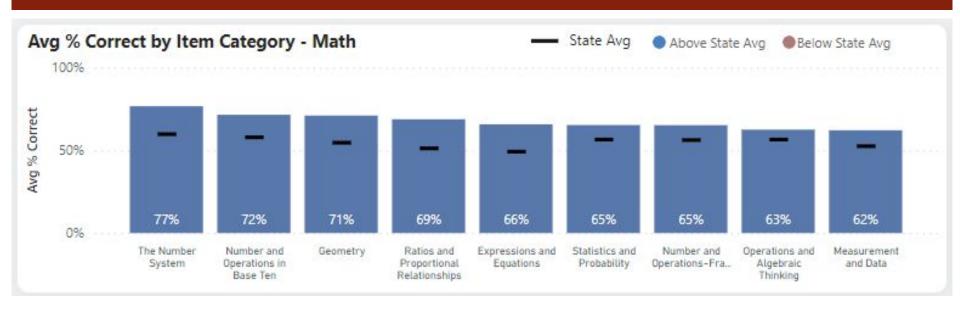
Math Grades 5: Percent (%) Correct by Category



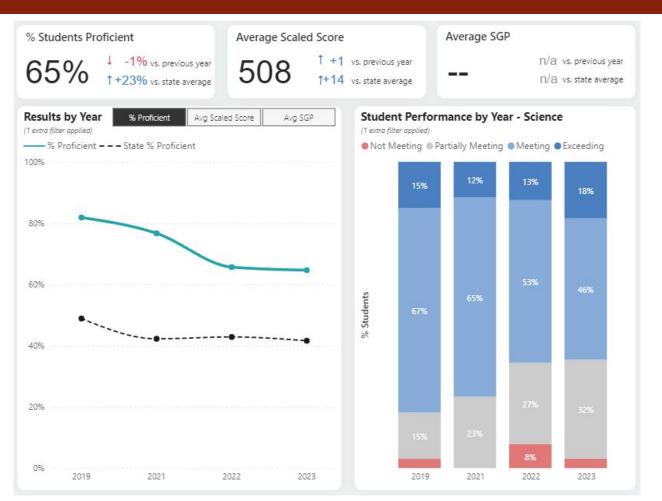
Math Grades 6: Percent (%) Correct by Category



Math Grades 3-6: Percent Correct by Category



Center/OHS Grade 5 Achievement from 2019-2023 for Science



Areas of Strength - ELA

Reading, Language and Writing Standards:

Grade 3:

- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when
 writing or speaking to support conclusions drawn from a text. +6 points above state.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. +5 points above state.

Grade 4

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. +10 points above state.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. + 10 points above state

Grade 5

- Write an essay that explains how the characters worked together to solve a problem, use information from the passage as evidence. +19 points above state.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. +17 points above state.

Grade 6

- Write an essay that explains actions taken that led to success; use information from the passages to support the explanation. +22
 points above state.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. +15 points above state.

Action Steps - ELA

- 1. Implement Structured Literacy component of Into Reading program
 - a. Ongoing literacy professional development through HILL for Literacy consultants
 - b. Teachers participate in monthly Into Reading implementation meetings
 - Teachers participate in literacy data meetings to analyze DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark Assessments to form student grouping and plan targeted intervention
- 2. Embed writing across all curriculum areas
- 3. Determine common grade level writing expectations and instructional strategies across grade levels
 - a. Grade level teams meet to score student writing to plan writing instruction and practice opportunities
- 4. Focus on Tiered Intervention Model that has flexible groupings based on students' needs
 - a. Evaluate DIBELS Benchmark Assessments three times a year
 - b. Utilize Progress Monitoring to assess students reading below benchmark to measure student response to intervention every 6-8 weeks.

Areas of Strength - Math

Grade 3:

- Given the number of equal parts in a figure, determine what fraction one part is of the area of the whole figure. 21% Difference vs. State
- Determine which multiplication expression with three factors has a value less than a given value using the properties of operations. 24% Difference vs. State
- Given a real-world problem, determine the length of one side of a square given the square's perimeter. 24% Difference vs. State

Grade 4:

- Determine measures of angles using a protractor. 26% Difference vs. State
- Write a fraction with a denominator of 100 as a decimal. 21% Difference vs. State

Grade 5:

- Determine the quotient of a four-digit dividend and a two-digit divisor. 30% Difference vs. State
- Evaluate an expression with two sets of parentheses. 31% Difference vs. State
- Determine the product, sum, and difference of two decimals to hundredths. 29% Difference vs. State

Grade 6:

- Use the net of a triangular prism to find its surface area. 28% Difference vs. State
- Find the length of the side of a polygon by finding the distance between points on a coordinate plane. 35% Difference vs. State
- Solve a real-world problem that involves finding the part given the percent and the whole. 27% Difference vs. State

Action Steps - Math

- Teachers will continuously monitor students' understanding through a variety of ways.
- All grade level teams will continue to progress monitor their students throughout the school year using Aimsweb Plus, Go Math! assessment, and teacher made assessments.
- Grade Level Data teams will use the results to adapt lessons to meet the needs of students. (Modify and Realign Curriculum Maps and Pacing Guides)
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.
 - RTI, building and subject specific interventionists, and digital tools. (Prodigy, IXL, etc.)
 - Focus on sub-groups: High Needs Status-identify obstacles to improved scores.

Response to Intervention Teams will meet weekly to work with teachers and provide interventions and strategies to support identified students in need.

Areas of Strength - Science

Grade 5 students continue to outperform the State on all standards.

Standard of Practice: Evidence, Reasoning, and Modeling

- Explain why the mass of a liquid decreases in an open beaker; determine and explain how closing the beaker will most likely affect the mass of the liquid.
- 20% Difference vs. State
- Identify a weather condition that could cause damage to a roof, describe the damage it could cause, and explain how a certain roof design could prevent this weather damage.
 - 22% Difference vs. State

Standard of Practice: Investigations and Questioning

Determine the problem a given structure was designed to solve.
 19% Difference vs. State

Action Steps - Science

- 1. Continue with implementation of OpenSciEd curriculum in grades 5 and 6
 - a. Grade 5: First year of implementation with 2 units (Field Test)
 - b. Grade 6: Second year of implementation with 4 units
- 2. Data analysis teams will review the Spring 2023 Item Analysis Summary for science and identify areas for improvement with a focus on questions with less than a 10% difference when compared to the State.
- Data teams will also look at specific subgroups scores and look for patterns and trends between 2019 and 2023 results.
- 4. Science interventionist will continue to work with teachers in grade K-5 and support science instruction.

Questions

MATTAPOISETT SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

October 26, 2023 5:15 p.m. Via Zoom

COMMITTEE MEMBERS PRESENT: Carly Lavin (in-person) and James Muse (remote).

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Sharlene Fedorowicz, Asst. Superintendent of Teaching & Learning, Linda Ashley, Principal of Center School, Kevin Tavares, Principal of Old Hammondtown School.

Ms. Lavin called the meeting to order at 5:21 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson introduced the FY25 budget process with an overview of steps taken so far assessing preliminary information with department heads and principals to review projected costs and numbers, early in the budget season. Mr. Barber reviewed with the School Committee the three-year comparable information. He provided a brief summary of the anticipated items to increase including state mandates and contract obligations. He explained the .3 added in the new position category is existing but was previously funded by ESSER funds. The School Committee provided feedback understanding it is early in the budget season and confirming that the paraprofessionals are based on student needs and will be adjusted accordingly if needs change. They agreed it is good to know the high-level concerns early on. Mr. Muse also wanted to call to attention that the budget includes electricity for all areas of the building but some areas are shared spaces in Center School with the Town. Superintendent Nelson closed discussions explaining that the district will be gathering additional needs from administrators, which will be brought forward at the next meeting.

Meeting was adjourned at 6:09 p.m. Motion by Mr. Muse Motion Seconded by Ms. Lavin Motion Passed 2-0.

Respectfully submitted,

Michael S. Nelson Superintendent

Man



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2023-2024 CENTER/OLD HAMMONDTOWN JOINT SCHOOL IMPROVEMENT PLAN

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

STRATEGIC OBJECTIVES				
1. & 2.	3.	4.	5.	
Teaching & Learning	Support Systems	Climate & Culture	Safe Schools	

Strategic Objective #1: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle	Office of Teaching and Learning	In collaboration with The Hill for Literacy, implement the	Provide PD to staff members regarding the implementation of the Into Reading program and the Science of Reading	Consistent reading program implemented across the ORR district
and continue the implementation	Principals Teachers	Into Reading core literacy program	2. Provide Into Reading resources to educators	2. Teachers will have up-to-date resources

of the Literacy Action Plan. (multi-year)			 3. Provide monthly support to teachers through The HILL for Literacy around best practices in literacy instruction 4. Ongoing support available for educators with HILL for Literacy consultants 	 3. Educators will have familiarity with Into Reading program and Science of Reading methods and strategies 4. Educators will have questions and concerns addressed through Hill for Literacy consultation
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction (multi-year)	Office of Teaching and Learning Principals Teachers The HILL for Literacy Building-Base d Data Teams	In collaboration with The Hill for Literacy, develop a literacy assessment plan to measure and monitor student literacy achievement	 Establish a District Literacy Leadership Team that will create a common assessment plan/schedule across the district Administer literacy assessments Conduct meetings to analyze literacy data and inform instruction practice Analyze student assessment data to inform instructional planning 	 Monthly DLLT roster, meeting agendas, and notes (Nov June) Student benchmark data rosters available for data meetings and progress monitoring meetings Agendas for meetings as well as instructional focus data to drive instruction and guide intervention
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical	Office of Teaching and Learning Instructional Council Principals Teachers	The District Instructional Council members and select Center/OHS staff members will continue to review and update the curriculum in the	 Instructional Council will meet throughout the year to plan for auditing and updating curriculum content Departments/grade level leaders will update courses/units following parameters set by Instructional Council 	Instructional Council agendas reflect audits and updates made to units Content updates are available to teachers in our curriculum management system

articulation of standards	curriculum management	
covered during	system	
grade level	•	
transitions,		
daily		
instruction, and		
assessments		
(multi-year)		
(,		

Strategic Objective #2: Teaching & Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time (multi-year)	Office of Teaching and Learning Instructional Council Principals Teachers	The District Instructional Council will assist in planning the 23-24 SY professional development plan The professional development plan will include learning opportunities for all educators including special educators, related service providers, specialists, and paraprofessionals	 Data from staff surveys will be used to plan for professional development offerings The professional development plan will be developed and communicated to educators in advance of the PD day Professional development will be relevant and meaningful to all educators District administration in collaboration with The Hill and Open Sci Ed will use data points and input from stakeholders to plan cohesive professional development to staff 	 Staff survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators The Professional Development Plan will be completed prior to the upcoming school year Instructional Council agendas reflect input shared out with grade levels and departments Professional Development plans reflect input from our consultancies

2.5 Provide professional development to support and implement adoption of current Literacy Action Plan (multi-year)	Office of Teaching and Learning Principals Teachers	Center and Old Hammondtown School staff will participate in literacy professional development related to Science of Reading and implementation of the core literacy program	 Implementation Meetings with The Hill for Literacy Through The Hill for Literacy, staff members will complete Science of Reading training to understand up to date research around how the brain encodes and decodes Educators will have access to The Hill for Literacy Implementation Coach Provide monthly support to teachers through The HILL for Literacy around best practices. in literacy instruction 	 The Hill and HMH agendas and rosters The Hill and HMH provides PD sessions The Hill Implementation meeting agendas reflect the coverage of critical components of the Into Reading series Science of Reading modules are provided to teachers during portions of PD and early release days
	ive #3: Support S		mic, behavioral, and social emotional systems of support	in all schools.
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent	Office of Teaching and Learning	Center and Old Hammondtown Schools will develop and	RTI (Response to Intervention) teams will meet weekly to ensure that student intervention needs are being addressed	Agendas and meeting notes reflect topics of discussion at weekly meetings
district-wide systems of support available to all	Principals Teachers	implement systems of support consistent with	2. Grade level/departments will use the FLEX intervention blocks in the weekly schedule to provide interventions to students in need of extra support in the content areas	2. Instructional planning occurs during The Hill Data meetings, progress monitoring meetings, grade level FLEX planning

3. Grade level/departments will use assessment data

to drive instruction in tiers I, II, and III

through the

general

Adjustment

Counselors

to ensure

supports are in place to meet the

meetings, SRST (Student

Resource Support Team) and

education setting. (multi-year)	Reading Specialists Math Specialists Title I Math and Reading Interventionists	needs of our students Educators will use assessment data to provide targeted literacy and math interventions in the classrooms	4. Targeted staff will participate on the district team developing and implementing action steps from the Safe and supportive schools grant. This will include looking at SEL curriculums that may be used by the district	BBST (Building Based Support Team) meetings 3. FLEX planning minutes reflect intervention updates as well as data sheets that drive the groupings 4. Agendas and action items
		and in small		will be shared at the building
		groups		level

Strategic Objective #4: Climate & Culture

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students (multi-year)	Principals Teachers Adjustment Counselors	The Center and OHS school community will collaborate to promote the development of strong academic and social skills for all students	Responsive Classroom techniques including: Morning meeting, school & classroom rules, behavior supports, restorative practices, and establishing hopes and dreams will be implemented school wide Explore SEL resources and lessons within the Into Reading program	 Increase focus on students' strengths and positive contributions to school community Decreased discipline referrals Time provided on staff meeting agendas to review and share ideas related to best practices including sharing RC success stories
4.3 Develop and implement	Principals	Center and OHS school	1. Weekly school newsletter updates will be sent to families on Sundays at 3:00 pm	School newsletter sent weekly to update staff and

a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing (multi-year)	Teachers Community Groups	administration will consistently communicate with the school community through weekly update emails to promote school community engagement	2. School events including: parent teacher conferences, Art Show, PTA fundraisers and band/chorus concerts will be included in school newsletter to ensure that families have a chance to plan for and participate in events 3. ORRConnect app for school community communication	families of upcoming happenings 2. School newsletters will be posted on school websites weekly 3. Monthly calendars are maintained and included in the weekly newsletters
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all (multi-year)	Principals School Adjustment Counselors Project 351 Leaders, students, and staff	Center and OHS students, with the support of staff members, will enhance student voice through school and district leadership opportunities	 Project 351 will be open to grades 4-6. Student "Influencers" will attend four training sessions to understand their roles. Monthly times will be offered for planning for student voice at All School Meetings throughout the year Project 351 will present at a staff meeting to familiarize PreK-6 educators with the work of Project 351 Students will share their hopes and dreams and learning goals during the school year Students will have opportunities to participate in surveys for school culture-building activities e.g. spirit days, All School Meetings 	1. Trainings for students occur at the JHS/HS and students present content at monthly All School Meetings 2. Staff meeting agenda items and students' presentation to staff 3. Student hopes and dreams recorded and displayed in classrooms

professional development to support and implement best practices related to tracking and improving student behavior and discipline	Principals Teachers	Center and OHS staff will participate in professional development and training related to tracking and improving student behavior and discipline	 Power School training and overview of the tracking system will be provided to all staff Follow-up will be provided at monthly staff meetings and grade level PLC meetings Center and OHS behavior matrix will be reviewed and updated as needed Responsive Classroom strategies and techniques will be implemented school-wide for consistency and supports to address behavioral needs 	 Meeting agendas and attendance logs reflect time spent on topic Staff meeting/PLC agendas and attendance logs reflect time spent on topic Meeting notes reflect the data that was reviewed and updated Staff meeting agenda and notes reflect time spent sharing challenges and best practices
Strategic Object			uta in all calcada	
Strategic Initiatives	re, and equitable Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)

			4. District administration will update the Crisis Manual Plan that provides guidance of procedures and protocols in emergency situations	Reports) 4. Updated manual shared with The Leadership Council and staff to be followed in emergency situations
5.4 Establish short and long term capital plans for all	District Business Office	Building, district departments and administration will collaborate	School administration will meet with the district leadership to target areas of need in the building School and district administration will meet with	1. Items added to the Capital Plan to be reviewed with town leadership
school buildings, grounds, and	Supt's office ORR District	to understand and document short and long	town officials to tour the buildings and view identified areas of need	2. Building tour occurs with a focus on high need areas
facility operations (multi-year)	Facilities Director Principals	term building needs to be shared with town leadership	3. Building reviews will be conducted yearly to identify building improvements needed and added to the town's capital improvement plan	3. Town capital planning documents reflect the needs presented

Middleborough, MA 02346

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ACCEPTANCE OF NEW MEMBER DISTRICTS TO READS COLLABORATIVE

At the READS Board of Directors meeting on November 16, 2023, by a majority vote, the board members voted to allow admittance of two new school districts, the Brockton Public School District and the Whitman-Hanson Regional Public School District, to READS Collaborative. This vote is subject to majority vote of two-thirds of the READS Collaborative Member School Committees.

	X: Procedure and Timeline for S Collaborative Agreement:	Admitting New Member Districts as
		_, by a vote of our School Committee,
School District		
	e of the Brockton Public Schoot as new READS Collaborative	ools District and the Whitman-Hanson e Member Districts effective
Date Vote Taken	Signature of Chairperson	
Once completed, pleas	e mail, fax or email this signatur	re page to:
READS Collaborative Attn: Michelle Holden 105 East Grove Street		

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

Old Rochester Regional School District



Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Mattapoisett

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: December 7, 2023

Re: Financial Report – Fiscal Year 2024

Financial Report:

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

- · Budget Report Detail Based for November 30, 2023
- · Budget Report Department Based for November 30, 2023

For the purpose of our Financial Forecasting:

The Mattapoisett School District currently has \$747,911 available of the general funds appropriated in the 2024 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 \$7,743,424 appropriated to the Mattapoisett School District.

- > \$7,743,424 General Funds Approved
- ► \$ 6,995,513 Obligations Paid Year to Date
- > <u>\$ 747,911</u> Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$98,922, of which the excess liability balance for committed cost is (\$5,748)

- > \$ 98,922 Bristol County Agricultural High School
- ➤ \$ 104,670 Obligations Paid Year to Date
- > \$ -5.748 Budget Deficit of Funds

Mattapoisett Public Schools Fiscal Year 2023-2024 Final Approved Budget - Department Based As of June 30, 2024

FY2023 Fina		/2023 Final							Total		Available	
Department	Department Name	Ex	penditures	FY	2024 Budget	Υ	ear to Date	E	ncumbrances	Committed	FY	2024 Budget
001	SCHOOL COMMITTEE	\$	11,068	\$	10,700	\$	400	\$	-	\$ 400	\$	10,300
004	SUPERINTENDENTS OFFICE	\$	183,753	\$	210,410	\$	52,433	\$	91,032	\$ 143,465	\$	66,945
007	SCHOOL ADMINISTRATION	\$	426,201	\$	432,264	\$	171,413	\$	237,779	\$ 409,192	\$	23,072
010	CLASSROOM TEACHERS	\$	1,673,241	\$	1,548,050	\$	462,653	\$	1,123,217	\$ 1,585,870	\$	(37,820)
013	KINDERGARTEN	\$	272,545	\$	289,382	\$	77,569	\$	208,891	\$ 286,460	\$	2,922
016	ART	\$	95,430	\$	108,854	\$	27,367	\$	69,791	\$ 97,157	\$	11,697
022	READING	\$	235,060	\$	246,104	\$	71,418	\$	186,481	\$ 257,900	\$	(11,796)
024	ELL PROGRAM	\$	14,083	\$	21,606	\$	3,161	\$	10,558	\$ 13,719	\$	7,887
025	ENGLISH	\$	743	\$	107,960	\$	-	\$	-	\$ -	\$	107,960
037	MATHEMATICS	\$	189,040	\$	138,244	\$	36,875	\$	100,588	\$ 137,463	\$	782
040	MEDIA SERVICES	\$	131,803	\$	136,336	\$	28,527	\$	98,846	\$ 127,374	\$	8,962
043	MUSIC	\$	148,506	\$	154,741	\$	45,893	\$	48,827	\$ 94,720	\$	60,021
049	PHYSICAL EDUCATION	\$	124,429	\$	131,321	\$	35,985	\$	92,635	\$ 128,620	\$	2,701
052	SCIENCE	\$	206,951	\$	211,620	\$	56,559	\$	152,236	\$ 208,795	\$	2,825
055	SOCIAL STUDIES	\$	2,062	\$	105,516	\$	30,300	\$	75,521	\$ 105,821	\$	(305)
061	CURRICULUM DEVELOPMENT	\$	30,772	\$	36,000	\$	1,231	\$	2,126	\$ 3,357	\$	32,643
076	HEALTH SERVICES	\$	154,998	\$	166,078	\$	45,001	\$	119,588	\$ 164,589	\$	1,489
079	TRANSPORTATION	\$	300,772	\$	298,000	\$	63,277	\$	214,723	\$ 278,000	\$	20,000
085	MISCELLANEOUS	\$	8,696	\$	4,800	\$	3,081	\$	-	\$ 3,081	\$	1,719
088	OPERATION AND MAINTENANCE	\$	849,059	\$	837,659	\$	335,928	\$	465,137	\$ 801,064	\$	36,595
093	COMPUTER PROGRAM	\$	213,291	\$	166,494	\$	39,391	\$	39,243	\$ 78,633	\$	87,861
100	SPECIAL NEEDS ADMINISTRATION	\$	43,446	\$	52,398	\$	7,956	\$	29,251	\$ 37,207	\$	15,191
102	PROJECT GROW	\$	162,624	\$	166,782	\$	44,251	\$	121,551	\$ 165,802	\$	980
103	LEARNING SUPPORT CENTER	\$	939,044	\$	1,003,120	\$	260,450	\$	708,276	\$ 968,727	\$	34,393
106	LEARNING SUPPORT CENTER	\$	1,635	\$	-	\$	-	\$	-	\$ -	\$	-
118	SPEECH	\$	212,249	\$	217,735	\$	53,256	\$	144,045	\$ 197,302	\$	20,433
121	SUPPORT SERVICES	\$	178,596	\$	206,151	\$	45,139	\$	97,268	\$ 142,407	\$	63,744
127	PSYCHOLOGICAL SERVICES	\$	51,223	\$	301,783	\$	81,852	\$	213,557	\$ 295,409	\$	6,374
130	SPED TRANSPORTATION	\$	203,161	\$	247,405	\$	55,068	\$	190,603	\$ 245,672	\$	1,733
133	PROGRAM WITH OTHERS SPED	_\$	208,891	\$	185,911	\$	-	\$	17,306	\$ 17,306	\$	168,605
Grand Total		\$	7,273,369	\$	7,743,424	\$	2,136,435	\$	4,859,077	\$ 6,995,513	\$	747,911

FY23-24 APPROVED BU	IDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🗹 Fi	ilter Encumbrance	Detail by Date F	Range
	Exclude Inactive Accounts with zero	-	_		_		•	J
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
01.303.001.1110.04.33	MASC	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.35	LEGAL COUNSEL	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$400.00	\$400.00	\$1,600.00	\$0.00	\$1,600.00	80.00%
01.303.001.1110.06.36	ADVERTISING	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.06.37	TRAVEL SCHOOL COMMITTEE	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$10,700.00	\$400.00	\$400.00	\$10,300.00	\$0.00	\$10,300.00	96.26%
01.303.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.303.004.1210.01.02	SUPERINTENDENT	\$37,393.00	\$12,090.14	\$12,090.14	\$25,302.86	\$21,190.97	\$4,111.89	11.00%
01.303.004.1210.02.02	EXEC ASST TO SUPT	\$13,667.00	\$3,948.71	\$3,948.71	\$9,718.29	\$6,580.44	\$3,137.85	22.96%
01.303.004.1210.04.33	ASSOCIATIONS & DUES	\$9,700.00	\$0.00	\$0.00	\$9,700.00	\$0.00	\$9,700.00	100.00%
01.303.004.1210.05.21	POSTAGE	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.1210.05.22	SUPPLIES	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.303.004.1210.06.36	MISCELLANEOUS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.1210.06.37	TRAVEL & CONFERENCES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
01.303.004.1220.01.02	ASST SUPT CURRICULUM	\$24,127.00	\$8,658.78	\$8,658.78	\$15,468.22	\$14,417.16	\$1,051.06	4.36%
01.303.004.1220.02.02	CLERICAL, CURRICULUM	\$9,185.00	\$2,944.32	\$2,944.32	\$6,240.68	\$5,068.34	\$1,172.34	12.76%
01.303.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,855.00	\$9,460.22	\$9,460.22	\$20,394.78	\$16,928.41	\$3,466.37	11.61%
01.303.004.1410.03.02	FINANCE OFFICE STAFF	\$34,545.00	\$10,793.19	\$10,793.19	\$23,751.81	\$26,846.48	(\$3,094.67)	-8.96%
01.303.004.1420.03.02	HUMAN RESOURCES	\$14,313.00	\$4,537.84	\$4,537.84	\$9,775.16	\$0.00	\$9,775.16	68.30%
01.303.004.1435.04.01	LEGAL SETTLEMENT-CONTRACTED S	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.004.1450.04.27	COMPUTER SERVICES	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.303.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.4130.04.15	TELEPHONE	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.303.004.4230.04.27	MAINTENANCE OF EQUIPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$203,660.00	\$52,433.20	\$52,433.20	\$151,226.80	\$91,031.80	\$60,195.00	29.56%
01.303.007.2210.01.02	PRINCIPAL	\$124,630.00	\$52,728.07	\$52,728.07	\$71,901.93	\$71,901.93	\$0.00	0.00%
01.303.007.2210.02.09	CLERICAL	\$46,935.00	\$14,387.60	\$14,387.60	\$32,547.40	\$9,592.24	\$22,955.16	48.91%
01.303.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$538.44	\$538.44	\$961.56	\$1,461.56	(\$500.00)	-33.33%
01.303.007.2210.03.08	CAFE LUNCH MONITOR	\$29,459.00	\$6,457.71	\$6,457.71	\$23,001.29	\$17,528.07	\$5,473.22	18.58%
01.303.007.2210.04.33	ASSOCIATION DUES	\$800.00	\$0.00	\$0.00	\$800.00	\$499.00	\$301.00	37.63%
01.303.007.2210.05.23	SUPPLIES COPYING	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$9,919.12	\$9,919.12	(\$2,419.12)	\$129.16	(\$2,548.28)	-33.98%
01.303.007.2210.05.25	POSTAGE	\$1,100.00	\$11.90	\$11.90	\$1,088.10	\$0.00	\$1,088.10	98.92%
01.303.007.2210.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$67.99	\$67.99	\$2,432.01	\$0.00	\$2,432.01	97.28%
01.303.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.303.007.5300.04.28	COPIER RENTAL	\$6,750.00	\$4,584.86	\$4,584.86	\$2,165.14	\$11,515.14	(\$9,350.00)	-138.52%
	Dept: SCHOOL ADMINISTRATION - 007	\$227,274.00	\$88,695.69	\$88,695.69	\$138,578.31	\$112,627.10	\$25,951.21	11.42%
01.303.010.2305.01.03	TEACHERS	\$876,026.00	\$235,604.54	\$235,604.54	\$640,421.46	\$645,495.46	(\$5,074.00)	-0.58%
01.303.010.2324.03.34	LONG TERM SUBS CENTER - OTHER	\$0.00	\$17,038.14	\$17,038.14	(\$17,038.14)	\$0.00	(\$17,038.14)	0.00%
01.303.010.2325.03.34	SUBSTITUTES - CENTER	\$36,894.00	\$15,274.90	\$15,274.90	\$21,619.10	\$0.00	\$21,619.10	58.60%
01.303.010.2325.03.35	OTHER SALARIES	\$0.00	\$110.00	\$110.00	(\$110.00)	\$0.00	(\$110.00)	0.00%
01.303.010.2351.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.303.010.2356.06.37	TRAVEL & CONFERENCES TEACHERS	\$7,500.00	\$254.00	\$254.00	\$7,246.00	\$0.00	\$7,246.00	96.61%
	Dept: CLASSROOM TEACHERS - 010	\$923,920.00	\$268,281.58	\$268,281.58	\$655,638.42	\$645,495.46	\$10,142.96	1.10%
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Mattapoisett Public Schools

FY23-24 APPROVED BU	DGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance Print a	accounts with ze	ero balance 🗹 Fi	Iter 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	ce % Bud
01.303.013.2300.05.23	SUPPLIES CS	\$0.00	\$978.02	\$978.02	(\$978.02)	\$0.00	(\$978.02)	0.00%
01.303.013.2305.01.03	TEACHERS	\$286,982.00	\$76,591.27	\$76,591.27	\$210,390.73	\$208,890.73	\$1,500.00	0.52%
01.303.013.2430.05.23	KINDERGARTEN SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: KINDERGARTEN - 013	\$289,382.00	\$77,569.29	\$77,569.29	\$211,812.71	\$208,890.73	\$2,921.98	1.01%
01.303.016.2305.01.03	TEACHERS	\$49,660.00	\$12,764.08	\$12,764.08	\$36,895.92	\$34,895.42	\$2,000.50	4.03%
01.303.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$939.48	\$939.48	\$1,460.52	\$0.00	\$1,460.52	60.86%
	Dept: ART - 016	\$52,060.00	\$13,703.56	\$13,703.56	\$38,356.44	\$34,895.42	\$3,461.02	6.65%
01.303.022.2305.01.03	TEACHERS	\$208,220.00	\$55,534.22	\$55,534.22	\$152,685.78	\$151,835.78	\$850.00	0.41%
01.303.022.2430.05.23	READING SUPPLIES	\$2,400.00	\$2,726.29	\$2,726.29	(\$326.29)	\$0.00	(\$326.29)	-13.60%
	Dept: READING - 022	\$210,620.00	\$58,260.51	\$58,260.51	\$152,359.49	\$151,835.78	\$523.71	0.25%
01.303.024.2305.01.03	TEACHERS	\$19,206.00	\$3,160.86	\$3,160.86	\$16,045.14	\$10,536.34	\$5,508.80	28.68%
01.303.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$0.00	\$0.00	\$0.00	\$22.00	(\$22.00)	0.00%
01.303.024.2430.05.23	ELL SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ELL PROGRAM - 024	\$21,606.00	\$3,160.86	\$3,160.86	\$18,445.14	\$10,558.34	\$7,886.80	36.50%
01.303.025.2430.05.23	ENGLISH SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ENGLISH - 025	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
01.303.037.2305.01.03	TEACHERS	\$35,084.00	\$9,235.31	\$9,235.31	\$25,848.69	\$25,067.19	\$781.50	2.23%
	Dept: MATHEMATICS - 037	\$35,084.00	\$9,235.31	\$9,235.31	\$25,848.69	\$25,067.19	\$781.50	2.23%
01.303.040.2330.01.03	LIBRARIAN	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00	(\$300.00)	0.00%
01.303.040.2340.01.03	LIBRARIAN	\$49,343.00	\$13,947.50	\$13,947.50	\$35,395.50	\$37,857.50	(\$2,462.00)	-4.99%
01.303.040.2340.03.08	LIBRARY PARAPROFESSIONAL	\$17,570.00	\$0.00	\$0.00	\$17,570.00	\$12,650.75	\$4,919.25	28.00%
01.303.040.2430.05.23	SUPPLIES LIBRARY	\$2,400.00	\$297.21	\$297.21	\$2,102.79	\$0.00	\$2,102.79	87.62%
01.303.040.2430.05.24	BOOKS AND MAGAZINES LIBRARY	\$0.00	\$0.00	\$0.00	\$0.00	\$792.96	(\$792.96)	0.00%
01.303.040.2430.05.25	RESOURCE MATERIALS LIBRARY	\$0.00	\$0.00	\$0.00	\$0.00	\$89.00	(\$89.00)	0.00%
	Dept: MEDIA SERVICES - 040	\$69,313.00	\$14,244.71	\$14,244.71	\$55,068.29	\$51,690.21	\$3,378.08	4.87%
01.303.043.2305.01.03	TEACHERS	\$50,658.00	\$15,555.47	\$15,555.47	\$35,102.53	\$6,966.60	\$28,135.93	55.54%
01.303.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$751.94	\$751.94	\$1,648.06	\$0.00	\$1,648.06	68.67%
	Dept: MUSIC - 043	\$53,058.00	\$16,307.41	\$16,307.41	\$36,750.59	\$6,966.60	\$29,783.99	56.13%
01.303.049.2305.01.03	TEACHER	\$41,304.00	\$11,158.00	\$11,158.00	\$30,146.00	\$30,686.00	(\$540.00)	-1.31%
01.303.049.2430.05.23	SUPPLIES PHYS ED	\$2,400.00	\$1,063.91	\$1,063.91	\$1,336.09	\$0.00	\$1,336.09	55.67%
	Dept: PHYSICAL EDUCATION - 049	\$43,704.00	\$12,221.91	\$12,221.91	\$31,482.09	\$30,686.00	\$796.09	1.82%
01.303.052.2305.01.03	TEACHER	\$61,896.00	\$16,583.56	\$16,583.56	\$45,312.44	\$45,312.53	(\$0.09)	0.00%
01.303.052.2305.01.04	TECHNOLOGY LAB INSTRUCTOR	\$51,830.00	\$13,947.50	\$13,947.50	\$37,882.50	\$38,357.50	(\$475.00)	-0.92%
01.303.052.2430.05.23	SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: SCIENCE - 052	\$116,126.00	\$30,531.06	\$30,531.06	\$85,594.94	\$83,670.03	\$1,924.91	1.66%
01.303.055.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$2,660.82	\$2,660.82	(\$260.82)	\$0.00	(\$260.82)	-10.87%
	Dept: SOCIAL STUDIES - 055	\$2,400.00	\$2,660.82	\$2,660.82	(\$260.82)	\$0.00	(\$260.82)	-10.87%
01.303.061.2351.04.03	CORE PROGRAM & DEVELOPMENT	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$2,095.83	\$22,904.17	91.62%
01.303.061.2351.05.23	SUPPLIES	\$4,200.00	\$1,057.90	\$1,057.90	\$3,142.10	\$29.90	\$3,112.20	74.10%
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FY23-24 APPROVED E	BUDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024		-	umbrance Print	accounts with ze	ero balance 🗹 Fi	Iter Encumbrance	Detail by Date F	Range
	Exclude Inactive Accounts with zero		D	\(7.5	5.1		5 1 .51	0/ D 1
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
01.303.061.2358.04.35	CONSULTANT SERVICES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.303.061.2415.06.37	TRAVEL & CONFERENCES	\$2,800.00	\$173.25	\$173.25	\$2,626.75	\$0.00	\$2,626.75	93.81%
	Dept: CURRICULUM DEVELOPMENT - 061	\$36,000.00	\$1,231.15	\$1,231.15	\$34,768.85	\$2,125.73	\$32,643.12	90.68%
01.303.076.3200.01.11	NURSE	\$91,452.00	\$24,621.66	\$24,621.66	\$66,830.34	\$66,830.34	\$0.00	0.00%
01.303.076.3200.04.11	PHYSICIAN SVCS - CONTRACTED	\$0.00	\$0.00	\$0.00	\$0.00	\$993.00	(\$993.00)	0.00%
01.303.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$1,456.76	\$1,456.76	\$943.24	\$0.00	\$943.24	39.30%
	Dept: HEALTH SERVICES - 076	\$93,852.00	\$26,078.42	\$26,078.42	\$67,773.58	\$67,823.34	(\$49.76)	-0.05%
01.303.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$278,000.00	\$63,277.14	\$63,277.14	\$214,722.86	\$214,722.86	\$0.00	0.00%
01.303.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
	Dept: TRANSPORTATION - 079	\$298,000.00	\$63,277.14	\$63,277.14	\$234,722.86	\$214,722.86	\$20,000.00	6.71%
01.303.085.3520.06.36	STUDENT ACTIVITY EXTRACURRICUL	\$2,400.00	\$110.00	\$110.00	\$2,290.00	\$0.00	\$2,290.00	95.42%
	Dept: MISCELLANEOUS - 085	\$2,400.00	\$110.00	\$110.00	\$2,290.00	\$0.00	\$2,290.00	95.42%
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01.303.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$19,553.00	\$6,060.55	\$6,060.55	\$13,492.45	\$10,408.32	\$3,084.13	15.77%
01.303.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,293.00	\$24,424.10	\$24,424.10	\$28,868.90	\$31,380.00	(\$2,511.10)	-4.71%
01.303.088.4110.03.11	CUSTODIAL CONTRACT SERVICES	\$97,000.00	\$37,712.84	\$37,712.84	\$59,287.16	\$59,287.16	\$0.00	0.00%
01.303.088.4110.03.34	CUSTODIAL SUBSTITUTES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.303.088.4120.04.17	HEAT (GAS) CS	\$132,000.00	\$4,500.46	\$4,500.46	\$127,499.54	\$88,499.54	\$39,000.00	29.55%
01.303.088.4130.04.15	TELEPHONE	\$13,000.00	\$3,995.08	\$3,995.08	\$9,004.92	\$4,917.46	\$4,087.46	31.44%
01.303.088.4130.04.16	ELECTRICITY	\$216,000.00	\$72,178.21	\$72,178.21	\$143,821.79	\$104,821.79	\$39,000.00	18.06%
01.303.088.4130.04.19	WATER	\$36,000.00	\$4,875.81	\$4,875.81	\$31,124.19	\$12,424.19	\$18,700.00	51.94%
01.303.088.4210.04.32	MAINTENANCE OF GROUNDS	\$7,500.00	\$8,171.86	\$8,171.86	(\$671.86)	\$3,500.00	(\$4,171.86)	-55.62%
01.303.088.4220.04.26	LIGHTING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.088.4220.04.32	MAINTENANCE OF BUILDING	\$66,550.00	\$69,341.43	\$69,341.43	(\$2,791.43)	\$42,168.41	(\$44,959.84)	-67.56%
01.303.088.4220.05.26	CHEMICALS	\$12,400.00	\$29,891.45	\$29,891.45	(\$17,491.45)	\$5,233.07	(\$22,724.52)	-183.26%
01.303.088.4220.05.27	PAPER	\$14,000.00	\$7,733.75	\$7,733.75	\$6,266.25	\$12,966.25	(\$6,700.00)	-47.86%
01.303.088.4220.06.37	TRAVEL	\$850.00	\$253.35	\$253.35	\$596.65	\$496.65	\$100.00	11.76%
01.303.088.4224.05.26	MISCELLANEOUS	\$1,000.00	\$462.36	\$462.36	\$537.64	\$287.64	\$250.00	25.00%
01.303.088.4227.06.37	TRAVEL	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.303.088.4230.04.32	MAINTENANCE OF EQUIP CAP	\$8,300.00	\$0.00	\$0.00	\$8,300.00	\$0.00	\$8,300.00	100.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$685,296.00	\$269,601.25	\$269,601.25	\$415,694.75	\$376,390.48	\$39,304.27	5.74%
01.303.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$0.00	(\$625.00)	0.00%
01.303.093.2130.03.04	NETWORK TECHNICIANS	\$80,494.00	\$22,233.20	\$22,233.20	\$58,260.80	\$37,243.65	\$21,017.15	26.11%
01.303.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.093.2430.05.23	SOFTWARE TECHNOLOGY	\$25,000.00	\$2,850.00	\$2,850.00	\$22,150.00	\$0.00	\$22,150.00	88.60%
01.303.093.2430.05.24	SUPPLIES & MATERIALS TECHNOLOG	\$15,000.00	\$1,102.50	\$1,102.50	\$13,897.50	\$1,999.00	\$11,898.50	79.32%
01.303.093.2450.05.23	EDUCATIONAL EQUIPMENT TECHNOL	\$0.00	\$115.50	\$115.50	(\$115.50)	\$0.00	(\$115.50)	0.00%
01.303.093.4130.04.35	TELECOMMUNICATIONS	\$11,000.00	\$6,022.80	\$6,022.80	\$4,977.20	\$0.00	\$4,977.20	45.25%
01.303.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: COMPUTER PROGRAM - 093	\$135,494.00	\$32,949.00	\$32,949.00	\$102,545.00	\$39,242.65	\$63,302.35	46.72%
01.303.100.1435.04.36	LEGAL SETTLEMENTS - SPED	\$5,000.00	\$709.50	\$709.50	\$4,290.50	\$4,290.50	\$0.00	0.00%
01.303.100.2110.01.02	DIRECTOR, STUDENT SERVICES	\$24,905.00	\$3,303.57	\$3,303.57	\$21,601.43	\$18,173.69	\$3,427.74	13.76%
01.303.100.2110.02.09	ADMINISTRATIVE ASST STUDENT SV	\$12,593.00	\$3,942.79	\$3,942.79	\$8,650.21	\$6,786.95	\$1,863.26	14.80%
01.303.100.2110.06.37	TRAVEL/CONFERENCES	\$6,200.00	\$0.00	\$0.00	\$6,200.00	\$0.00	\$6,200.00	100.00%
01.303.100.2415.04.33	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.303.100.4130.04.15	TELEPHONE	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%

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FY23-24 APPROVED	BUDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance Print	accounts with ze	ero balance 🗹 Fi	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	balance	_		_		·	_
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
01.303.100.4230.04.31	SOFTWARE LICENSES	\$3,300.00	\$0.00	\$0.00	\$3,300.00	\$0.00	\$3,300.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$52,398.00	\$7,955.86	\$7,955.86	\$44,442.14	\$29,251.14	\$15,191.00	28.99%
01.303.102.2305.01.03	TEACHERS	\$105,260.00	\$26,939.22	\$26,939.22	\$78,320.78	\$75,620.78	\$2,700.00	2.57%
01.303.102.2330.03.08	PARAPROFESSIONALS	\$60,222.00	\$16,702.78	\$16,702.78	\$43,519.22	\$45,730.43	(\$2,211.21)	-3.67%
01.303.102.2351.06.37	TRAVEL PROJ GROW	\$200.00	\$0.00	\$0.00	\$200.00	\$200.00	\$0.00	0.00%
01.303.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.102.2430.05.23	SUPPLIES & MATERIALS	\$600.00	\$609.00	\$609.00	(\$9.00)	\$0.00	(\$9.00)	-1.50%
	Dept: PROJECT GROW - 102	\$166,782.00	\$44,251.00	\$44,251.00	\$122,531.00	\$121,551.21	\$979.79	0.59%
01.303.103.2300.05.24	SUPPLIES & MATERIALS	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
01.303.103.2305.01.03	TEACHERS	\$307,506.00	\$88,200.82	\$88,200.82	\$219,305.18	\$225,681.34	(\$6,376.16)	-2.07%
01.303.103.2330.03.08	PARAPROFESSIONALS	\$191,580.00	\$41,774.71	\$41,774.71	\$149,805.29	\$128,411.83	\$21,393.46	11.17%
01.303.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$270.00	\$270.00	\$230.00	\$0.00	\$230.00	46.00%
01.303.103.2450.05.24	EDUCATIONAL EQUIPMENT CS	\$2,500.00	\$2,070.03	\$2,070.03	\$429.97	\$335.75	\$94.22	3.77%
	Dept: LEARNING SUPPORT CENTER - 103	\$502,836.00	\$132,315.56	\$132,315.56	\$370,520.44	\$354,428.92	\$16,091.52	3.20%
01.303.118.2305.01.03	TEACHERS	\$103,660.00	\$27,895.00	\$27,895.00	\$75,765.00	\$76,715.00	(\$950.00)	-0.92%
01.303.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.118.2430.05.24	SUPPLIES	\$800.00	\$739.57	\$739.57	\$60.43	\$0.00	\$60.43	7.55%
01.303.118.2800.04.35	THERAPY	\$18,984.00	\$0.00	\$0.00	\$18,984.00	\$0.00	\$18,984.00	100.00%
	Dept: SPEECH - 118	\$123,944.00	\$28,634.57	\$28,634.57	\$95,309.43	\$76,715.00	\$18,594.43	15.00%
01.303.121.2110.02.02	SPECIAL NEEDS SECRETARY	\$17,888.00	\$3,150.00	\$3,150.00	\$14,738.00	\$0.00	\$14,738.00	82.39%
01.303.121.2110.02.09	CLERICAL	\$0.00	\$3,914.75	\$3,914.75	(\$3,914.75)	\$10,625.75	(\$14,540.50)	0.00%
01.303.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
01.303.121.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.121.2415.05.24	SUPPLIES	\$750.00	\$731.96	\$731.96	\$18.04	\$0.00	\$18.04	2.41%
01.303.121.2440.04.35	EXTENDED YEAR SERVICES	\$38,000.00	\$4,667.00	\$4,667.00	\$33,333.00	\$8,945.00	\$24,388.00	64.18%
01.303.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$3,325.00	\$3,325.00	\$21,675.00	\$21,675.00	\$0.00	0.00%
01.303.121.2800.04.35	THERAPY	\$98,000.00	\$25,435.62	\$25,435.62	\$72,564.38	\$45,396.38	\$27,168.00	27.72%
	Dept: SUPPORT SERVICES - 121	\$188,138.00	\$41,224.33	\$41,224.33	\$146,913.67	\$86,642.13	\$60,271.54	32.04%
01.303.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.127.2710.01.03	ADJUSTMENT COUNSELOR	\$94,819.00	\$25,528.16	\$25,528.16	\$69,290.84	\$69,790.84	(\$500.00)	-0.53%
01.303.127.2800.01.03	PSYCHOLOGIST	\$45,843.00	\$12,100.34	\$12,100.34	\$33,742.66	\$32,843.77	\$898.89	1.96%
01.303.127.2800.05.24	SUPPLIES	\$750.00	\$726.49	\$726.49	\$23.51	\$0.00	\$23.51	3.13%
01.303.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,316.00	\$3,758.00	\$3,758.00	\$5,558.00	\$3,058.00	\$2,500.00	26.84%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$151,228.00	\$42,112.99	\$42,112.99	\$109,115.01	\$105,692.61	\$3,422.40	2.26%
01.303.130.3300.06.43	SPED TRANSPORTATION - COLLABOR	\$127,266.88	\$35,321.64	\$35,321.64	\$91,945.24	\$91,945.24	\$0.00	0.00%
01.303.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$83,000.00	\$17,085.00	\$17,085.00	\$65,915.00	\$65,915.00	\$0.00	0.00%
01.303.130.3300.06.45	SPED TRANSPORTATION - PRESCHOO	\$1,733.12	\$0.00	\$0.00	\$1,733.12	\$0.00	\$1,733.12	100.00%
01.303.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$35,404.90	\$2,661.75	\$2,661.75	\$32,743.15	\$32,743.15	\$0.00	0.00%
	Dept: SPED TRANSPORTATION - 130	\$247,404.90	\$55,068.39	\$55,068.39	\$192,336.51	\$190,603.39	\$1,733.12	0.70%
01.303.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$161,595.10	\$0.00	\$0.00	\$161,595.10	\$17,306.47	\$144,288.63	89.29%
01.303.133.9300.06.43	SPED - TUITION COLLABORATIVE	\$24,316.00	\$0.00	\$0.00	\$24,316.00	\$0.00	\$24,316.00	100.00%
. ,	Dept: PROGRAM WITH OTHERS SPED - 133	\$185,911.10	\$0.00	\$0.00	\$185,911.10	\$17,306.47	\$168,604.63	90.69%
01.304.004.5300.04.28	CONTRACTED SERVICE	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%

FY23-24 APPROVED B	UDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	☐ Subtotal by Collapse Mask ☐	Include pre enc	umbrance Print	accounts with ze	ero balance 🗸 F	ilter Encumbrance	Detail by Date	Range
	Exclude Inactive Accounts with zero		_		_		•	Ü
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balar	nce % Bud
	Dept: SUPERINTENDENTS OFFICE - 004	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%
04 204 007 2240 04 02	DDINICIDAL	¢110.036.00	¢50,004,27	¢50,004,27	¢69.041.63	¢60 210 57	¢621.06	0.539/
01.304.007.2210.01.02 01.304.007.2210.02.09	PRINCIPAL CLERICAL	\$119,036.00 \$34,015.00	\$50,094.37 \$13,646.24	\$50,094.37 \$13,646.24	\$68,941.63 \$20,368.76	\$68,310.57 \$30,704.16	\$631.06 (\$10,335.40)	-30.38%
01.304.007.2210.02.03	HEAD TEACHERS	\$1,500.00	\$538.44	\$538.44	\$961.56	\$1,461.56	(\$500.00)	-33.33%
01.304.007.2210.03.08	PARAPROFESSIONALS	\$33,439.00	\$8,790.25	\$8,790.25	\$24,648.75	\$24,159.29	\$489.46	1.46%
01.304.007.2210.04.33	ASSOCIATION DUES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.304.007.2210.05.22	SUPPLIES ADMINISTRATION	\$4,000.00	\$2,017.51	\$2,017.51	\$1,982.49	\$0.00	\$1,982.49	49.56%
01.304.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$5,727.87	\$5,727.87	\$1,772.13	\$516.36	\$1,255.77	16.74%
01.304.007.2210.05.25	POSTAGE	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.304.007.2210.06.37	TRAVEL & CONFERENCES	\$900.00	\$1,902.81	\$1,902.81	(\$1,002.81)	\$0.00	(\$1,002.81)	-111.42%
01.304.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: SCHOOL ADMINISTRATION - 007	\$204,990.00	\$82,717.49	\$82,717.49	\$122,272.51	\$125,151.94	(\$2,879.43)	-1.40%
01.304.010.2305.01.03	TEACHERS	\$582,475.00	\$174,353.27	\$174,353.27	\$408,121.73	\$476,844.73	(\$68,723.00)	-11.80%
01.304.010.2324.03.34	LONG TERM SUBS OHS - OTHER	\$0.00	\$348.12	\$348.12	(\$348.12)	\$876.88	(\$1,225.00)	0.00%
01.304.010.2325.03.34	SUBSTITUTES - OHS	\$0.00	\$2,050.00	\$2,050.00	(\$2,050.00)	\$0.00	(\$2,050.00)	0.00%
01.304.010.2325.03.35	SUBSTITUTES FOR PD	\$30,655.00	\$16,600.40	\$16,600.40	\$14,054.60	\$0.00	\$14,054.60	45.85%
01.304.010.2351.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.304.010.2356.06.37	CONFERENCES TEACHERS	\$7,500.00	\$1,019.97	\$1,019.97	\$6,480.03	\$0.00	\$6,480.03	86.40%
	Dept: CLASSROOM TEACHERS - 010	\$624,130.00	\$194,371.76	\$194,371.76	\$429,758.24	\$477,721.61	(\$47,963.37)	-7.68%
01.304.016.2305.01.03	TEACHERS	\$54,394.00	\$12,764.08	\$12,764.08	\$41,629.92	\$34,895.42	\$6,734.50	12.38%
01.304.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$898.87	\$898.87	\$1,501.13	\$0.00	\$1,501.13	62.55%
	Dept: ART - 016	\$56,794.00	\$13,662.95	\$13,662.95	\$43,131.05	\$34,895.42	\$8,235.63	14.50%
01.304.022.2305.01.03	TEACHERS	\$33,084.00	\$12,764.08	\$12,764.08	\$20,319.92	\$34,645.42	(\$14,325.50)	-43.30%
01.304.022.2430.05.23	SUPPLIES READING	\$2,400.00	\$393.73	\$393.73	\$2,006.27	\$0.00	\$2,006.27	83.59%
	Dept: READING - 022	\$35,484.00	\$13,157.81	\$13,157.81	\$22,326.19	\$34,645.42	(\$12,319.23)	-34.72%
01.304.025.2305.01.03	TEACHERS	\$103,160.00	\$0.00	\$0.00	\$103,160.00	\$0.00	\$103,160.00	100.00%
01.304.025.2430.05.23	SUPPLIES READING	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ENGLISH - 025	\$105,560.00	\$0.00	\$0.00	\$105,560.00	\$0.00	\$105,560.00	100.00%
01.304.037.2305.01.03	TEACHERS	\$103,160.00	\$27,639.22	\$27,639.22	\$75,520.78	\$75,520.78	\$0.00	0.00%
0.100.1100.1120000	Dept: MATHEMATICS - 037	\$103,160.00	\$27,639.22	\$27,639.22	\$75,520.78	\$75,520.78	\$0.00	0.00%
01.304.040.2305.01.03	PROFESSIONAL SALARIES	\$475.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00	100.00%
01.304.040.2330.01.03	LIBRARIAN	\$2,850.00	\$13,947.50	\$13,947.50	(\$11,097.50)	\$38,157.50	(\$49,255.00)	-1728.25%
01.304.040.2340.01.03	MEDIA CENTER	\$49,343.00	\$0.00	\$0.00	\$49,343.00	\$0.00	\$49,343.00	100.00%
01.304.040.2340.03.08	LIBRARY ASSISTANT	\$11,830.00	\$0.00	\$0.00	\$11.830.00	\$8,433.74	\$3,396.26	28.71%
01.304.040.2430.05.23	MEDIA SERVICE SUPPLIES	\$2,525.00	\$0.00	\$0.00	\$2,525.00	\$0.00	\$2,525.00	100.00%
01.304.040.2430.05.24	MEDIA BOOKS & MAGAZINES	\$0.00	\$0.00	\$0.00	\$0.00	\$565.04	(\$565.04)	0.00%
01.304.040.2440.05.23	MEDIA RESOURCE MATERIALS	\$0.00	\$260.26	\$260.26	(\$260.26)	\$0.00	(\$260.26)	0.00%
01.304.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRA	\$0.00	\$74.66	\$74.66	(\$74.66)	\$0.00	(\$74.66)	0.00%
	Dept: MEDIA SERVICES - 040	\$67,023.00	\$14,282.42	\$14,282.42	\$52,740.58	\$47,156.28	\$5,584.30	8.33%
01.304.043.2305.01.03	TEACHERS	\$98,433.00	\$28,411.11	\$28,411.11	\$70,021.89	\$41,860.57	\$28,161.32	28.61%
01.304.043.2330.04.09	ACCOMPANIST	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.304.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$1,114.65	\$1,114.65	\$1,285.35	\$0.00	\$1,285.35	53.56%

FY23-24 APPROVED	BUDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024		-	umbrance Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date	Range
Account Number	Exclude Inactive Accounts with zeroDescription	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
01.304.043.4230.04.29	MAINTENANCE OF EQUIPMENT MUSIC	\$0.00	\$59.99	\$59.99	(\$59.99)	\$0.00	(\$59.99)	0.00%
0.100 H0 101 120010 H20	Dept: MUSIC - 043	\$101,683.00	\$29,585.75	\$29,585.75	\$72,097.25	\$41,860.57	\$30,236.68	29.74%
01.304.049.2305.01.03	TEACHERS	\$85,217.00	\$22,602.37	\$22,602.37	\$62,614.63	\$61,949.33	\$665.30	0.78%
01.304.049.2430.05.23	SUPPLIES PHYS ED	\$2,400.00	\$1,160.78	\$1,160.78	\$1,239.22	\$0.00	\$1,239.22	51.63%
	Dept: PHYSICAL EDUCATION - 049	\$87,617.00	\$23,763.15	\$23,763.15	\$63,853.85	\$61,949.33	\$1,904.52	2.17%
01.304.052.2305.01.03	TEACHERS	\$93,094.00	\$25,003.16	\$25,003.16	\$68,090.84	\$68,565.75	(\$474.91)	-0.51%
01.304.052.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$1,024.65	\$1,024.65	\$1,375.35	\$0.00	\$1,375.35	57.31%
	Dept: SCIENCE - 052	\$95,494.00	\$26,027.81	\$26,027.81	\$69,466.19	\$68,565.75	\$900.44	0.94%
01.304.055.2305.01.03	TEACHER - STEM	\$100,716.00	\$27,639.22	\$27,639.22	\$73,076.78	\$75,520.78	(\$2,444.00)	-2.43%
01.304.055.2430.05.23	STEM SUPPLIES SCIENCE	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: SOCIAL STUDIES - 055	\$103,116.00	\$27,639.22	\$27,639.22	\$75,476.78	\$75,520.78	(\$44.00)	-0.04%
01.304.076.3200.01.11	NURSE	\$69,826.00	\$18,799.34	\$18,799.34	\$51,026.66	\$51,026.66	\$0.00	0.00%
01.304.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$738.19	\$1,661.81	69.24%
01.304.076.4230.04.29	MAINTENANCE OF EQUPT OHS NURSI	\$0.00	\$123.13	\$123.13	(\$123.13)	\$0.00	(\$123.13)	0.00%
	Dept: HEALTH SERVICES - 076	\$72,226.00	\$18,922.47	\$18,922.47	\$53,303.53	\$51,764.85	\$1,538.68	2.13%
01.304.085.3520.06.36	EXTRACURRICULAR	\$2,400.00	\$2,971.00	\$2,971.00	(\$571.00)	\$0.00	(\$571.00)	-23.79%
	Dept: MISCELLANEOUS - 085	\$2,400.00	\$2,971.00	\$2,971.00	(\$571.00)	\$0.00	(\$571.00)	-23.79%
01.304.088.4110.03.10	CUSTODIAL SUPERVISOR	\$54,863.00	\$23,689.60	\$23,689.60	\$31,173.40	\$32,304.00	(\$1,130.60)	-2.06%
01.304.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$97,000.00	\$37,557.92	\$37,557.92	\$59,442.08	\$56,442.08	\$3,000.00	3.09%
01.304.088.4115.03.34	SUBSTITUTES, P/T, OVERTIME	\$0.00	\$5,078.79	\$5,078.79	(\$5,078.79)	\$0.00	(\$5,078.79)	0.00%
01.304.088.4220.04.26	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$152,363.00	\$66,326.31	\$66,326.31	\$86,036.69	\$88,746.08	(\$2,709.39)	-1.78%
01.304.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.093.2430.05.23	SOFTWARE TECHNOLOGY	\$15,000.00	\$79.99	\$79.99	\$14,920.01	\$0.00	\$14,920.01	99.47%
01.304.093.2450.05.23	EDUCATIONAL EQUIPMENT OHS	\$0.00	\$115.50	\$115.50	(\$115.50)	\$0.00	(\$115.50)	0.00%
01.304.093.2451.05.23	EDUCATIONAL EQUIPT TECHNOLOGY	\$2,000.00	\$223.40	\$223.40	\$1,776.60	\$0.00	\$1,776.60	88.83%
01.304.093.4130.04.35	TELECOMMUNICATIONS	\$10,000.00	\$6,022.80	\$6,022.80	\$3,977.20	\$0.00	\$3,977.20	39.77%
01.304.093.4230.04.29	MAINTENANCE OF EQUIPT TECHNOL(\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: COMPUTER PROGRAM - 093	\$31,000.00	\$6,441.69	\$6,441.69	\$24,558.31	\$0.00	\$24,558.31	79.22%
01.304.103.2305.01.03	TEACHERS	\$265,420.00	\$70,786.10	\$70,786.10	\$194,633.90	\$192,633.90	\$2,000.00	0.75%
01.304.103.2330.03.08	PARAPROFESSIONALS	\$225,614.00	\$50,144.15	\$50,144.15	\$175,469.85	\$161,213.38	\$14,256.47	6.32%
01.304.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.103.2430.05.23	SUPPLIES	\$750.00	\$750.14	\$750.14	(\$0.14)	\$0.00	(\$0.14)	-0.02%
01.304.103.2450.05.24	EDUCATIONAL EQUIPMENT OHS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.103.3300.02.12	BUS MONITOR	\$5,500.00	\$6,454.51	\$6,454.51	(\$954.51)	\$0.00	(\$954.51)	-17.35%
	Dept: LEARNING SUPPORT CENTER - 103	\$500,284.00	\$128,134.90	\$128,134.90	\$372,149.10	\$353,847.28	\$18,301.82	3.66%
01.304.118.2305.01.03	TEACHERS	\$93,791.00	\$24,621.66	\$24,621.66	\$69,169.34	\$67,330.34	\$1,839.00	1.96%
	Dept: SPEECH - 118	\$93,791.00	\$24,621.66	\$24,621.66	\$69,169.34	\$67,330.34	\$1,839.00	1.96%
01.304.121.2110.02.09	CLERICAL	\$18,013.00	\$3,914.75	\$3,914.75	\$14,098.25	\$10,625.75	\$3,472.50	19.28%
	Dept: SUPPORT SERVICES - 121	\$18,013.00	\$3,914.75	\$3,914.75	\$14,098.25	\$10,625.75	\$3,472.50	19.28%

Mattapoisett Public Schools

FY23-24 APPROVED	BUDGET - SCHOOL BASED			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024 Subtotal by Collapse Mask Include pre encumbrance Print accounts with zero balance Filter Encumbrance Detail by								
	Exclude Inactive Accounts with zero	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balanc	e % Bud
01.304.127.2710.01.03	ADJUSTMENT COUNSELOR	\$104,712.00	\$27,639.22	\$27,639.22	\$77,072.78	\$75,020.78	\$2,052.00	1.96%
01.304.127.2800.01.03	PSYCHOLOGIST	\$45,843.00	\$12,100.27	\$12,100.27	\$33,742.73	\$32,843.62	\$899.11	1.96%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$150,555.00	\$39,739.49	\$39,739.49	\$110,815.51	\$107,864.40	\$2,951.11	1.96%
	Grand Total:	\$7,743,424.00	\$2,136,435.42	\$2,136,435.42	\$5,606,988.58	\$4,859,077.17	\$747,911.41	9.66%

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Mattapoisett Public Schools

FY23-24 APPROVED E	BUDGET - BCAHS			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	umbrance 🔲 Print a	accounts with ze	ero balance 🗹 Fi	Iter Encumbrance	Detail by Date F	Range		
	☐ Exclude Inactive Accounts with zero	o 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	\$44,100.00	\$10,290.00	\$10,290.00	\$33,810.00	\$38,769.00	(\$4,959.00)	-11.24%
01.307.097.9100.06.36	BRISTOL AGGIE TUITION	\$44,020.00	\$43,651.34	\$43,651.34	\$368.66	\$0.00	\$368.66	0.84%
01.307.500.8200.06.39	LONG TERM DEBT SERVICE/SCHOOL	\$10,802.00	\$11,959.32	\$11,959.32	(\$1,157.32)	\$0.00	(\$1,157.32)	-10.71%
	Grand Total:	\$98,922.00	\$65,900.66	\$65,900.66	\$33,021.34	\$38,769.00	(\$5,747.66)	-5.81%

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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: November 2023

Center School

Directors Update:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages
 and second entrees at an extra cost.
- Meal participation continues to grow strong.
- The Food service department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

Students Receiving Free and Reduced Meals:

Free: $45 \rightarrow 19\%$ Reduced: $8 \rightarrow 3\%$

Student Meal Participation

	SY 2	23				SY	24	
	Breakfast	%	Lunch	%	Breakfast	%	Lunch	%
	Counts		Counts		Counts		Counts	
August	48	10%	171	37%	75	16%	146	32%
September	1118	27%	2385	57%	1085	24%	2310	51%
October	1216	29%	2579	61%	1145	25%	2427	52%
November	942	27%	2172	61%	1020	26%	2209	56%
December	837	24%	2105	61%				
January	902	23%	2393	60%				
February	639	21%	1924	62%				
March	1539	32%	2965	62%				
April	859	29%	1729	59%				
May	1530	33%	2774	59%				
June	722	33%	1204	56%				

Jill Henesey

Director of Food and Nutrition Services

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

Email: jillhenesey@oldrochester.org

https://www.facebook.com/ORRnutrition4kids



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: November 2023

Old Hammondtown School

Directors Update:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Meal participation continues to grow strong.
- Replaced the washer and dryer.
- The Food service department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

Students Receiving Free and Reduced Meals:

Free: 39 → 22%

	SY 2	:3				SY	24	
	Breakfast	%	Lunch	%	Breakfast	%	Lunch	%
	Counts		Counts		Counts		Counts	
August	20	5%	181	48%	43	13%	166	49%
September	567	15%	2095	57%	819	25%	2098	64%
October	812	22%	2201	60%	927	27%	2208	64%
November	737	24%	1895	63%	922	32%	1925	66%
December	830	28%	1899	63%				
January	1016	30%	2137	62%				
February	742	28%	1693	63%				
March	1271	31%	2741	67%				
April	788	32%	1629	66%				
May	1282	32%	2639	67%				
June	568	31%	1034	57%				

Reduced: 4→ 2%

Student Meal Participation

Jill Henesey

Director of Food and Nutrition Services

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

Email: jillhenesey@oldrochester.org

https://www.facebook.com/ORRnutrition4kids

Facilities Director's Report: December 2023

Center Elementary School

- Solicited quotes for clock tower painting for Town.
- Completed striping of Basketball courts.
- Submitted Capital Improvements to Town.
- Completed routine maintenance on all facility systems.

Old Hammondtown Elementary School

- Installed new spreader on tractor.
- Submitted Capital Improvements to Town.
- Replaced sewer pump and float.
- Installed new clothes washer for kitchen support.
- Hosted Veteran's Day Ceremony
- Completed 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

Principal's Report Center School Mattapoisett School Committee Meeting – December 7, 2023

- November 7th Professional Development Day Classroom teachers, special educators, and specialists had the opportunity to collaborate and plan upcoming units with their colleagues from Sipppican and Rochester Memorial Schools. Teachers also participated in literacy professional development. Training modules focused on The Brain: What happens in the brain when we read, and how can this understanding inform our instruction? Reading and Oral Language and Literacy: How is reading related to oral language?
- First, second, and third-grade students have been enjoying practicing music and songs in preparation for our winter concert, On with the Snow!, on December 20th at 9:00 am. This musical celebrates our relationship with snow. It is a revue of cold and snow that will warm your heart! Grade 3 students will also have speaking parts and dancing this year! Sasquatch, Big Foot, and the Abominable Snowman will also appear! There will also be a candle-lighting song at the end of the program. Families and relatives are welcome to attend!
- Congratulations to Mrs. Willow Dowling on her upcoming retirement at the end of December. Mrs. Dowling started teaching in Connecticut in 1983. She moved to Washington, D.C., and taught there and in Arlington, VA. She then ran her own herb farm in Tiverton, RI, for ten years. Mrs. Dowling went back to teaching in 2004 in Fall River, MA, and started teaching in Mattapoisett in 2006.

One of my favorite memories is bringing the chorus to sing the national anthem on the ice at the Providence Bruins game. They were so excited and proud to be there! She looks forward to taking art, photography, and Italian classes starting in January. She and her husband are planning some wonderful trips to Hawaii and Italy. Mrs. Dowling told us that she will miss the Mattapoisett community and will think fondly of all the children she has taught over the years.

On behalf of the Mattapoisett Community, we thank Mrs. Dowling for her years of service and for bringing the joy of music to Mattapoisett students. We wish Mrs. Dowling all the best in her retirement!

Center School in Action:





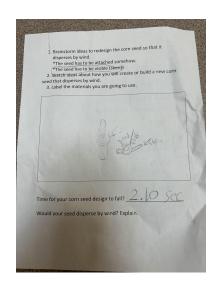
Kindergarten students are learning to read and spell words.





Thank you to our generous PTA and families for "Stuffing the Fridge" for staff members in November.





Second graders are experimenting with seed dispersal.

Upcoming events:

December 14 - PTA Zoom Meeting 7-8 pm

December 20 - Winter Concert 9:00 am - Families Invited

December 22 - Project Grow Early Release 11:30 am, No lunches served

December 22 - K- 3 Early Release 12:20 pm, lunches served

December 25 - January 1 - Winter Vacation

January 2 - School resumes

January 4 - PTA Zoom Meeting 7-8 pm

January 15 - Martin Luther King, Jr. Day - No School

January 31- Project Grow Early Release 11:30 am, No lunches served

January 31 - K- 3 Early Release 12:20 pm, lunches served

Principal's Report Old Hammondtown School School Committee Meeting – December 7, 2023

Greetings from OHS! It's been a busy few weeks at OHS and I am happy to share some of the highlights with you.

Exciting news!

US News & World Report Ranks OHS #72 in the State.

There are 1,563 elementary Massachusetts schools in the report and OHS ranks in the top 5%... Something to be very proud of and a well-deserved recognition for all of the hard work, preparation, and teaching that takes place every single day at OHS. Something to celebrate!

Best Elementary Schools in Massachusetts - U.S. News Education

https://www.usnews.com/education/k12/elementary-schools/massachusetts

Welcome Jack Conrad Letendre

I am happy to share the news that Kyle and Katie welcomed baby Jack Conrad into the world this past weekend.

I know that we all wish Kyle and Katie the best. 6 lbs. 10.8 oz. and 19 3/4 inches long.



OHS Math Olympians Ready for Action.

20 5th and 6th grade students competed in their 1st Competition of the year on Weds. 11/15. OHS Math Interventionist and Team Coach Linda Aruri reports that the students have been working hard to prepare and are excited to compete.

Created by Dr. George Lenchner, an internationally known math educator, the Math Olympiads went public in 1979 and is one of the most influential and fun-filled math competition programs in the United States and throughout the world, with over 120,000 students from every state and 39 participating countries. Learning to solve problems is the underlying reason for studying mathematics. It is the principal mathematical skill that needs to be developed in children. Exposure to challenging problems, interesting puzzles, and the associated rich mathematical topics are essential for the development of problem-solving skills. The objectives of MOEMS® are to teach multiple strategies for out-of-the-box problem solving, develop mathematical flexibility in solving those problems, and foster mathematical creativity and ingenuity. A big thanks goes out to Mrs. Aruri for giving her time and commitment to this wonderful program.

Roger Williams Zoo Comes to OHS

Thanks for the continued support of the Mattapoisett PTA OHS 4th graders participated in a special program entitled Wild Adaptations. Members of the Roger Williams Zoo team visited OHS and shared information about freezing tundras and arid deserts, facts about animals and how they have managed to make their homes everywhere. Students explored the structural and behavioral adaptations that help animals survive. The students also got to see and touch a wide range of animals.



6th Grade Student Makes the Impossible Shot

Grade 6 student Luke Cameron achieved something only 3 other OHS students could do. Luke successfully tossed a tennis ball into a standing pvc pipe. Luke not only made the impossible shot but he also made it on his first attempt. The Impossible Shot is the brainchild of Physical Education teacher Chad Cabeceiras. Classes are rewarded at the end of PE class if they meet a set of expectations during the class. Sportsmanship, following directions, kindness, and safety are the key components of the challenge.



Grade 5 Students looks towards a beautiful Spring.

Science Interventionist Ben Squire put grade 5 students to work planting over 200 tulip bulbs around the OHS property. This is the second year in a row that the students have spread Spring joy around the school. This project is due to the generous support of the Mattapoisett Land Trust and we hope that this will become an OHS annual tradition.











OHS Grade 6 Students Compete in the Lion's Club Annual Peace Poster Contest.

Grade 6 students channeled their inner artist and competed in the annual Lion's Club Annual Peace Poster Contest. This is the 20th year that OHS has partnered up with the Mattapoisett Lion's Club to promote a positive message of what Peace around the world should be. For over three decades, Lions clubs around the globe have been sponsoring this very special art contest in schools and youth groups. Creating peace posters gives children everywhere the chance to express their visions of peace and inspire the world through art and creativity. Congratulations to this year's winners. Kai's poster will move on to the Regional Contest and hopefully, State, National, and International stages of the contest.

Hannah Gomes Honorable Mention Dominic Philie 3rd Place Amelia Sawicki 2nd Place











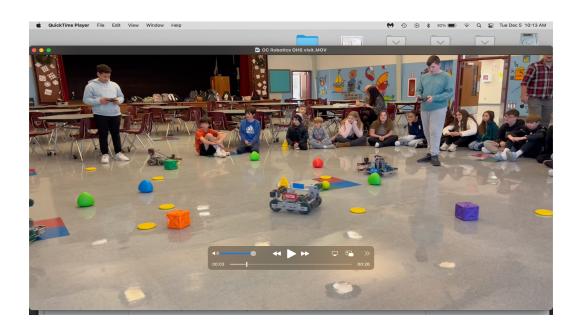
2023 Winner Kai Johnson

Old Colony Vocational Technical High School visited OHS on Tuesday, December 5th and wowed the students in 5th grade with their robots and 3-D printed designs. The demonstration lasted 45 minutes and it was a special treat.

OHS alumnus Douglas Barrows, a member of the OC team shared his robot with the students. He demonstrated how to control the robot and gave several students a chance to try it out. Center/OHS Technology Specialist Lisa Lourenco organized the event. This is the fifth year the OC Robotic Team has visited OHS.







Upcoming OHS Events

Tuesday, December 5th: Old Colony Robotic Club Demonstration - Grade 6

Tuesday, December 5th: Mattapoisett PTA Free Family Bingo Night - 6-6:45 p.m. OHS Cafeteria

Wednesday, December 13th: OHS Holiday Concert - Afternoon performance and 6:30 p.m.

December 2023 Annual Report for 22-23

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 16, 2023

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 2023

President – John Cabral, Superintendent, Taunton

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

Secretary/Clerk – Carolyn Lyons, J.D., Superintendent, Middlebororough

- Peter Schafer, Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Melissa Ryan, Superintendent, Berkley
- Ryan Powers, 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
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Jennifer O'Neill, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Melanie Hart, 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
- Kristine Lincoln, Marion, Mattapoisett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathleen Marble, West Bridgewater

READS Collaborative Administration as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, 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-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Administrative Leadership Team as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., 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.
- **E**NCOURAGEMENT 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 <u>respects</u> them, <u>encourages</u> them to reach their potential and supports them in the <u>achievement</u> 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 49
- Employees 154
- 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 96 students
- o Deaf and Hard of Hearing Program 51 students
- o Family Success Partnership 80 families
- o District Services approximately 300

Programs and Services Provided to Member and Non-Member Districts

- Administrative Mentoring
- Alternative Education/Therapeutic Intervention Program PreK -12+ Public Day Program READS Academy Program
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Clinical Evaluations (Neuropsychological, Risk Assessments, Personality, Psycho-educational, Central Auditory Processes, Educational Audiology and Audiological Assessments)
- Deaf and Hard-of-Hearing Program (PreK-12+)
- District Services (Therapeutic Intervention and Multi-Disciplinary Support)
- Early Intervention Specialized Deaf and Hard of Hearing Services (birth to 3)

- Educational Audiology 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
- Summer Programs
- Teacher of the Deaf Consultation

Staff Demographics *Indicates part-time or per diem staff

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)		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) Technology Support Specialist (1) *Transcriptionist (part-time)	6
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*34	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	41	Counselors	15
*Occupational Therapists & Assistants	3	Nurses	2
*Physical Therapists & Assistants		Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	14
*Clinical Psychologists	3	School Psychologists	3
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	Substitutes	11
Facilities Manager	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 Covid-19 Pandemic

The 22-23 school year resumed with all in person learning and activities. The remaining Covid-19 precautions have been followed per DESE. Like all surrounding districts and throughout the state, significantly increased mental health concerns and emotional challenges are being noted for our students and those being referred for services and assessments. Due to the staffing shortages that are plaguing schools throughout the country, READS has instituted a waiting list for students who are referred but cannot be accepted because of vacant position(s). The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students.

The challenge has continued to be felt by all educators with regard to the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. The need continues to be simply greater than the current outpatient resources available. 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 out of school support in place to improve their emotional wellbeing.

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

The READS Collaborative Agreement was updated in the Spring of 2023 following approval by the Board, Member School Committees and the DESE. The agreement was revised to allow for the potential of other districts to join the collaborative through a revised process for adding new members. Specifically, Brockton Public Schools and Whitman-Hanson Regional School District expressed interest in becoming a READS Member District. That opportunity to re-open the READS Collaborative Agreement also resulted in adjusting and refining 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 residual financial challenges due to the pandemic.
- c. Two additional districts are seeking membership

2. to improve the academic growth of students;

- **a.** Students were educated in person for the entire school year 22-23 with the exception of those students who required some period of remote or alternate tutoring due to safety concerns and the need for short term interventions. Educators focused on building social-emotional resiliency, problem solving skills, and re-establishing/strengthening Work-Based Learning.
- b. Enrollment by May 2023 included 96 students at the Academy (45 students were from Member Districts and 51 from 24 non-member districts).
- c. Enrollment for the DHH Program by May 2023 included 51 Students from 26 neighboring member and non-member school districts.
- **d.** Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
- e. The Academy had 12 students graduate with a high school diploma for the Class of 2023! The Academy at Bedford Street location had 9 graduates and the West Bridgewater location had 3. Post high school plans have included:
 - 1 student is currently enrolled at a 4 year university (Bridgewater State University)
 - 1 student is working full time as a result of his READS internship.
 - 4 students are currently working part-time.
 - 2 students are currently enrolled at a community college. (One of which is also working part-time while attending the 2 year college.)
 - 1 student is in the process of applying to community college
 - 1 student is working on entering the Marines
 - 1 has been contemplating community college, but undecided.
- f. The DHH Program had 3 students graduate with a high school diploma for the Class of 2023. The DHH program in Norton had 1 graduate. The Bristol-Plymouth Regional Technical High School location graduated 2 students.
 - All 3 DHH graduates are attending 4 year colleges. Two students are at Rochester Institute of Technology in Rochester, NY. One student is at Northeastern University in Boston, MA.

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. Presentations on the Wraparound Services Model of Family Success Partnerships.
 - iv. Collaborative Problem Solving through MGH Think:Kids made accessible through the Mental Health Grant was provided to READS staff **and** several staff members from 4 member districts for training and coaching.
- 5. to expand programs and services in a manner consistent with the needs of the Member Districts."
 - a. The wraparound services known as Family Success Partnership have continued to grow each year. This year it expanded from serving 75 families in 7 districts to 80 families in 8 districts.
 - b. READS Academy has 3 full time counselors for Suite A and 4 full time counselors for Suite B to meet the increasingly complex needs of students in those programs.
 - c. District Services added new contracts for the 2022-2023 school year for the following services and districts:
 - i. OT: Southeastern Regional Vocational High School
 - ii. PT: Bristol-Plymouth Regional Technical School, Weymouth Public Schools
 - iii. APE: Bristol-Plymouth Regional Technical School
 - ix. Speech: East Bridgewater Public Schools and Acushnet Public Schools
 - d. District Services also filled the short term coverage needs for the following services and districts in 2022-2023:
 - i. APE: Middleborough Public Schools (October 2022 March 2023)
 - ii. OT (with supervision): East Bridgewater Public Schools (September 1, 2022 November 15, 2022)
 - iii. SLP: East bridgewater Public Schools (April 3, 2023 June 15, 2023)
 - e. In an effort to meet the growing needs of member and non-member districts, District Services hired 2 additional Family Success Partnership counselors, one full time speech and language pathologist assistant (SLP-A), one full time school psychologist, one full time behavior interventionist, and a part-time speech and language pathologist.
 - f. DHH has 13.5 ASL interpreters to address the growing need of individualized educational programming for its students, which includes maximum inclusive opportunities.
 - g. The READS Member Districts revised the Collaborative Agreement to allow for the potential addition of 2 more school districts in the coming months: Brockton Public Schools and Whitman-Hanson Regional School District. The revisions included 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.

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

READS Academy Program Overview

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

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

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

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

READS Academy Assessment Services

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

READS Alternative Learning Program Supports (ALPS)

All READS students are attending school in person with exceptions for those requiring short-term alternative programming due to safety and other circumstances requiring alternative learning program supports (ALPS) interventions. ALPS works with a student's team to develop a highly specialized

continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such 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 special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

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

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

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

The elementary students learn science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices arrived in the late fall of 2022. Students in grades PreK - 6 also participate in music, art, and physical education classes.

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.
- Capital Skills Grant Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were 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
 - o 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 was issued to students and families in the fall of 2022. The Emergency Response Team schedules 'table drills' to practice emergency evacuations in the event of an intruder. The leadership team continues to periodically review safety procedures.

- Priority 2 Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work was established for the Academy program. In addition, the Safe and Supportive Schools grant award provided funding for an equity audit to support a defined action plan for future years. This audit was completed by IDEAS starting in January 2023 with a concluding report in June 2023 containing recommendations.
- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends improved in 2022-2023 resulting in the need to waitlist some referrals. Due to the increasing in-district specialized programming, READS is seeing increased referrals for students with more complex social-emotional profiles.

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 **(FY23) 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. The READS DHH program has the only program for Deaf students that is fully matriculated into a vocational high school. It has been stated that "the READS Deaf and Hard of Hearing Program is unmatched in the state."

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

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

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

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the

general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

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

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

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

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

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

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. The 2022-2023 school year saw a return to in person competition. There were 4 DHH students and two staff who attended the Academic Bowl held in Kentucky. READS DHH placed 5th.

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

Again this year, READS DHH preschool 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 partnership provides the student with an opportunity for work experience and has provided the program with much needed support staff during a staffing shortage.

DHH students were happy to have full in person learning for the 2022-2023 school year. They participated

in the 8th grade trip to New York City with their peers. Two of the students participating have additional physical challenges. Students attended the Woosox game in Rhode Island for Deaf Awareness Night. DHH students also participated in Norton High School's Unified Sports.

DHH Services Provided in All Locations

- Therapeutic support that includes:
 - 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
 - o Opportunities to participate in extracurricular activities

Additional services may include:

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

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has continued to expand this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 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 currently has 2 full time and 2 part-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 65 in FY22 to 119 for FY23 reflecting a trend of 4 straight years of increased contracts. There were 11 Central Auditory Processing evaluations and 3 Audiological evaluations. These services are 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 in collaboration with host school districts, Norton Public Schools and Bristol-Plymouth Regional Technical School.
- Priority 2 Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. 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 provided 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. The READS DHH program continues to have a stable enrollment of students and several new referrals each year. Increased inclusive opportunities are available to students with support from ASL interpreters. In response to the demand for consultation services, the additional need for increased staff to provide services for students in districts is continually being assessed.

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

Districts 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 7 to 8 districts and the number of families supported has increased from 75 to 80. Two additional FSP counselors were added this year to meet the consistent growing need. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

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

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

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. (Please see noted coverages on page 9.) There were 29 AT/AAC evaluations completed during the 22-23 school year. District Services completed an additional 97 evaluations (OT, PT, APE, and SLP) during the 2022-2023 school year to support 38 member and non-member districts.

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 210 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 270 evaluations of students from Member and non-member districts during the 22-23 school year, up from 256 for FY22. 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 since 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 65 to 119 reflecting a trend of 5 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 2023 as a hybrid model via ZOOM to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

In addition, Dr. Estrella provided professional development and/or training. She presented "Partnering for Family Success" at the MASC/MASS 2022 Conference and provided ½ day professional development to Abington Public Schools on AAC.

MOEC (Massachusetts Organization of Educational Collaboratives)

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

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY23

PROGRAM	FY23 APPROVED BUDGET		
Administration	\$3,089,626		
Clinic	\$304,266		
Clinic Ancillary	\$151,975		
Deaf and Hard-of-Hearing Program	\$3,183,029		
Academy Program	\$6,217,097		
District Services & Ancillary	\$1,499,285		
Teacher of the Deaf	\$186,004		
DHH Summer	\$62,673		
Academy Summer	\$180,679		
District Services Summer	\$26,400		
Early Intervention	\$27,425		

Professional Development	\$7,200
TOTAL FY23 BUDGET	\$14,935,659

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

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

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 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 FY24 tuition for Member districts is \$61,200.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

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

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

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

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

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

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

Tuition Credits and Clinic Credits to Districts at the Close of FY23

The READS Collaborative Board of Directors voted to issue a Clinic Credit from the FY23 budget, in the amount of \$99,360 which will be used to reduce the precommitted slot price by \$480, from \$2,009 to \$1,529 in FY24.

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



Prepared by:

Dina Medeiros, M.Ed. C.A.G.S.

Executive Director

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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.
 - o 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 FY24

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

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

Appendix C READS Academy Therapeutic Day Program Tuition Comparison FY23

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



READS Collaborative

Quarterly Report Overview - September 2023

- The new Executive Director, Dina Medeiros, assumed the role on July 17, 2023. The new director's Entry Plan along with proposed goals have been provided to the Board.
- READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)
 - o Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - READS continues to follow DESE guidance regarding COVID mitigation strategies.
 Masks are not required for the 23-24 school year, but are optional for staff and students who choose to wear one.
 - o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS has secured a customized DEI Consultation and Support Services Agreement with Dr. Carlos Hoyt for the 2023-2024 school year.
 - READS continues to implement Collaborative Problem Solving through Think: Kids.
 - o Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - The Family Success Partnership support provided through District Services continues to grow with positive feedback from member districts.
 - District Services will now be providing the oversight and developing the contracts for Teacher of the Deaf and Audiological consultations. Audiological evaluations will also be processed through District Services.
 - The leadership for The Academy has been re-organized to provide increased consistency and oversight of the programming continuum pre-K to 12+.
 - 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 referrals and enrollment numbers are steadily increasing.
 - READS Board is considering the application from two districts for membership.

• Fiscal Update

o READS will be in the process of developing the FY25 budget in the coming weeks.

Legislation/Compliance

- o All DESE required reports have been submitted and certified.
- o Currently in the process of our mid cycle coordinated program review (CPR)
- o The amended collaborative agreement was approved by DESE and in effect as of July 1, 2023.

Student/Staff Feature

- o ESY Programming was well attended for grades Pre-K 6 at the Academy. Attendance was poor for the 7-12 group, but there was an increase in internships created including one for early childhood. Hopefully this increase in available internships will result in increased ESY attendance for ESY 2024.
 - DHH ESY Programs ran smoothly.
- o This year, READS had a large number of nominees for Employee of the Year. The selection committee decided to award 4 employees with Employee of the Year:
 - Christine Souza DHH, Carrie Smith Academy, Jessica Legzdins Business Office Carolyn Duval - District Services

Congratulations to all those nominated and those selected!

MATTAPOISETT PUBLIC SCHOOLS Mattapoisett, Massachusetts

TO: Town Clerk, Town of Mattapoisett, Massachusetts

DATE: December 5, 2023

SUBJECT: Meeting Notice

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

Thursday, December 7, 2023 @ 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 Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 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,

Melissa Wilcox Executive Assistant to the Superintendent

MATTAPOISETT SCHOOL COMMITTEE MEETING

Mattapoisett, Massachusetts REGULAR MEETING Thursday, December 7, 2023 **ZOOM LINK:**

Join Zoom Meeting

https://oldrochester-org.zoom.us/j/96815845547?pwd=MlJtRVFXOVIPTWVHaUlLcEg3U21lQT09

Meeting ID: 968 1584 5547 Passcode: 146869

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in in the Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.

6:30 P.M. MEETING TO ORDER

RECOGNITION PRESENTATION

- I. **Approval of Minutes**
 - Minutes Α.
 - Regular Meeting Minutes October 26, 2023 1.
 - 2. **Executive Session Minutes**
 - **Budget Subcommittee Minutes October 26, 2023**
- Consent Agenda II.
- III. Agenda Items Pending
- General IV.
 - A. Approval of School Improvement Plan
 - B. Acceptance of New Member Districts to READS Collaborative
- V. **New Business**
 - A. Curriculum
 - B. Business/Finance & Operations
 - 1. Financial Report
 - 2. Food Services Report
 - 3. Facilities Report
 - 4. Budget Transfers
 - C. Personnel
- VI. Special Topic Report

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

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

ADJOURNMENT