

**MARION SCHOOL COMMITTEE MEETING
MARION PUBLIC SCHOOLS
Marion, Massachusetts**

**April 25, 2024
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, April 25, 2024 and called to order by Chairperson Nye, at 6:30pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Nichole Daniel

OTHERS PRESENT: Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (in-person); Doreen Lopes, Early Childhood Director (as Acting Principal) (in-person); Peter Crisafulli, Assistant Principal (in-person); Melissa Wilcox, Recording Secretary (in-person); staff, parents, members of the press and public.

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

FY25 SCHOOL CHOICE PUBLIC HEARING

MOTION: by Ms. Nye McGaffey to open the School Choice Public Hearing at 6:31pm

SECONDED: Ms. Smith

MOTION PASSED 4:0

Roll Call: Nye; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

Dr. Fedorowicz explained that the school choice decision is an annual obligation and the school committee has previously discussed the process. Historically, Marion has not participated in school choice.

Public Comment:

Mr. Lake shared that he is moving out of Marion but would like his students to stay enrolled.

MOTION: by Ms. Smith to close the School Choice Public Hearing at 6:34pm

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – March 14 and 26, 2024

MOTION: by Ms. Beauregard to accept the meeting minutes of March 14 and 26, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 3:1

Roll Call: Nye; yes, Smith; abstain, Nye McGaffey; yes, Beauregard; yes

Executive Session Meeting Minutes – March 14, 2024

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of March 14, 2024 as presented

SECONDED: Ms. Beauregard

MOTION PASSED 3:1

Roll Call: Nye; yes, Smith; abstain, Nye McGaffey; yes, Beauregard; yes

Budget Subcommittee Meeting Minutes – March 13, 19 and 26, 2024

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of March 13, 19 and 26, 2024 as presented

SECONDED: Ms. Nye

MOTION PASSED 2:0

Roll Call: Nye; yes, Nye McGaffey; yes

IV. General

A. School Choice Vote

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

MOTION: by Ms. Smith to not participate in School Choice for the 2024-2025 school year

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

B. Approval of Student Opportunity Act

Recommendation:

That the School Committee review the Student Opportunity Act.

Dr. Fedoworicz presented an overview to the school committee of the Student Opportunity Act (SOA). The SOA is developed as a requirement from DESE and includes feedback from three public forums and over 200 responses by members of the school community. Please see appendix A.

MOTION: by Ms. Smith to approve the Student Opportunity Act as presented

SECONDED: Ms. Nye Beauregard

MOTION PASSED 4:0

Roll Call: Nye; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP.

Dr. Fedorowicz said the state has updated the Individualized Education Program (IEP) form, which will be implemented in the 2024-2025 school year. Ms. Lincoln provided a presentation of the updates to the new IEP form. The new form was provided to the school committee as well. Please see appendix B.

School Committee Feedback:

Ms. Nye shared that as a parent, this form is so much easier and she hopes it will be better for all families and she is glad the focus is on the whole child.

Ms. Smith said that the conversation among the youngest learners will give the SPED teams great input of what the student wants. Ms. Lopes added that even at a young age, dictation and if the student is nonverbal, communication in other ways will help the team see what they like along with parent input. It is a great strengths-based form.

V. New Business

C. Business

1. Financial Report

Dr. Fedorowicz reported the following information to the school committee:

The Marion School District currently has \$36,832 available of the general funds appropriated for 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 \$6,666,193 appropriated to the Marion School District.

\$ 6,666,193 - General Funds Approved

\$ 6,629,361 – Obligations Paid Year to Date

\$ 36,832 - Remaining Available Funds

2. Food Service Report: Dr. Fedorowicz reported the following from Food Service Director Jill Henesey:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Currently trying to fill a 3-hour vacant spot at the ORR campus.
- Additional repairs to the dish machine, machine is back in service.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to grow strong.

Chairperson Nye added community members can apply on School Spring or review the Human Resources section on the ORRconnect App.

3. Facilities Report: Dr. Fedorowicz reported the following from Facilities Director Eugene Jones:

- Final phase of Garden Project completed, Native Plant Garden by bus loop flagpole 90% completed.
- Rear playground completed.
- Hosted the Math Acceleration Academy during April Break.

- Town DPW removed dead apple tree and removed holly bushes.
- Conducted routine maintenance on all facility equipment and systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye reminded everyone that the Town Meeting is coming up on May 13th and she hopes as many community members as possible will attend to support the school's budget and the many items on the warrant. She thanked the Selectmen and the Finance Committee for always supporting Sippican and ORR.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Dr. Fedoworicz shared the following:

We continue to work with HILL for Literacy on implementation training, data informed instruction and Science of reading. The routines in place and the confidence in the classroom have been amazing since the beginning of the year. A special thanks to our teachers and principals for the rollout. As a side note, I also would like to just reiterate that a lot of effort comes with the change and in many cases, there is likely to be an implementation dip which might be reflected this year's MCAS scores. It is temporary but does sometimes come with a big change in curriculum...no matter the subject. We are wrapping up Learning Walks tomorrow. In working with the Instructional Council, we are looking at possibly expanding this to teachers to attend next year. The last PD day for the year will be on June 5th where teachers will be working on transitions for next year. New teachers had a parent communication from Rose Bowman today who, as always, did an amazing job and provided useful information for our new teachers. On Tuesday, we had another Project 351 workshop on the ORR Campus where the upper elementary students were able to meet from all three districts and collaborate on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. This was organized by Ms. Millette, which then concluded in a collaborative lunch. Katie Greer came to the elementary schools and JrHS on Monday, March 25th to speak to our students and then we had a parent session in the evening. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology. A special thank you to:

1. *ORR School Ambassadors who assisted with the event*
2. *Our 3 public health nurses from Marion, Mattapoisett and Rochester from South Coast Regional Collaborative who partnered with us and provided funding to have Katie Greer here to support the mental health of our students.*

Ms. Lincoln shared that a successful April Acceleration Academy was held last week supported by the approved grant funding. She also informed the school committee of an upcoming community talk with SMEC on May 14th with Mr. Allan Blume discussing the new IEP for families.

PRINCIPAL'S REPORT

Ms. Lopes reported the following:

School Council: School Council met earlier this week to review student handbook changes and progress updates on the School Improvement Plan. The next meeting is May 21st at 3:15pm.

MCAS: Completed: March 26th and 27th Grade 3 ELA, March 28th and 29th Grade 4 ELA, April 2nd and 3rd Grade 5 ELA, April 4th and April 5th Grade 6 ELA Next week: Grade 6 Math on April 30th & May 1st and Grade 5 Math on May 2nd & 3rd

MARC: Representative from Bridgewater State University's Massachusetts Aggression Reduction Center (MARC) on Wednesday, April 24. MARC focuses on social and emotional adjustment in children, including bullying and cyberbullying, fighting, bias and diversity, peer relationships, and screen and social media use.

Arts in Action: Arts in Action was held on April 10th. Around 800 pieces of student artwork was shared with each student grades K-6 having at least one piece. The cafeteria was also transformed into a café where students performed live music for guests. Special thanks to Ms. Kirk and Ms. Moore!

Scholastic Book Fair: Students were able to visit the Fair during their library classes throughout the week and during the Family Shopping that was held on Monday and Wednesday afternoons. The "Sippican Book Fairy" visited the library and left gift certificates for any students who had a demonstrated need.

Vocabulary Day: The 20th annual Vocabulary Day was held on April 12th. Students celebrated at the all school meeting in the afternoon. Special thanks to Ms. Barrett!

Kindergarten Registration: K registration is open for 2024-2025 and it's important that families register now. Kindergarten Readiness Screening on May 20 (Monday) & May 23 (Thursday)

Playground: The playground is in full swing and in use daily! The new equipment was funded through capital funding designated for the playground project by the Town of Marion, and a \$50,000 donation from Tabor Academy.

Upcoming Events

May 6 - Annawon Performances - First Light Foundation

May 7 - Staff Appreciation Luncheon
May 8 - Grade 4 Concert
May 8-10 - Grade 6 Camp Burgess Field Trip
May 10 - Toe Jam Puppet Band
May 9 - Grade 1 Buttonwood Zoo Field Trip

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Ms. Nye reminded the school committee that the budget they approved was submitted to the town with certification of vote for the Town Warrant.
2. Building Committee – No report.
3. ORR District School Committee- Ms. Smith reported at the April meeting they voted to continue to accept school choice students, heard the SOA and IEP presentations and accepted many great donations.
4. SMEC – Ms. Smith reported they next meet on May 30th.
5. Early Childhood Council- Ms. Lopes shared the next meeting is May.
6. READS – Ms. Nye shared the quarterly report that was on this meeting's agenda as an information item.
7. Tri-Town Education Foundation Fund – Ms. Lopes reported that the funding cycle is open and they have a new streamlined, online process for applications from educators.
8. Policy Subcommittee – No report.
9. School Council – Ms. Lopes reported they met on Tuesday and are using the School Improvement Plan to set each agenda and work through reporting out of the initiatives and handbook revisions.
10. Equity Subcommittee- Ms. Beauregard shared they met on March 28th and heard a presentation from 7th graders on a recent project, along with information on a recent Stream the Streets assembly presentation and Credit for Life Fair for the seniors.

IX. Future Business

A. Timeline

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

<u>Marion School Committee</u>	<u>Joint School Committee</u>
Mar 23, 2024 @ 6:30pm	June 20, 2024 @ 6:30 pm (to be rescheduled)

X. OPEN COMMENTS

Chairperson Nye stated:

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 side wall and those on 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. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

Mr. Lake asked to confirm that the school committee voted not to accept school choice for the 2024-2025 school year. Chairperson Nye confirmed that is correct.

XI. Information Items

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report Overview.
This information was presented during the Committee reports section.

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 7:22pm

SECONDED: Ms. Beauregard

MOTION PASSED 4:0

Roll Call: Nye; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

Respectfully Submitted,
Melissa Wilcox



Student Opportunity Act School Committee Presentation

April 25, 2024

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching and Learning

Old Rochester Regional School District
MA Superintendency Union # 55

Today's Agenda:

- What is the Student Opportunity Act (SOA)?
- Student Opportunity Act Plan vs District Improvement Plan
- Overview of SOA Process
- DESE's Strategic Objectives and Evidence-Based Programs (EBP)
- Determining Learning Gaps and Areas of Need for SOA Plan
- SOA funds
- Questions



What is the Student Opportunity Act?

The [Student Opportunity Act](#) ushered in a new phase in the Commonwealth's commitment to ensuring that every student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

District Improvement Plan *versus* Student Opportunity Act Plan

District Improvement Plan (DIP)

- (Vision2028) serves as a comprehensive plan that describes the full set of strategies that a district will implement to support all students in their district.
- DESE reviews DIPs on an intermittent basis.

Student Opportunity Act Plan (SOA)

- The SOA Plan addresses a subset of our district's overall initiatives, focusing on Evidence-Based Programs (EBPs) and strategies that will improve the educational experiences and outcomes of **high needs** students
- Programs and strategies that are new or already in place focused on improving outcomes for students with low academic performance
- DESE reviews all SOA plans every three years and annual updates each year

Overview of SOA Process

- ❑ Review DESE's Guidelines
 - ❑ Analyze Student Data and Community and Stakeholder Input
 - ❑ Align Focal Areas (Commissioner's top five priorities suggests specific initiatives to close gaps)
 - ❑ Write and submit SOA (requires school committee votes)
 - ❑ Approval by DESE

DESE's Strategic Objectives and Evidence-Based Programs (EBP)

- DESE's Commissioner has identified **five** of the 30 high-quality "Evidence-Based Programs" (EBPs) programs in the SOA he encourages districts to consider:
 - Targeted Academic Support and Acceleration
 - Comprehensive Approach to Early Literacy and Early Literacy Screening and Support
 - Expanded Access to Pre-K
 - Enhanced Pathways to Increase Educator Diversity
 - High Quality Secondary Pathways and Programs

SOA Funding by District

- SOA is NOT a grant
- Part of our Chapter 70 funds providing an additional \$30/student
 - SOA plan shows how we integrate the extra \$30/student to reduce student learning gaps
- Approximate amounts embedded into Chapter 70 to close gaps:
Marion: \$11,640

Determining Learning Gaps and Areas of Need for SOA Plan

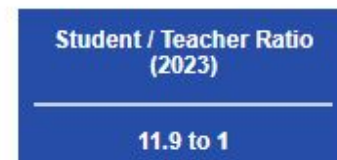
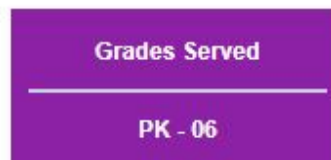
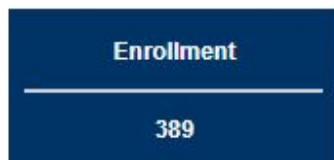
What data do we use to determine learning gaps?

- MCAS Data Analysis
 - Achievement
 - Growth
- Accountability Indicators (*Ex: demographics, etc.*)
- Lowest Performing Students
- High Needs Group
 - Students with Disabilities
 - Low Income Students

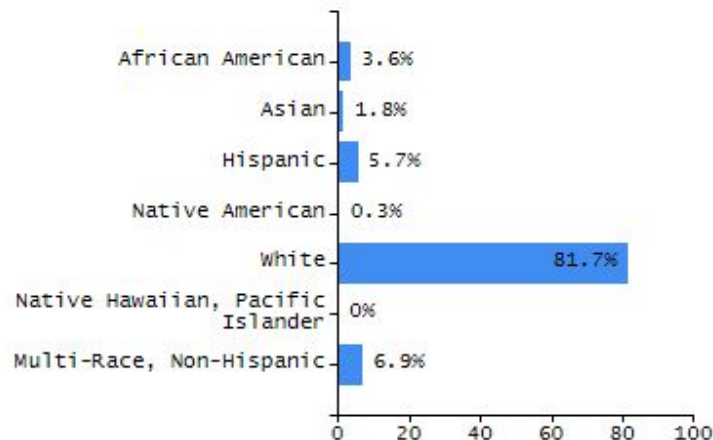
Demographics: Subgroups by District

Marion School District: Sippican School

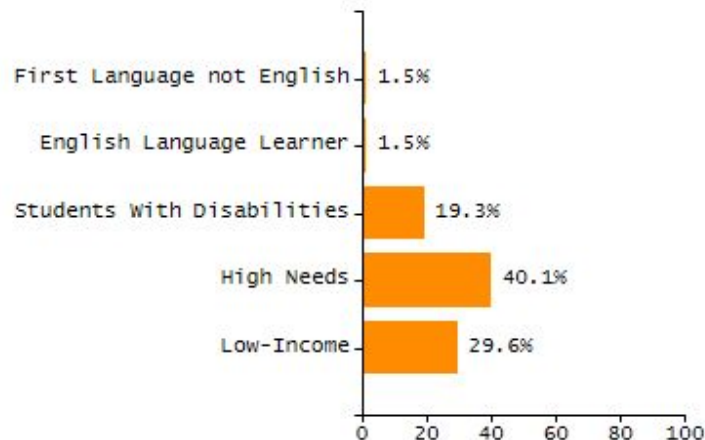
2023-24 Enrollment



Student Race and Ethnicity



Selected Populations



ELA MCAS: Achievement and Growth - All Students and High Needs

ELA MCAS Achievement by Subgroups						
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Marion	42%	47%	12%	9%	23%	28%

ELA Student Growth Performance by Subgroups						
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Marion	50	52	44	45	47	51

Math MCAS: Achievement and Growth - All Students and High Needs

Math MCAS Achievement by Subgroups

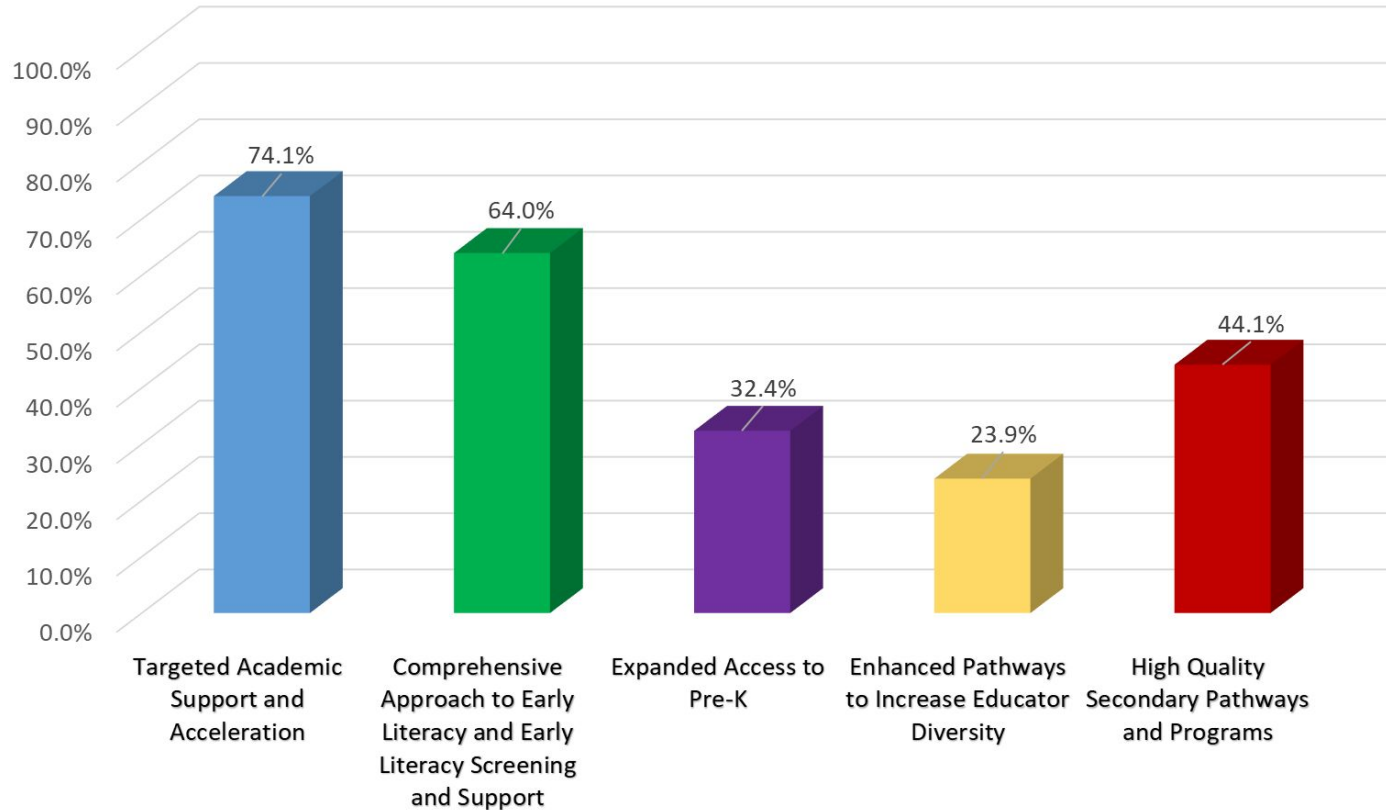
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Marion	41%	53%	13%	13%	21%	30%

Math Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Marion	50	52	45	35	47	47

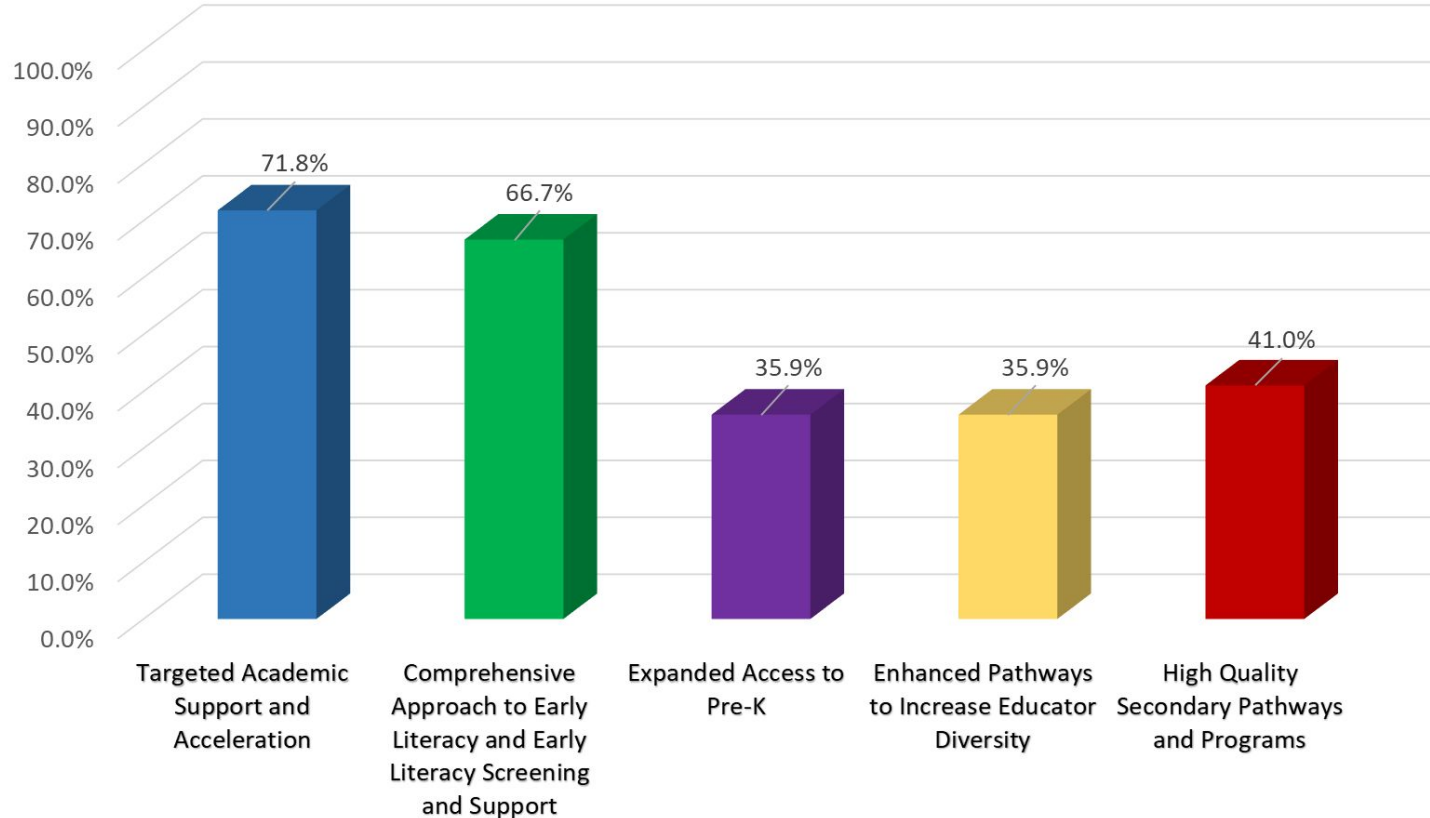
SOA Community/Stakeholder Input and Feedback

All Community Feedback of DESE Prioritized Strategies



Marion Community/Stakeholder Input and Feedback

Marion Community Feedback of DESE Prioritized Strategies



Additional Community SOA Focal Areas

Top Three Additional Suggested Areas

- After School/Summer School Enrichment/Life Skills for Career and College
- Mental Health
- Inclusivity and Sense of Belonging

Selected SOA Focal Areas

DESE EBP FOCUS AREA (2.1) Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning:

- EBP 2.1C Comprehensive Approach to Early Literacy
- EBP 2.1D Early Literacy Screening and Support

Alignment of Data and Focal Areas

Alignment of Data:

- School data, community input, and DESE suggested focal areas are in alignment

Focus Areas:

- Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Into Reading - New Elementary Literacy Curriculum

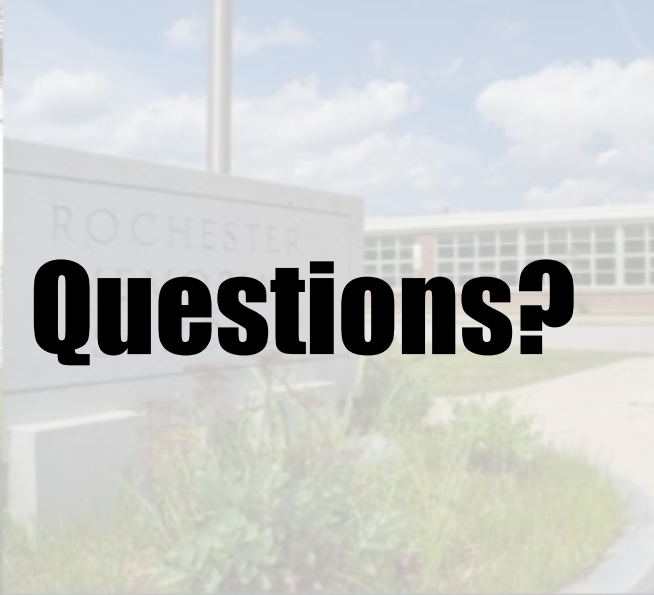
- Into Reading is a Tier 1 core literacy curriculum
- Tier 1: Core instruction - a universal tier provided to all students every day
- Captures 80% of student learning needs
- 20% may receive additional supports based on data and feedback:
 - Tier 2 Into Reading “Word Study Studio” or more intensive Tier 3
- Purpose: aligned to Science of Reading, DESE approved and improves reading and writing skills

DIBELS - Early Literacy Screener

- DESE approved early literacy screener that also assesses for dyslexia

HILL for Literacy Support

- Continued work with HILL on implementation, including Tier 2 and 3 interventions
- DIBELS assessment



Questions?



Thank you!



IEP Improvement Project Overview

April 2024

DESE IEP Improvement Project

The Department of Elementary and Secondary Education (DESE) last updated the forms for Individualized Education Plans (IEP) in the state of Massachusetts in 2001.

“This new statewide IEP form helps teams to more effectively address the needs of students eligible for special education services. The revised form focuses attention on gathering complete information about your child's strengths, challenges, and individualized goals to develop a more personalized education plan for your child.”
-DESE

Improvement Focus Areas

DESE focused on the following areas when looking to improve our current document.

- Family and Student Voice
- Form Documents Process
- Least Restrictive Environment
- Integrated Transition Planning
- Accessibility of Language

Timeline

- Updated IEP forms will not be used until the 24-25 School Year*
- IEP's will be updated to the new format at regularly scheduled annual meetings or when a new draft is proposed (i.e. after evaluations)
- All IEPs are anticipated to be converted to the updated form by the end of the 24-25 school year

**There are some school districts that are part of a pilot program in the 23-24 school year*

Getting to Know the Document

A walk through

Current - Page 1

Individualized Education Program			
IEP Dates: from [] to []			
Student Name: []	DOB: []	ID#: []	Grade/Level: []
Parent and/or Student Concerns What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education? <div>[]</div>			
+			
Student Strengths and Key Evaluation Results Summary What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments? What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any? <div>[]</div>			
-			
Vision Statement: What is the vision for this student? Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments. <div>[]</div>			

IEP 1

Student/Parent Concerns & Vision



Massachusetts DESE Individualized Education Program (IEP)

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

--

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)

This year, I want to learn:

By the time I finish (circle one: elementary or middle school),
I want to:

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

Additional Team Vision Ideas

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

Student Profile

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

☐ Autism

☐ Communication Impairment

☐ Developmental Delay (ages 3–9)

☐ Emotional Impairment

☐ Health Impairment

☐ Intellectual Impairment

☐ Neurological Impairment

☐ Physical Impairment

☐ Sensory Impairment

☐ Hearing

☐ Vision

☐ Deaf-Blind

☐ Specific Learning Disability

English Learner

Has the student been identified as an English learner?

☐ Yes

☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

--

Identify any language needs and consider how they relate to the student's IEP:

--

Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes

☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications

☐ Goals/Objectives

☐ Services Delivery Grid

☐ Additional Information

Current: Present Levels of Educational Performance

Present Levels of Educational Performance	
A: General Curriculum	
Check all that apply.	General curriculum area(s) affected by this student's disability(ies):
<input type="checkbox"/> English Language Arts	Consider the language, composition, literature (including reading) and media strands.
<input type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify: _____
How does the disability(ies) affect progress in the curriculum area(s)? _____	
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____	
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.	
<input type="checkbox"/> Content: _____	
<input type="checkbox"/> Methodology/Delivery of Instruction: _____	
<input type="checkbox"/> Performance Criteria: _____	

Present Levels of Educational Performance		
B: Other Educational Needs		
Check all that apply.	General Considerations	
<input type="checkbox"/> Adapted physical education	<input type="checkbox"/> Assistive tech devices/services	<input type="checkbox"/> Behavior
<input type="checkbox"/> Braille needs (blind/visually impaired)	<input type="checkbox"/> Communication (all students)	<input type="checkbox"/> Communication (deaf/hard of hearing students)
<input type="checkbox"/> Extra curriculum activities	<input type="checkbox"/> Language needs (LEP students)	<input type="checkbox"/> Nonacademic activities
<input type="checkbox"/> Social/emotional needs	<input type="checkbox"/> Travel training	<input type="checkbox"/> Skill development related to vocational preparation or experience
<input type="checkbox"/> Other _____		
Age-Specific Considerations		
<input type="checkbox"/> For children ages 3 to 5 — participation in appropriate activities		
<input type="checkbox"/> For children ages 14+ (or younger if appropriate) — student's course of study		
<input type="checkbox"/> For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills		
How does the disability(ies) affect progress in the indicated area(s) of other educational needs? _____		
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____		
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.		
<input type="checkbox"/> Content: _____		
<input type="checkbox"/> Methodology/Delivery of Instruction: _____		
<input type="checkbox"/> Performance Criteria: _____		

Use multiple copies of this form as needed.

Getting to know the document

Present Levels of Performance

There are now four sections to this category

Present Levels of Performance (1): Academics

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply:	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
<input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering		

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development [e.g., organizational support, generalizing skills, practicing skills in multiple environments]?

☒ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Present Levels of Performance (2): Behavioral/Social/Emotional

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

<p align="center">Bullying</p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.</p>		Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Bullying Statement

Bullying	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.

Specify how these needs, if any, will be addressed in the IEP.

Disability Specific Questions

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

Present Levels of Performance (3): Communication

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

Present Levels of Performance (4): Additional Areas (related services - i.e.OT/PT)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Getting to know the document

Postsecondary Transition Planning

Transition planning form is now embedded into the IEP form rather than an additional section.

Current: Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from:	to:
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Page 1 of 2

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

Student: _____ **Date form completed:** _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, [service-learning](#) projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in [community-based](#) experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Postsecondary Transition Planning

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Decision Making & 688 Referral

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.
Individual with whom the student will share decision-making: _____
- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.
Individual to whom the student has delegated decision-making: _____
- ☐ A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian:

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Current: Accommodations & Modifications

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

[Redacted]

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

<input type="checkbox"/> Content:	[Redacted]
<input type="checkbox"/> Methodology/Delivery of Instruction:	[Redacted]
<input type="checkbox"/> Performance Criteria:	[Redacted]

Accommodations and Modifications

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

Current: Testing Accommodations

State or District-Wide Assessment			
Identify state or district-wide assessments planned during this IEP period: 			
Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.			
	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program. 			
2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment. 			
			NOTE When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.

Testing Accommodations

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

Getting to know the document

Measurable Annual Goals

Current Performance now referenced as
Baseline

Current: Measurable Annual Goals

Current Performance Levels/Measurable Annual Goals	
Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	
Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?	
Benchmark/Objectives: What will the student need to do to complete this goal?	

Measurable Annual Goals

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

[illegible]

Participation and Service Delivery

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Service Delivery Grid - Extended School Year

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- ☒ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

Transportation & Schedule Modification

TRANSPORTATION SERVICES

☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)

☐ The student requires transportation supports and/or services as a related service.

☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent(s)) during Extended School Year in the service delivery grid below.

Nonparticipation vs Participation

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

☐ No ☐ Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs **only when** the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

Preparing for Implementation

Trainings:

October 16	DESE Sponsored Training of Trainers
October 27	Allan Blume Training
November 7	Professional Development - Vertical Department Overview
January 31	Professional Development - Present Levels of Performance
March 6	Professional Development - Accommodations and Modifications
March 27	Meeting - Special Education Administrative Assistants
May 14	Parent Information Night with Allan Blume
June 5	Professional Development - Paraprofessional staff Overview

*Ongoing sessions during our department meetings and regular special education meetings.

Thank you for your time.
We look forward to
working collaboratively
as a team as we
navigate this new
format together.

Moving Forward

**MARION SCHOOL COMMITTEE MEETING
MARION PUBLIC SCHOOLS
16 Spring Street
Marion, Massachusetts**

April 25, 2024

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVIPTWVHaUJcEg3U2l1QT09>

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 the Community Room at Sippican School located at 16 Spring Street, Marion, MA 02738 or via zoom. Public is able to attend in person or via zoom

TIME: 6:30 p.m.

MEETING TO ORDER

RECOGNITION PRESENTATION

FY25 SCHOOL CHOICE PUBLIC HEARING

I. Approval of Minutes

A. Minutes

- 1. Regular Minutes: March 14 and 26, 2024**
- 2. Executive Session Minutes: March 14, 2024**
- 3. Budget Subcommittee Minutes: March 13, 19 and 26, 2024**

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. School Choice Vote

B. Approval of Student Opportunity Act

C. IEP Improvement Presentation

V. New Business

A. Policy Review

B. Curriculum

C. Business

1. Financial Report

a. Revolving Account Balances

2. Food Service Report

3. Facilities Report

4. Budget Transfers

D. Personnel

VI. Special Report

VII. Unfinished Business

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee

2. Building Committee

3. ORR District School Committee

4. SMEC

5. Early Childhood Council

6. READS

7. Tri-Town Education Foundation Fund

8. Policy Subcommittee

9. School Council

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**

MARION PUBLIC SCHOOLS
Marion, MA

TO: Marion School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: April 23, 2024
RE: Agenda Items

The following items are on the agenda for April 25, 2024.

I. Approval of Minutes

A.1. Regular Minutes

Recommendation:

That the School Committee review and approve the minutes of March 14, 2024 and March 26, 2024. Please refer to “MSC 04252024 March 14th Minutes” and “MSC 04252024 March 26th Minutes”.

A.2. Executive Session Minutes

Recommendation:

That the School Committee review and approve the minutes of March 14, 2024.

A.3. Budget Subcommittee Minutes

Recommendation:

That the School Committee review and approve the minutes of March 13, 2024, March 19, 2024 and March 26, 2024. Please refer to “MSC 04252024 March 13th Budget Minutes”, “MSC 04252024 March 19th Budget Minutes” and “MSC 04252024 March 26th Budget Minutes”.

IV. General

A. School Choice Vote

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

B. Approval of Student Opportunity Act

Recommendation:

That the School Committee review the Student Opportunity Act. Please refer to “MSC 04252024 Student Opportunity Act”.

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP. Please refer to “MSC 04252024 IEP Presentation”.

V. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC 04252024 FY24 Financial Report Memo” and “MSC 04252024 FY24 General Operating Financial Report”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC 04252024 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC 04252024 Facilities Report”.

IX. Future Business

A. Timeline

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

Marion School Committee

May 23, 2024 at 6:00pm (last meeting)

16 Spring Street

Marion, MA 02738

Joint School Committee

June 20, 2024

133 Marion Road

Mattapoisett, MA 02739

Future Agenda Items

- Administrator Contracts (May)
- School Committee Reorganization (May)
- Approval of Leases (May)
- Approval of School Committee Goals for the following year (May)

XI. Information Items**Recommendation:**

That the School Committee review the READS Collaborative Quarterly Report Overview. Please refer to “MSC 04252024 READS Quarterly Report”.

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

**MARION SCHOOL COMMITTEE MEETING
MARION PUBLIC SCHOOLS
Marion, Massachusetts**

**March 14, 2024
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, March 14, 2024 and called to order by Chairperson Nye, at 6:32pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Michelle Smith

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedoworicz, Assistant Superintendent of Teaching and Learning, Howard Barber, Assistant Superintendent of Finance and Operations, Doreen Lopes, Early Childhood Director (as Principal) (in-person); Melissa Wilcox, Recording Secretary (in-person); staff, parents, members of the press and public.

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

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – February 8, 2024

MOTION: by Ms. Daniel to accept the meeting minutes of February 8, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

Budget Subcommittee Meeting Minutes – February 8, 2024

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of February 8, 2024 as presented

SECONDED: Ms. Nye

MOTION PASSED 2:0

Roll Call: Nye; yes, Daniel; yes

IV. General

A. Approval of Transportation Contract

Recommendation:

That the School Committee review the transportation contract for FY 2025-2027.

Superintendent Nelson explained that Mr. Barber and Mr. Jones recently completed the bid process for a new transportation contract. It has been a difficult process due to the cost of doing business in many areas, but especially in transportation. The trend statewide is a significant increase. He noted that year five of the current agreement is coming to an end of the previous three-year contract in which the District utilized two option years where the price has not gone up during the last two years.

Mr. Barber explained that the initial bid was for a complete regionalized agreement with all four districts under one contract. Only one vendor responded and it was an increase of over 60%. This was rejected and a second bid was put forward separating each district into its own agreement. Two bids were received in response but it is still greater than a 35% increase. The school committee is voting this evening on the contract that supports residents of Marion grades K-12.

School Committee Feedback:

Ms. Daniel asked what would happen if the bid was rejected. Mr. Barber said they would need to start the process over again soliciting new bids. He feels the district has done their due diligence and the agreement is similar to what is being received by other districts in a similar situation. Ms. Daniel asked if this cost can be absorbed into the

budget. Superintendent Nelson said it cannot necessarily be absorbed but it is a required cost and has created a very difficult budget season for the district. He added that Rochester and ORR School Committees have taken action to approve this.

MOTION: by Ms. Daniel to award the transportation contract to Amaral Bus Company, Inc. as the responsive and responsible bidder.

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

B. Approval of Grant

Recommendation:

That the School Committee review the FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000.

School Committee Feedback:

Ms. Daniel asked what the money will be used for. Superintendent Nelson explained that it will support the four to five individuals leading this work in the form of stipends and/or support supplies needed in year two. A team was formed last year in each building with the first part of this grant. Each of the districts received and approved year one funds of \$10,000 each last year. There was no additional application process for year two which will consist of unpacking Fly Five materials and discussing the right time to pilot.

MOTION: by Ms. Daniel to approved the FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000.

SECONDED: Ms. Beauregard

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

C. FY25 Budget Update

Recommendation:

That the School Committee hear an update of the FY25 Budget.

Superintendent Nelson explained that, as the members know, this has been a difficult budget season, here in Marion, in all of our school districts and across the state. It posed challenging conversations for the Budget Subcommittee and at this time a level service budget is being proposed at \$7,080,780. The administration has continued conversations with the Town officials and he thanked them for their ongoing efforts to look at the budget for Sippican. The Town ultimately asked the administration and Budget Subcommittee to look at the proposed budget again to determine any areas where reductions can be made. The Subcommittee will convene again next week to hear recommendations.

School Committee Feedback:

Ms. Daniel asked to confirm what the contract custodial services line item was. Mr. Barber confirmed this was the cleaning company used for second shift at Sippican. Ms. Daniel asked if it would be less expensive to have our own staff. Mr. Barber explained that the expenses shown include benefits, insurance, etc. which all add up, along with the difficulty of hiring custodians at this time. Superintendent Nelson added that the budget difficulties are a state-wide trend, and the same in all of the Union's districts. Although it is not a surprise, he said it does not make it any easier of a situation to navigate.

V. New Business

C. Business

1. Financial Report

Mr. Barber reported the following information to the school committee:

The Marion School District currently has \$336,854 available of the general funds appropriated for 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 \$6,666,193 appropriated to the Marion School District.

\$ 6,666,193 - General Funds Approved

\$ 6,329,339 – Obligations Paid Year to Date

\$ 336,854 - Remaining Available Funds

2. Food Service Report: Mr. Barber reported on the following from Food Service Director Jill Henesey:

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Had a successful week serving the students in the Math Acceleration Program.

- Additional repairs to the dish machine.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to grow strong.

3. Facilities Report: Mr. Barber reported on the following from Facilities Director Eugene Jones:

- Met with Town, Garden and Administration Reps for final phase of Garden Project
- Rear playground 70% completed, weather permitting will complete by 3/15.
- Fire alarm inspection and testing completed per NFPA72.
- Completed plant equipment inspection by state
- Conducted routine maintenance on all facility equipment and systems.

D. Personnel

Superintendent Nelson discussed that as the school committee is aware, in recent days, Principal Brown shared that she would not be returning due to a personal health situation. He thanked Principal Brown for her leadership during the last few years especially during the pandemic with a new administrative team. He is grateful for Ms. Lopes for stepping in and being willing to remain for the rest of this school year. They have begun planning for the 2024-2025 school year and the job is posted for the principal position. He also expressed a sincere thank you to the faculty, staff, parents and guardians, and the students for their ability to be resilient during this change. He also shared that Mr. Crisafulli will not be looking for a successor contract at the conclusion of this year, as he was recently engaged and will be returning to Western Massachusetts where his family resides. Superintendent Nelson thanked Mr. Crisafulli for his leadership and contributions over the last three years at Sippican School as well. The Assistant Principal position will be posted soon. Chairperson Nye thanked Ms. Brown for her time and she much appreciated working with her over the last few years. She also thanked Ms. Lopes along with the families and children at Sippican. Ms. Daniel added that from a parent perspective with a student at Sippican, it has been a seamless transition with Ms. Lopes. The kids know who she is along with Ms. Millette, and her child comes home happy.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye took a moment to recognize Mr. Barber and the Central Office staff for putting together the information and reports monthly, but also for the budget. She thanked Superintendent Nelson and his office's work as well. She knows it has been a tough budget season. She thanked Shay Assad and members of the Marion Finance Committee for supporting the schools. Next, she thanked Geoff Gorman, Town Administrator and Heather O'Brien Finance Director, for meeting earlier this week. She knows they have a lot to look at in regards to the entire town and she appreciates them prioritizing the children and having tough conversations this year. She also thanked Toby Burr for always supporting the school committee and Sippican School. She knows it is never easy for the administration to deliver tough news.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson thanked Chairperson Nye and agreed with her remarks and appreciation. He said there of course is so much more the administration would want to do if funds were available. He shared with the school committee that great progress has been made in regards to a comfort dog in Marion. Recently, he met with District Attorney Tim Cruz along with Chief Nighelli and Geoff Gorman when they were presented the first check. He said there is close to \$19,000 awarded to bring a comfort dog to the Town and he appreciates working with the Marion Police Department on this. He shared that Grow Education continues to move forward on Phase II which is the flagpole. Town representatives, Jody Dickerson along with Mr. Jones met with Grow Education to discuss Phase II plans and continue the work.

Dr. Fedoworicz shared the following:

We had our Family Literacy night, which was held on Feb 7th at the ORR cafeteria to showcase the new K-6 IntoReading curriculum through an overview presentation followed by teacher-led small group presentations per grade level where families were able to look at the books, materials, resources and digital components.

- *A special thank you to the PTO for the giveaway baskets and to our teachers that participated to share the new literacy curriculum.*

We had our last learning walk in November. Our next and last learning walk is next week for Sippican. We are looking forward to visiting classrooms.

Last Wednesday, March 6 was our second to last PD day. Our teachers focused on Data Analysis, Small Group Planning and Progress Monitoring with the new literacy curriculum implementation.

During our last New Teacher mentoring time, Kris Lincoln provided a thorough overview of the Student Services office which included an eloquent presentation and activities related to accommodations and modifications to help new teachers better understand the learning services provided for our students. Thank you Kris.

At the end of February, we had another Project 351 workshop on the ORR Campus where the upper elementary students met and collaborated on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. The upper elementary students from all three districts met before lunch as a team on the same workshop. This was organized by Ms. Millette, which then concluded in a collaborative lunch. Our next workshop is next Tuesday.

Today, during an afternoon and evening session, we held a community input and feedback forum on the 3-year Student Opportunity Act (or SOA) plans. The SOA plan serves to describe how we will utilize evidence-based approaches and strategies to address closing learning gaps for these student groups. A survey for community input is on the website, went out as an email and is coming in Sunday's SMORES. We hope you are able to spend some time filling out this important feedback survey.

Last- what a phenomenal performance by our elementary and secondary students at the FORM chorus and instrumental concerts the past two weeks. The teachers and students are so talented and it was a pleasure to be able to hear them perform. Congratulations to them and a special thank you to FORM. That concludes information from the Office of Teaching and Learning.

PRINCIPAL'S REPORT

Ms. Lopes said it is truly an honor getting to know the children and families, and all of the great things of Sippican. She thanked the teachers for embracing her 'how do I do this' and going through it with her. She also thanked VASE. Their support of the school is unmatched.

She reported the following:

Marion Occupation Program (MOP): Thank you to the volunteers that joined us at MOP for Grades 5 and 6 earlier this month. Students learned about a variety of different careers.

Term 2: Grades closed for Term 2 last week. Report cards will be issued March 15.

FORM Concerts: Chorus on March 5th and Instrumental on March 12th at ORRHS.

Grade 5 Field Trip: On March 4th, 5th grade students visited Bronsiegel Auditorium. This was the final culmination of New Bedford Symphony Orchestra's Learning in Concert program entitled, Adaptations in Motion: Animal and Musical.

Professional Development: A half day of professional development was held on March 6th. Sippican staff focused on Literacy, MCAS response analysis, OpenSciEd planning and investigating history curriculum mapping.

School Council: The next school council meeting will be on March 19th at 3:15pm. Agenda topics include a review of target dates for the School Improvement Plan, summary of the proposed school budget and school community updates.

Boosterthon: The Boosterthon raised over \$20,000 and ended on Tuesday with a Glow Run.

Project 351: Please support the Project 351 8th Grade Ambassadors and all of our Project 351 Playbook Workshop Influencers by donating new or gently used clothing for all ages in support of Cradles to Crayons. Please note that all underwear or pajamas donations must be new. All Project 351 Playbook Influencers are encouraged to bring their donations to the next Project 351 Playbook Workshop, held at the high school on March 19th as a Day of Action Service Leadership Initiative.

ORRconnect: The Superintendent's Office launched ORRconnect mobile app and Facebook page. Be sure to check them out and follow Sippican on Facebook as well!

Upcoming Events

March 15 - Irish Dance & Musical Performance at All School Meeting 2:00pm

March 18 - Class of 2024 - Family Meeting for Camp Burgess @ 6pm

March 19 - School Council Meeting

March 20 - 5th Grade Field Trip to the New Bedford Whaling Museum

March 21- 29 - Spring Book Fair

March 22 - 6th Grade Basketball Game

April 3 - Toe Jam Puppet Band Pre-K, K and 1

April 10th - Arts in Action

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – No report.
2. Building Committee – No report.
3. ORR District School Committee- Ms. Nye reported they approved foreign travel, which is a great opportunity for students along with donations. The most notable donation was from Marion resident John Menzel who contacted the school interested in giving back. He donated \$4,000 for 3d printers to the high school. They also approved the \$10,000 Safe & Supportive Schools Grant and approved a Thrive Act resolution which will be shared with local legislators regarding MCAS not being a graduation requirement.
4. SMEC – No report.
5. Early Childhood Council- Ms. Daniel reported they will meet on March 27th.
6. READS – Mr. Nelson reported they met earlier this morning and the main item was FY25 tuition and fees approval.
7. Tri-Town Education Foundation Fund – Ms. Daniel reported they met today and Tricia Grimes from the Southcoast Community Foundation discussed helping with a new online application. They also discussed a new timeline for this year with applications due by April 27th and awards being selected by May 31st.
8. Policy Subcommittee – No report.
9. School Council – No report.
10. Equity Subcommittee- No report.

IX. Future Business

A. Timeline

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

<u>Marion School Committee</u>	<u>Joint School Committee</u>
March 26, 2024 @ 6:30pm	March 28, 2024 @ 6:30 pm (to be rescheduled)

X. OPEN COMMENTS

Chairperson Nye stated:

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 side wall and those on 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. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

There were no public comments.

VIII. Executive Session

Recommendation:

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

MOTION: by Ms. Daniel to enter Executive Session at 7:25pm for the purposes of exception #3, to discuss strategy with respect to collective bargaining and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements and to return to the regular meeting after exiting executive session only to adjourn.

SECONDED: Ms. Beauregard

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

MOTION: by Ms. Daniel to exit Executive Session at 7:37pm only to return to regular session to adjourn.

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 7:38pm

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

**Respectfully Submitted,
Melissa Wilcox**

**MARION SCHOOL COMMITTEE MEETING
MARION PUBLIC SCHOOLS
Marion, Massachusetts**

**March 26, 2024
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, March 26, 2024 and called to order by Chairperson Nye, at 6:02pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Michelle Smith

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedoworicz, Assistant Superintendent of Teaching and Learning, Howard Barber, Assistant Superintendent of Finance and Operations, Doreen Lopes, Early Childhood Director (as Principal) (in-person); Melissa Wilcox, Recording Secretary (in-person); staff, parents, members of the press and public.

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

FY25 Budget Public Hearing

Chairperson Nye opened the Budget Public Hearing at 6:03pm.

Superintendent Nelson welcomed the school committee to the meeting. He began by thanking Ms. Nye and Ms. Nye McGaffey for their participation on the Budget Subcommittee. He thanked Mr. Barber for his financial leadership throughout this process, along with the department heads and administration. They have had very candid conversations throughout a difficult budget season. He acknowledged that all of the districts in the tri-town, along with most nation-wide are in a similar situation. As discussed with the Budget Subcommittee, and the entire school committee in recent regular meetings, the cost of doing business and inflation along with contractual obligations, transportation and special educations have been leading cost drivers this year. He continued to thank Town Administrator, Geoff Gorman, along with Heather O'Brien, Judy Mooney, Shay Assad and Toby Burr, for their support and collaboration. He believes the best decisions can be achieved by having many people at the table working for the collective good. He continued that this year, they all had to think creatively and review each and every resource.

Mr. Barber thanked the Sippican school staff and administration for their collaboration during this budget season. He also thanked the leadership team, along with the Town Administrator, Finance Committee and the Select Board. Mr. Barber began his presentation reviewing the vision of the districts:

- 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.

Next, he reviewed the core values of the districts:

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.

Mr. Barber explained the budget priorities:

- Ensuring High Expectations of Teaching and Learning for All Students
- Efficiency and Cost-Effectiveness Measures
- Strategic Staffing and Professional Development
- Data-Driven Decision-Making

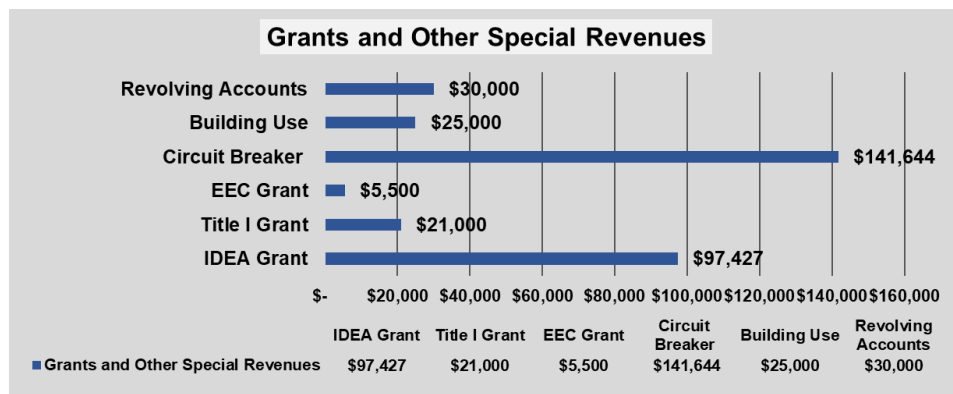
Next, Mr. Barber explained the budget development process that mainly takes place October through May.

- **Preparation and Planning:**
 - Superintendent, school administrators and other stakeholders analyze past budgets, assess current financial status and set budgetary goals for the upcoming fiscal year.
- **Budget Proposal Creation:**
 - Based on the planning stage, a preliminary budget proposal is developed. This proposal outlines anticipated revenues, expenditures and allocations for different programs and departments.
 - The budget proposal may include funding for personnel salaries, benefits, instructional materials, technology, facilities maintenance, transportation and other operational costs.
- **Budget Review and Revision:**
 - The preliminary budget proposal(s) undergoes a thorough review by school administrators and budget subcommittee.
 - Adjustments and revisions are made based on feedback, financial constraints and any changes in priorities or mandates.
- **Input and Hearings:**
 - Superintendent holds meetings where the school's Budget Subcommittee, Town Administrator and Town Representatives can provide input, ask questions and provide feedback about the budget proposal.
 - Feedback from the attendees may influence further revisions to the budget.
- **School Committee Budget Approval:**
 - After incorporating feedback and making necessary adjustments, the final Superintendent's Budget proposal is presented to the School Committee and community at a Budget Public Hearing for approval.
 - The School Committee reviews the budget, conducts discussions and may vote to approve or make additional changes before finalizing the budget.
- **Final Budget Approval:**
 - Once the budget is approved by the School Committee, the School Committee's Proposed Budget is presented at the Annual Town Meeting.
 - The Superintendent or designated representative attends the Annual Town Meeting to offer any additional information in support of the School Committee's Proposed Budget.

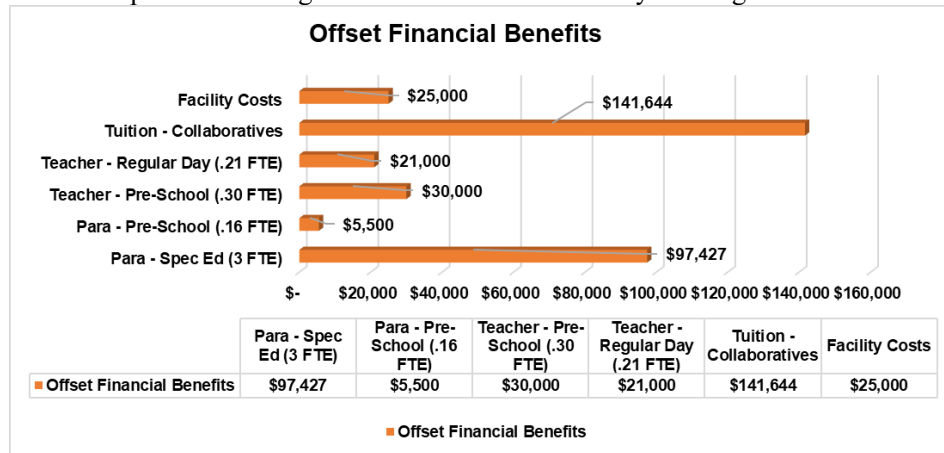
Mr. Barber reviewed next the financial overview of the budget, which is broken into two sections; grants and other special revenues, and general funds. Grants and other special revenues are alternative funding used to supplement and reduce necessary general funds. Below shows buildings and departments supplemented by alternate funding.

<u>Building/ Department</u>	<u>Funding Offsets</u>
Sippican School	\$ 153,927
Student Services	\$ 141,644
Facilities	\$ 25,000
Total FY25 Budget	\$ 320,571

Mr. Barber explained this graph, which shows where this funding comes from.



He then explained the usage of the funds as illustrated by the diagram below.



Next, Mr. Barber reviewed general funds, which is the main sourcing for academics, student services, facilities, technology and transportation. The main budgetary groups are shown below.

Building/ Department	Budget Amounts
Sippican School	\$ 4,727,449
Central Office	\$ 217,173
Student Services	\$ 801,678
Transportation	\$ 719,414
Technology	\$ 108,336
Facilities	\$ 506,730
Total FY25 Proposed Budget	\$ 7,080,780
Total FY24 Approved Budget	\$ 6,666,193
	\$ 414,587
	6.22%

Next, Mr. Barber reviewed a comparison between FY24 and FY25.

Building/ Department	Fiscal Year 2025	Fiscal Year 2024	Department Changes
Sippican	\$ 4,727,449	\$ 4,569,544	\$ 157,905
Central Office	\$ 217,173	\$ 213,602	\$ 3,571
Student Services	\$ 801,678	\$ 757,371	\$ 44,307
Transportation	\$ 719,414	\$ 518,500	\$ 200,914
Technology	\$ 108,336	\$ 119,877	\$ (11,541)
Facilities	\$ 506,730	\$ 487,299	\$ 19,431
Total Marion Budget	\$ 7,080,780	\$ 6,666,193	\$ 414,587

Mr. Barber also reviewed a comparison by department.

Department Code	Department	Proposed Fiscal Year 2025	Approved Fiscal Year 2024	Budget Variance	Proposed Fiscal Year 2025 FTE	Approved Fiscal Year 2024 FTE	FTE Variance
		Budget	Budget				
001	SCHOOL COMMITTEE	\$ 8,475	\$ 8,475	\$ -			
004	SUPERINTENDENTS OFFICE	\$ 169,648	\$ 161,077	\$ 8,571	1.448	1.427	0.021
007	SCHOOL ADMINISTRATION	\$ 326,024	\$ 317,544	\$ 8,480	3.308	3.308	-
010	CLASSROOM TEACHERS	\$ 1,847,368	\$ 1,813,305	\$ 34,063	18.000	18.000	-
013	KINDERGARTEN	\$ 293,019	\$ 329,692	\$ (36,673)	4.000	4.000	-
016	ART PROGRAM	\$ 62,564	\$ 57,988	\$ 4,576	1.000	1.000	-
024	ELL PROGRAM	\$ 21,200	\$ 18,589	\$ 2,611	0.200	0.200	-
025	ENGLISH	\$ 249,858	\$ 206,928	\$ 42,930	4.000	3.600	0.400
037	MATHEMATICS	\$ 4,950	\$ 4,950	\$ -	-	-	-
040	MEDIA SERVICES	\$ 107,573	\$ 105,534	\$ 2,039	1.000	1.000	-
043	MUSIC	\$ 208,256	\$ 207,968	\$ 288	2.000	2.000	-
049	PHYSICAL EDUCATION	\$ 160,896	\$ 149,584	\$ 11,312	2.000	2.000	-
052	SCIENCE	\$ 4,950	\$ 4,950	\$ -	-	-	-
055	SOCIAL STUDIES	\$ 4,950	\$ 4,950	\$ -	-	-	-
061	CURRICULUM DEVELOPMENT	\$ 36,500	\$ 41,500	\$ (5,000)	-	-	-
067	ENRICHMENT PROGRAM	\$ 101,544	\$ 93,849	\$ 7,695	1.000	1.000	-
076	HEALTH SERVICES	\$ 77,491	\$ 71,811	\$ 5,680	2.000	2.000	-
079	TRANSPORTATION	\$ 325,000	\$ 247,000	\$ 78,000	-	-	-
085	SCHOOL SECURITY	\$ 1,500	\$ 1,500	\$ -	-	-	-
088	OPERATION & MAINTENANCE	\$ 506,730	\$ 487,299	\$ 19,431	1.161	1.159	0.002
093	COMPUTER PROGRAM	\$ 108,336	\$ 119,877	\$ (11,541)	0.805	0.952	(0.147)
098	EMPLOYEE SEPARATION	\$ -	\$ 9,387	\$ (9,387)	-	-	-
100	SPECIAL NEEDS ADMINISTRATION	\$ 51,313	\$ 49,391	\$ 1,922	0.322	0.317	0.005
102	PROJECT GROW	\$ 125,316	\$ 122,130	\$ 3,186	2.769	2.769	-
103	LEARNING SUPPORT CENTER	\$ 804,949	\$ 745,801	\$ 59,148	18.000	17.400	0.600
118	SPEECH	\$ 218,349	\$ 213,887	\$ 4,462	1.000	1.000	-
121	SUPPORT SERVICES	\$ 261,388	\$ 260,260	\$ 1,128	1.000	1.000	-
127	PSYCHOLOGICAL SERVICES	\$ 227,555	\$ 212,186	\$ 15,369	3.000	3.000	-
130	SPED TRANSPORTATION	\$ 370,414	\$ 299,931	\$ 70,483	-	-	-
133	SPED PROGRAMS W/OTHERS	\$ 394,665	\$ 298,850	\$ 95,815	-	-	-
Totals		\$ 7,080,780	\$ 6,666,193	\$ 414,587	68.012	67.132	0.881

Mr. Barber explained the main changes to the FY25 proposed budget were due to contractual obligations, increased tuition placement costs in special education, equipment reduction in technology, a significant increase in transportation and an increase in custodial contracted services.

Next, Mr. Barber discussed the main reasons of adjustments. In building based expenses, union compensation along with 0.4 FTE Adjusted Teacher in Special Education and 0.6 FTE Adjusted Teacher - Reading Specialist was an estimated \$157,000 increase. In academics and professional development, a \$5,000 decrease was reflected in literacy core program and development line items. For student services, changes in programs of need was accounted for in the proposed budget for an increase of about \$45,000. In facilities, new contract agreement rates contributed to an increase of \$30,000. In technology, a \$12,000 decrease was accounted for in a programming consultant and educational equipment. In transportation, the new three-year bus contract accounted for \$85,000 increase in regular day transportation and an additional \$123,000 increase due to placement and route changes for special needs transportation.

Mr. Barber then reviewed the Governor's proposed FY25, which has a state Chapter 70 aid increase of \$11,640 or 0.8% above Fiscal Year 2024.

Comparison to FY24

	FY24	FY25	Change	Pct Chg
Enrollment	401	388	-13	-3.24%
Foundation budget	5,068,217	5,105,842	37,625	0.74%
Required district contribution	3,913,467	3,952,749	39,282	1.00%
Chapter 70 aid	1,154,750	1,166,390	11,640	1.0080%
Required net school spending (NSS)	5,068,217	5,119,139	50,922	1.00%
Target aid share	17.50%	17.50%		
C70 % of foundation	22.78%	22.84%		
Required NSS % of foundation	100.00%	100.26%		

Mr. Barber concluded the presentation with the following proposed budget.

Fiscal Year 2025 Proposed Budget	\$ 7,080,780
Fiscal Year 2024 Approved Budget	<u>\$ 6,666,193</u>
Net Increase:	<u>\$ 414,587</u>
Net Percentage Increase	6.22%

School Committee Feedback:

Chairperson Nye thanked Mr. Barber for hard work during a difficult budget season.

Ms. Daniel thanked Mr. Barber as well. She also thanked Superintendent Nelson, Mr. Barber and the administration for keeping the entire school committee in the loop throughout the budget season; therefore she felt very informed and did not have any additional questions.

Chairperson Nye opened the hearing up to any public comments/feedback in-person or via zoom. There were no public comments. Chairperson Nye closed the Budget Public Hearing at 6:33pm.

IV. General

A. Approval of FY25 Budget

Recommendation

That the School Committee review and approve the FY25 Budget.

MOTION: by Ms. Nye McGaffey to approve the Superintendent's Proposed Fiscal Year June 30, 2025 Budget in the total amount of \$7,080,780 for the Marion Public Schools.

SECONDED: Ms. Daniel

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

Superintendent Nelson offered closing remarks, thanking Ms. Daniel for her sentiments because it is nice when the entire school committee feels informed throughout the entire process. He appreciates the willingness to have difficult conversations, working through the decision of priorities and maximizing funding and resources in the district. He thinks they have prioritized teachers and staff and is grateful for a strong strategic plan and school improvement plans, which help inform decisions in the budget process as initiatives are well outlined. He reminded the school committee that Marion, and the other districts in the tri-town always chase every competitive grant available and this year have had a grant to accept at almost every school committee meeting. He also reminded them that the core literacy program was 95% funded by grants. He again thanked the administration, town leaders and select board for their collaboration. They will also continue conversations around other supplemental finding for capital improvements and other support such as the Tabor funding which provided assistance with playground refurbishments at Sippican, which will be opening back up to students tomorrow.

ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 6:38pm

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

Roll Call: Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes

**Respectfully Submitted,
Melissa Wilcox**

MARION SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

**March 13, 2024 at 11:00 a.m.
Via Zoom**

COMMITTEE MEMBERS PRESENT: April Nye (remote) and Nichole Nye McGaffey (remote)

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Assistant Superintendent of Finance & Operations (in-person)

OTHERS PRESENT: Geoff Gorman, Town Administrator (remote) and Heather O'Brien, Finance Director (remote)

Ms. Nye called the meeting to order at 11:05 a.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson shared with the school committee that as they are aware, the transportation bids came in higher than expected and this information was shared with Mr. Gorman in an updated memo as it related to the Sippican budget. He shared his appreciation for Mr. Gorman and Ms. O'Brien and their continued conversations and support during a difficult budget year. They are working to balance the proposed budget, which is level service.

Mr. Gorman said he appreciates the comments from the Superintendent and appreciates the opportunity to meet with the school committee. He explained the Town has taken a fairly conservative approach to revenues. They requested information from all departments including the schools and reviewed the differences between level service from FY24 to FY25. They reviewed FY23 by line item to see what, if any funding was left over and determined why, along with discussing FY24 in the winter to see how much money had been spent so far. The Town has been updating their projections regularly as they receive more concrete numbers in insurances, retirements, cost of doing business and much more. Mr. Gorman explained that Marion is about \$260,000 out of balance so now they have to look to decrease budget line items. He understands there have been low budgets over the last few years but asked the Budget Subcommittee to review the proposed budget in order to decrease around \$75,000. He stated all departments within the Town are being asked to decrease.

Superintendent Nelson explained there is no additional expenses or 'fluff' in the Sippican budget and if the needs of a student change or enrollment changes, where would the Town stand if there needs to be adjustments with no extras built into the current level service budget. Mr. Gorman said the Finance Committee, a special town meeting or a debt exclusion could be options. Superintendent Nelson asked if the special education stabilization fund was still available if needed. Ms. O'Brien said she believes there is about \$400,000 available but would need to confirm. Superintendent Nelson said in his ten years of experience in the district that has not been used.

School Committee Feedback:

Ms. Nye said special education and transportation have been driving forces this year. She is concerned if additional students did move into Marion and having to go back to a Town meeting in order to give students what they need. Ms. Nye McGaffey agreed, especially if it's services that are legally required. Superintendent Nelson shared that current level service budget is all known costs, and does not take into account for any hypothetical situations. He prefers that individual family situations do not end up at a Town meeting because of financial implications since it is a small community. He would like to think

about the next few years, because if a situation like this arises and the stabilization fund is used, it will still be an issue in the future as that is one-time funding. Ms. Nye added that recent reports show over 34% of families utilizing free and reduced lunch, which is the highest number she has seen in her over seven years as a school committee member. This is showing the increased need for folks below poverty level, which typically means higher needs in other areas as well. She appreciates the feedback and working with Mr. Gorman and Ms. O'Brien.

Mr. Gorman and Ms. O'Brien exited the meeting at 11:28 a.m.

Superintendent Nelson discussed with Ms. Nye and Ms. Nye McGaffey having another Budget Subcommittee next week ahead of the Public Hearing on March 26th to review how to decrease the budget as directed by the Town in the amount of \$75,000. He stated he appreciates the Town working with and communicating openly with the District.

Meeting was adjourned at 11:47 a.m.

Motion to adjourn by Ms. Nye McGaffey

Motion seconded by Ms. Nye

Roll call, Motion Carried 2-0.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "M~N~".

Michael S. Nelson
Superintendent

**MARION SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES**

**March 19, 2024 at 2:30 p.m.
Via Zoom**

COMMITTEE MEMBERS PRESENT: April Nye (remote) and Nichole Nye McGaffey (remote)

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Assistant Superintendent of Finance & Operations (in-person)

OTHERS PRESENT: Geoff Gorman, Town Administrator (remote)

Ms. Nye called the meeting to order at 2:33 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson shared with the school committee that as they are aware, the Town asked Budget Subcommittee to review the proposed budget in order to decrease around \$75,000. Since the last meeting, the administration has discussed with Mr. Gorman the ORR proposed budget as well as the Town works to balance their budget. He explained the proposed Superintendent's budget for Marion was able to be reduced by \$71,000 without effecting staffing positions. Reductions were made in supplies, facilities, technology and curriculum. Superintendent Nelson explained this information was shared with Mr. Gorman and they have preliminary support from the Town. He asked Ms. Nye and Ms. Nye McGaffey if this is the direction they agree with.

School Committee Feedback:

Ms. Nye stated she is happy to be able to go into the Budget Public Hearing with the support of the Town Administrator and Finance Committee. Mr. Gorman shared the willingness of the Town to work with the District if a special education situation arises with move-ins or changes in scope of services.

Superintendent Nelson added that they do not want to make cuts but it is important to protect the staff.

Motion by Ms. Nye to endorse \$7,009,293 as the proposed FY25 Superintendent's Budget to bring to the public hearing.

Motion seconded by Ms. Nye McGaffey

Roll call, Motion Carried 2-0.

Meeting was adjourned at 2:48 p.m.

Motion to adjourn by Ms. Nye McGaffey

Motion seconded by Ms. Nye

Roll call, Motion Carried 2-0.

Respectfully submitted,



Michael S. Nelson
Superintendent

**MARION SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES**

**March 26, 2024 at 12:00 p.m.
Via Zoom**

COMMITTEE MEMBERS PRESENT: April Nye (remote) and Nichole Nye McGaffey (remote)

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person) and Howard Barber, Assistant Superintendent of Finance & Operations (in-person)

OTHERS PRESENT: None

Ms. Nye called the meeting to order at 12:01 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson shared with the school committee that since the last Budget Subcommittee meeting, discussions have continued with the Town regarding the FY25 proposed Superintendent's Budget. These discussions ultimately led to the positive news that the District is able to reverse the \$71,000 in reductions that were discussed at the last Budget Subcommittee meeting. The administration feels it would be best to utilize these funds to support two of the three priorities/ position requests of .4 FTE Adjusted Teacher – Special Education and .6 FTE Adjusted Teacher – Reading Specialist.

School Committee Feedback:

Ms. Nye explained she is grateful for the administration for all of their work and back and forth with the Town. She appreciates being able to put the \$71,000 back in the budget and supported utilizing these funds for the positions discussed. Ms. Nye McGaffey agreed and supported reallocating the funds.

Motion by Ms. Nye McGaffey to approve the revised FY25 Superintendent's Proposed Budget as discussed

Motion seconded by Ms. Nye

Roll call, Motion Carried 2-0.

Meeting was adjourned at 12:11 p.m.

Motion to adjourn by Ms. Nye McGaffey

Motion seconded by Ms. Nye

Roll call, Motion Carried 2-0.

Respectfully submitted,



Michael S. Nelson
Superintendent

Section 1: Summarize your district's plan

Marion (0169) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

The Marion Public Schools is committed to accelerating learning improvements and minimizing gaps for our High Needs students which include Low Income, Students with Disabilities, and English Language Learners. Our three-year Student Opportunity Act plan addresses the disparities and gaps of our lowest performing students as determined by a thorough analysis of data and by following Evidenced-Based Programs (EBP) as suggested from DESE, educators, caregivers and community stakeholders. We are addressing the following EBP:

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1C Comprehensive Approach to Early Literacy

EBP 2.1D Early Literacy Screening and Support+

With the implementation of the new core literacy curriculum and early literacy universal screening assessment tool, our analysis highlighted the importance of using an High-Quality Instructional Materials (HQIM) resources to narrow achievement and growth gaps of our lowest performing students in literacy. We will continue our district-wide implementation of the new core literacy curriculum and assessment tool to ensure all students receive equitable access to education that is high-quality with progress monitoring through data analysis for all students, with a particular focus on our high needs students.

Marion Public Schools will look to invest approximately \$35,000 over the next three years to implement and progress monitor all students with a high priority on our lowest performing students including our high needs through professional development, supplemental materials and resources in tier 2 and 3 supports.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Marion (0169) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

The Marion Public Schools is a K-6 district along the Coast Shore of Massachusetts and serves approximately 389 students. Our student population is 3.6% African American, 1.8% Asian, 5.7% Hispanic, 0.3% Native American, 81.7% White and 6.9% Multi-Race Non-hispanic. In addition, 1.5% are English Language Learners, 19.3% are Students with Disabilities, and 29.6% Low Income.

In examining MCAS Achievement over the past three years, we are underperforming in the demographics of High Needs students (Low Income, Students with Disabilities, and English Language Learners).

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Our MCAS achievement and growth data has shown that High Needs students are improving slightly from 2022-2023 but still not making adequate gains particularly in the area of literacy in grades 3-6. Due to the pandemic, the historical data is disjointed and therefore we are analyzing the most current data based on the population of students that went through the pandemic and the aftermath. More specifically, when we conduct a deeper analysis, we see disparities in academic performance as early as third grade and up through sixth grade especially in English Language Arts (ELA).

The best way to address the disparities across the High Needs group was to purchase a new core literacy program that best meets the diverse needs of our population. Last year we started working with the HILL for Literacy to conduct a Needs Assessment and found that we needed a new High Quality Instructional Material (HQIM) core literacy program. The data from previous years reflects the fact that we were using a curriculum that was not approved on the DESE Curate list that did not meet all the diverse needs of our students.

This year, 2024, is the first year we are implementing a new core literacy program and a universal early literacy universal screener assessment. Although our new literacy program is a tier 1 and should capture 80% of all our student learning needs, it does also have tier 2 components. Our High Needs students are in need of a HQIM with additional supports to reach their diverse literacy learning needs. We continue to consult with the HILL for Literacy this year for monthly Implementation meetings for the new HMM Into Reading Core Literacy program along with monthly data analysis meetings using the new DESE approved early literacy screener, DIBELS 8. We will need to use the data going forward in classrooms to be able to provide targeted supports using instructional focus areas as a result of the DIBELS 8 analysis, or provide areas for interventions. Teachers will need professional development training in the areas of data analysis and instructional delivery in targeted focus areas to reach the specific literacy needs of our High Needs students and improve performance. The IntoReading modules also embed SEL theme woven into the Reading comprehension strand.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities, Low-income

Clear

Search...

[Select All](#)/[Deselect All](#)

☒ English learners

☒ Students with disabilities

☒ Low-income

☐ African American/Black

☐ American Indian or Alaskan Native

☐ Asian

☐ Hispanic or Latino

☐ Multi-Race, non-Hispanic or Latino

☐ Native Hawaiian or Pacific Islander



Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Marion (0169) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

☒ * Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

Marion (0169) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Marion Public School has utilized several strategies to engage families and caregivers in a meaningful way. As part of our new district-wide strategic plan, Vision2028, we have as part of one of our initiatives to "Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing." We started our first Literacy Night this year as a means of communication regarding our new literacy curriculum. We have either monthly or quarterly meetings between district and school-wide leadership in the form of School Councils, Title I Family/Caregiver night, PTO, SEPAC, and former Strategic Plan community forums during the development of the Vision2028, in addition to teachers providing home support work to families and caregivers to ensure all students have the reinforcement tools needed for success for our students. The aforementioned means of communication will continue moving forward with our Low Income, Students with Disabilities, and English Language Learner populations. In addition, with the new DIBELS8 screener for early elementary, we will conduct outreach to parents for students that are falling significantly below benchmark.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

We plan to utilize the following strategies to measure family and caregiver engagement in our district:

- Annual district-wide PD family feedback survey
- Enhance communication through our weekly "SMORE" newsletters and ORRConnect app to ensure consistent and regular engagement with parents and caregivers (as part of our new district-wide strategic plan initiative)

- Monthly Special Education Parent Advisory Council (SEPAC) meetings
- Monthly School Council meetings
- Regular PTO communication
- Title I Family/Caregiver nights

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

We engaged in stakeholder group development and feedback of our three-year SOA plan in several ways which include:

- Data used from educator focus groups using DIBELS 8 literacy screener results and focus areas
- Three separate SOA Community forums
- Administrative Team Leadership Meetings
- School Committee
- Parent/Caregiver/Community SOA outreach survey

☒ *** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

☒ *** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

04/25/2024



Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Marion (0169) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- ☒ ☐ EBP 1.1A Integrated Services for Student Wellbeing
- ☒ ☐ EBP 1.1B Enhanced Support for SEL and Mental Health
- ☒ ☐ EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

☒ ☐ EBP 1.2A Effective Student Support System

☒ ☐ EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

☒ ☐ EBP 1.3A Diverse Approaches to Meaningful Communication

☒ ☐ EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

☒ ☐ EBP 2.1A Inclusive Curriculum Adoption Process

☒ ☐ EBP 2.1B Supporting Curriculum Implementation

☐ ☒ EBP 2.1C Comprehensive Approach to Early Literacy+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The selected Focus Area is in alignment with the DESE Commissioner's suggested EBP, the school's data analysis findings, and stakeholder feedback. This year, we adopted the new core literacy curriculum from the approved DESE Curate list called IntoReading by HMH and the DIBELS 8th Ed. Early Literacy Universal Screener. The literacy curriculum uses structured literacy in alignment to the Mass Literacy Initiative to ensure educators as well as student are utilizing Evidence-Based Early Literacy practices and resources. IntoReading is being implemented consistently in grades K-6 for all students. The tier 1 component of IntoReading should address 80% of all students' needs. The IntoReading also provides tier 2 access through their Word Study Studio to supplement the core program. Using IntoReading provides a comprehensive approach to early literacy, specifically allowing the district to identify our lowest performing students.

Our district has been consulting with the DESE approved provider HILL for Literacy for the initial literacy needs assessment, selection of a high quality instructional material core program, and ongoing professional development in the implementation of tier 1, 2, and 3 components to literacy learning along with the implementation and data analysis. By implementing a new comprehensive literacy assessment and a new core literacy program in conjunction with

the leveled tiers of support with the assistance and professional development from the HILL for Literacy, we will be able to reach all students and have the opportunity to especially focus targeted support for our high needs students which include low income, students with disabilities and English-Language learners using data-informed decisions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Marion Public school which is a PreK-6 school district in Marion.

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

The anticipated amount of funding to be allocated estimates the continued support of our new literacy curriculum and DIBELS 8th Ed. in the form of professional development, data analysis, and supplemental literacy materials and resources needed by teachers and students. Professional development includes analyzing data to determine the disparities in learning gaps of our high needs, low income, students with disabilities and English-Language learners. It also includes implementation training for tiers 1, 2 and 3 to be able to reach our lowest performing students. We will continue to partner with the HILL for Literacy to provide the aforementioned professional development with targeted focus on our high needs students and lowest performing students.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech.

Clear

Search...

[Select All](#)/[Deselect All](#)

☐ Administration

☐ Instruction Leadership

☐ Classroom & Specialist Teachers

☐ Other Teaching Services

☒ Professional Development

☒ Instructional Materials, Equip., and Tech.

☐ Guidance and Psychological

☐ Pupil Services

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition

☐ Other

*** What metrics will your district use to monitor progress in this EBP?**

Metrics utilized to monitor the progress of this EBP includes observation and feedback on the following:

- Learning Walk visits
- Improvement in scores: Data analysis of:
 - MCAS
 - DIBELS 8th Ed.
 - Benchmark scores for progress
- Common Planning Time Collaboration

☐ ☒ EBP 2.1D Early Literacy Screening and Support+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The selected Focus Area is in alignment with the DESE Commissioner's suggested EBP regarding Early Literacy Screening and Support, the school's data analysis findings, and stakeholder feedback. This year, we adopted the DIBELS 8th Ed. Early Literacy Universal Screener. DIBELS 8th Ed. is being used as measures for universal screening, benchmark assessment, and progress monitoring in Kindergarten to 6th grade. IntoReading and DIBELS 8th Ed. are being implemented consistently in grades K-6 for all students. The tier 1 component of IntoReading should address 80% of all students' needs in which we will be using DIBELS 8th Ed. as beginning, middle and end of year to assess. For students that need more supports based on the DIBELS scores, we will conduct progress monitoring and analyze scores to determine how are students are performing, particularly our lowest performing student and students in the high needs category. Using DIBELS 8th Ed. in conjunction with IntoReading provides a comprehensive approach to early literacy, specifically allowing the district to identify our lowest performing students.

Our district has been consulting with the DESE approved provider HILL for Literacy for the initial literacy needs assessment, selection of a high quality instructional material core program, and ongoing professional development in the implementation of tier 1, 2, and 3 components to literacy learning along with the implementation and data analysis of DIBELS 8th Ed. By implementing a new comprehensive literacy assessment and a new core literacy program in conjunction with the leveled tiers of support with the assistance and professional development from the HILL for Literacy, we will be able to reach all

students and have the opportunity to especially focus targeted support for our high needs students which include low income, students with disabilities and English-Language learners using data-informed decisions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Marion Public School which is a PreK-6 school district in Marion.

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

The anticipated amount of funding to be allocated estimates the continued support of DIBELS 8th Ed. in the form of professional development, data analysis, and progress monitoring scheduling needed by teachers and students. Professional development includes analyzing data to determine the disparities in learning gaps of our high needs, low income, students with disabilities and English-Language learners. It also includes implementation training for tiers 1, 2 and 3 to be able to reach our lowest performing students based on the DIBELS 8th Ed. data analysis. We will continue to partner with the HILL for Literacy to provide the aforementioned professional development with targeted focus on our high needs students and lowest performing students.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech.

Clear

Search...

Select All/Deselect All

☐ Administration

☐ Instruction Leadership

☐ Classroom & Specialist Teachers

☐ Other Teaching Services

☒ Professional Development

☒ Instructional Materials, Equip., and Tech.

☐ Guidance and Psychological

☐ Pupil Services

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition






☐ Other

*** What metrics will your district use to monitor progress in this EBP?**




Metrics utilized to monitor the progress of this EBP includes observation and feedback on the following:

- Learning Walk visits
- Improvement in scores: Data analysis of:
 - MCAS
 - DIBELS 8th Ed.
 - Benchmark scores for progress
- Common Planning Time Collaboration






FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- ☐  EBP 2.2A Effective Use of WIDA Framework
- ☐  EBP 2.2B High Leverage Practices for Students with Disabilities
- ☐  EBP 2.2C Collaborative Teaching Models
- ☐  EBP 2.2D Targeted Academic Support and Acceleration 





FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- ☐  EBP 2.3A Authentic Postsecondary Planning
- ☐  EBP 2.3B High-Quality Pathways and Programs 




FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- ☐  EBP 2.4A Expanded Access to Pre-Kindergarten 
- ☐  EBP 2.4B Extended Learning Time
- ☐  EBP 2.4C Effective Programming for Multilingual Learners
- ☐  EBP 2.4D Diverse Enrichment Opportunities




FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

-  ☐ EBP 3.1A Intentional Hiring Systems
-  ☐ EBP 3.1B Enhanced Pathways to Increase Diversity 
-  ☐ EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

-  ☐ EBP 3.2A Inclusive School Communities
-  ☐ EBP 3.2B Retention Support Programs
-  ☐ EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

-  ☐ EBP 3.3A Resource Allocation Aligned to Student Success
-  ☐ EBP 3.3B Support for Effective Team Practices
-  ☐ EBP 3.3C Collaborative Labor-Management Partnerships

Massachusetts DESE Individualized Education Program (IEP)

Student Name: _____ Student ID: _____
IEP Dates: From _____ To _____

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

STUDENT AND TEAM VISION

<i>Student's Vision (ages 3–13)</i>	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
<i>Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</i>	
While I am in high school, I want to:	
After I finish high school, my education or training plans are:	
After I finish high school, my employment plans are:	
After I finish high school, my independent living plans are:	
<i>Additional Team Vision Ideas</i>	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.		
<input type="checkbox"/> Autism <input type="checkbox"/> Communication Impairment <input type="checkbox"/> Developmental Delay (ages 3–9) <input type="checkbox"/> Emotional Impairment	<input type="checkbox"/> Health Impairment <input type="checkbox"/> Intellectual Impairment <input type="checkbox"/> Neurological Impairment <input type="checkbox"/> Physical Impairment	<input type="checkbox"/> Sensory Impairment <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Specific Learning Disability

English Learner

Has the student been identified as an English learner?

☐ Yes ☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

--

Identify any language needs and consider how they relate to the student's IEP:

--

Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

<p align="center">Bullying</p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.</p>	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

<p>Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.</p>	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

--

What is the student's current status regarding meeting those requirements?

--

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

☐ Yes ☐ No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

--

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

--

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.

Individual with whom the student will share decision-making: _____

- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.

Individual to whom the student has delegated decision-making: _____

- ☐ A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian:

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- ☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

- ☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

--

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

TRANSPORTATION SERVICES

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires Extended School Year Services, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the service delivery grid below.

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs during extended school year to receive a free appropriate public education.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

School Assurance: I certify that the goals in this IEP are those recommended by the Team and that the indicated special education services will be provided.

Name and role of LEA representative:		Signature:		Date:	
--------------------------------------	--	------------	--	-------	--

Response from parent(s) or student who has reached the age of majority with decision-making rights:

It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

☐ I accept this IEP as developed.

☐ I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

☐ _____

☐ I reject this IEP as developed.

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date:

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*** Student signature is required once a student reaches 18 unless there is a court-appointed guardian.*

Meeting Request

☐ I request a meeting to discuss the rejected IEP or rejected portion(s).



Old Rochester Regional School District
Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Marion

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: April 25, 2024

Re: Financial Report – Fiscal Year 2024

Financial Report:

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

· Budget Report by Department for April 20, 2024

For the purpose of our Financial Forecasting:

The Marion School District currently has \$36,832 available of the general funds appropriated for 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 \$6,666,193 appropriated to the Marion School District.

- **\$ 6,666,193 - General Funds Approved**
- **\$ 6,629,361 – Obligations Paid or Encumbered Year to Date**
- **\$ 36,832 - Remaining Available Funds**

Marion Public Schools

FY23-24 APPROVED BUDGET

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 Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.001.1110.04.33	MEMBERSHIPS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.001.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.302.001.1110.04.36	DOE AUDIT	\$2,000.00	\$1,735.26	\$1,735.26	\$264.74	\$0.00	\$264.74	13.24%
01.302.001.1110.05.36	SUPPLIES	\$1,600.00	\$800.00	\$800.00	\$800.00	\$0.00	\$800.00	50.00%
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$1,150.03	\$1,150.03	(\$150.03)	\$110.00	(\$260.03)	-26.00%
01.302.001.1110.06.37	CONFERENCES	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
01.302.001.1430.04.36	LEGAL COUNSEL	\$1,100.00	\$0.00	\$0.00	\$1,100.00	\$0.00	\$1,100.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$8,475.00	\$3,685.29	\$3,685.29	\$4,789.71	\$110.00	\$4,679.71	55.22%
01.302.004.1110.04.35	CENSUS	\$0.00	\$875.00	\$875.00	(\$875.00)	\$0.00	(\$875.00)	0.00%
01.302.004.1210.01.02	SUPERINTENDENT	\$30,712.00	\$25,099.07	\$25,099.07	\$5,612.93	\$8,530.67	(\$2,917.74)	-9.50%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,762.00	\$8,195.79	\$8,195.79	\$3,566.21	\$2,458.72	\$1,107.49	9.42%
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$1,911.51	\$1,911.51	\$388.49	\$0.00	\$388.49	16.89%
01.302.004.1210.05.20	GENERAL SUPPLIES	\$2,060.00	\$0.00	\$0.00	\$2,060.00	\$0.00	\$2,060.00	100.00%
01.302.004.1210.05.21	POSTAGE	\$600.00	\$752.45	\$752.45	(\$152.45)	\$0.00	(\$152.45)	-25.41%
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$2,740.22	\$2,740.22	(\$1,240.22)	\$0.00	(\$1,240.22)	-82.68%
01.302.004.1210.06.36	MISCELLANEOUS	\$0.00	\$4,341.08	\$4,341.08	(\$4,341.08)	\$0.00	(\$4,341.08)	0.00%
01.302.004.1210.06.37	TRAVEL & CONFERENCES	\$3,660.00	\$2,645.32	\$2,645.32	\$1,014.68	\$0.00	\$1,014.68	27.72%
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$20,764.00	\$18,020.26	\$18,020.26	\$2,743.74	\$5,338.68	(\$2,594.94)	-12.50%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$7,906.00	\$6,305.33	\$6,305.33	\$1,600.67	\$1,849.23	(\$248.56)	-3.14%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$25,265.00	\$19,639.22	\$19,639.22	\$5,625.78	\$6,325.38	(\$699.60)	-2.77%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$29,730.00	\$22,821.92	\$22,821.92	\$6,908.08	\$6,720.61	\$187.47	0.63%
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$2,825.61	(\$2,825.61)	0.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,318.00	\$9,418.52	\$9,418.52	\$2,899.48	\$0.00	\$2,899.48	23.54%
01.302.004.1450.04.27	COMPUTER SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$500.00	\$303.96	\$303.96	\$196.04	\$0.00	\$196.04	39.21%
01.302.004.4130.04.15	TELEPHONE	\$3,000.00	\$987.28	\$987.28	\$2,012.72	\$0.00	\$2,012.72	67.09%
01.302.004.4230.04.27	MAINTENANCE OF EQUIPMENT	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.004.5300.04.21	COPIER RENTAL	\$1,500.00	\$429.44	\$429.44	\$1,070.56	\$0.00	\$1,070.56	71.37%
	Dept: SUPERINTENDENTS OFFICE - 004	\$161,077.00	\$124,486.37	\$124,486.37	\$36,590.63	\$34,048.90	\$2,541.73	1.58%
01.302.007.2210.01.02	PRINCIPAL	\$124,656.00	\$97,225.80	\$97,225.80	\$27,430.20	\$23,149.01	\$4,281.19	3.43%
01.302.007.2210.01.05	ASST PRINCIPAL	\$108,215.00	\$84,402.78	\$84,402.78	\$23,812.22	\$20,095.87	\$3,716.35	3.43%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$41,886.00	\$28,726.02	\$28,726.02	\$13,159.98	\$12,767.13	\$392.85	0.94%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,087.00	\$9,972.09	\$9,972.09	(\$1,885.09)	\$5,505.39	(\$7,390.48)	-91.39%
01.302.007.2210.04.02	CONTRACTED SCHOOL ADMIN	\$0.00	\$15,000.00	\$15,000.00	(\$15,000.00)	\$0.00	(\$15,000.00)	0.00%
01.302.007.2210.04.33	ASSOCIATION DUES	\$1,300.00	\$1,078.00	\$1,078.00	\$222.00	\$0.00	\$222.00	17.08%
01.302.007.2210.05.22	SUPPLIES ADMINISTRATION	\$3,000.00	\$3,058.12	\$3,058.12	(\$58.12)	\$0.00	(\$58.12)	-1.94%
01.302.007.2210.05.23	SUPPLIES COPYING	\$4,800.00	\$4,607.50	\$4,607.50	\$192.50	\$192.50	\$0.00	0.00%
01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$6,000.00	\$6,800.88	\$6,800.88	(\$800.88)	\$0.00	(\$800.88)	-13.35%
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$1,061.23	\$1,061.23	\$838.77	\$338.77	\$500.00	26.32%
01.302.007.2210.06.36	ADVERTISING	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.302.007.2210.06.37	TRAVEL/CONFERENCES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.302.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$2,000.00	\$2,062.92	\$2,062.92	(\$62.92)	\$437.08	(\$500.00)	-25.00%
01.302.007.5260.06.38	POSITION BONDS	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.007.5300.04.28	COPIER RENTAL	\$14,000.00	\$12,480.86	\$12,480.86	\$1,519.14	\$2,919.14	(\$1,400.00)	-10.00%
	Dept: SCHOOL ADMINISTRATION - 007	\$317,544.00	\$266,476.20	\$266,476.20	\$51,067.80	\$65,404.89	(\$14,337.09)	-4.51%
01.302.010.2305.01.03	TEACHERS	\$1,742,805.00	\$1,080,920.19	\$1,080,920.19	\$661,884.81	\$574,825.81	\$87,059.00	5.00%
01.302.010.2324.01.34	LONG TERM SUBS - PROFESSIONAL	\$0.00	\$51,913.40	\$51,913.40	(\$51,913.40)	\$0.00	(\$51,913.40)	0.00%

Marion Public Schools

FY23-24 APPROVED BUDGET

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 Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.010.2324.03.34	LONG TERM SUBS - OTHER	\$0.00	\$2,683.59	\$2,683.59	(\$2,683.59)	\$0.00	(\$2,683.59)	0.00%
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$79,075.90	\$79,075.90	(\$29,075.90)	\$0.00	(\$29,075.90)	-58.15%
01.302.010.2325.03.35	SUBSTITUTES PROFESSIONAL DEVEL	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.302.010.2351.04.03	TUITION REIMBURSEMENT	\$8,000.00	\$2,882.08	\$2,882.08	\$5,117.92	\$0.00	\$5,117.92	63.97%
01.302.010.2351.06.37	TRAVEL & CONF TEACHERS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$1,813,305.00	\$1,217,475.16	\$1,217,475.16	\$595,829.84	\$574,825.81	\$21,004.03	1.16%
01.302.013.2305.01.03	TEACHERS	\$290,885.00	\$189,359.12	\$189,359.12	\$101,525.88	\$100,648.88	\$877.00	0.30%
01.302.013.2330.03.08	PARAPROFESSIONALS	\$33,857.00	\$22,232.16	\$22,232.16	\$11,624.84	\$11,452.32	\$172.52	0.51%
01.302.013.2430.05.23	SUPPLIES	\$4,950.00	\$5,373.23	\$5,373.23	(\$423.23)	\$0.00	(\$423.23)	-8.55%
	Dept: KINDERGARTEN - 013	\$329,692.00	\$216,964.51	\$216,964.51	\$112,727.49	\$112,101.20	\$626.29	0.19%
01.302.016.2305.01.03	TEACHERS	\$53,038.00	\$34,510.00	\$34,510.00	\$18,528.00	\$18,470.00	\$58.00	0.11%
01.302.016.2430.05.23	SUPPLIES & MATERIALS ART	\$4,950.00	\$5,011.70	\$5,011.70	(\$61.70)	\$0.00	(\$61.70)	-1.25%
	Dept: ART PROGRAM - 016	\$57,988.00	\$39,521.70	\$39,521.70	\$18,466.30	\$18,470.00	(\$3.70)	-0.01%
01.302.024.2305.01.03	TEACHERS	\$18,589.00	\$7,380.60	\$7,380.60	\$11,208.40	\$5,412.50	\$5,795.90	31.18%
01.302.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$50.11	\$50.11	(\$50.11)	\$49.89	(\$100.00)	0.00%
	Dept: ELL PROGRAM - 024	\$18,589.00	\$7,430.71	\$7,430.71	\$11,158.29	\$5,462.39	\$5,695.90	30.64%
01.302.025.2305.01.03	TEACHERS	\$141,114.00	\$89,006.99	\$89,006.99	\$52,107.01	\$47,441.46	\$4,665.55	3.31%
01.302.025.2330.03.08	PARAPROFESSIONALS	\$60,864.00	\$38,667.08	\$38,667.08	\$22,196.92	\$20,153.08	\$2,043.84	3.36%
01.302.025.2430.05.23	SUPPLIES	\$4,950.00	\$4,966.26	\$4,966.26	(\$16.26)	\$0.00	(\$16.26)	-0.33%
	Dept: ENGLISH - 025	\$206,928.00	\$132,640.33	\$132,640.33	\$74,287.67	\$67,594.54	\$6,693.13	3.23%
01.302.037.2430.05.23	SUPPLIES	\$4,950.00	\$3,880.95	\$3,880.95	\$1,069.05	\$0.00	\$1,069.05	21.60%
	Dept: MATHEMATICS - 037	\$4,950.00	\$3,880.95	\$3,880.95	\$1,069.05	\$0.00	\$1,069.05	21.60%
01.302.040.2340.01.03	LIBRARIAN	\$100,584.00	\$65,481.99	\$65,481.99	\$35,102.01	\$34,867.01	\$235.00	0.23%
01.302.040.2415.04.25	AV MATERIALS	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00)	0.00%
01.302.040.2415.05.24	BOOKS & MAGAZINES	\$0.00	\$1,684.31	\$1,684.31	(\$1,684.31)	\$0.00	(\$1,684.31)	0.00%
01.302.040.2415.06.37	TRAVEL & CONFERENCES	\$0.00	\$275.00	\$275.00	(\$275.00)	\$0.00	(\$275.00)	0.00%
01.302.040.2430.05.23	SUPPLIES	\$4,950.00	\$587.37	\$587.37	\$4,362.63	\$0.00	\$4,362.63	88.13%
01.302.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$389.98	(\$389.98)	0.00%
01.302.040.7400.04.29	REPLACEMENT OF EQUIPMENT	\$0.00	\$471.51	\$471.51	(\$471.51)	\$0.00	(\$471.51)	0.00%
	Dept: MEDIA SERVICES - 040	\$105,534.00	\$69,000.18	\$69,000.18	\$36,533.82	\$35,256.99	\$1,276.83	1.21%
01.302.043.2305.01.03	TEACHER	\$202,168.00	\$129,904.85	\$129,904.85	\$72,263.15	\$68,973.15	\$3,290.00	1.63%
01.302.043.2330.04.09	ACCOMPANIST	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.302.043.2430.05.23	SUPPLIES	\$4,950.00	\$2,332.71	\$2,332.71	\$2,617.29	\$0.00	\$2,617.29	52.87%
01.302.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,939.98	\$1,939.98	(\$1,939.98)	\$0.00	(\$1,939.98)	0.00%
	Dept: MUSIC - 043	\$207,968.00	\$134,177.54	\$134,177.54	\$73,790.46	\$68,973.15	\$4,817.31	2.32%
01.302.049.2305.01.03	TEACHER	\$144,634.00	\$95,573.33	\$95,573.33	\$49,060.67	\$51,197.67	(\$2,137.00)	-1.48%
01.302.049.2430.05.23	SUPPLIES	\$4,950.00	\$6,303.32	\$6,303.32	(\$1,353.32)	\$0.00	(\$1,353.32)	-27.34%
	Dept: PHYSICAL EDUCATION - 049	\$149,584.00	\$101,876.65	\$101,876.65	\$47,707.35	\$51,197.67	(\$3,490.32)	-2.33%
01.302.052.2430.05.23	SUPPLIES	\$4,950.00	\$3,578.59	\$3,578.59	\$1,371.41	\$0.00	\$1,371.41	27.71%
	Dept: SCIENCE - 052	\$4,950.00	\$3,578.59	\$3,578.59	\$1,371.41	\$0.00	\$1,371.41	27.71%
01.302.055.2430.05.23	SUPPLIES	\$4,950.00	\$5,071.19	\$5,071.19	(\$121.19)	\$0.00	(\$121.19)	-2.45%

Marion Public Schools

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From Date: 7/1/2023

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SOCIAL STUDIES - 055	\$4,950.00	\$5,071.19	\$5,071.19	(\$121.19)	\$0.00	(\$121.19)	-2.45%
01.302.061.2351.01.35	CURRICULUM DEVELOPMENT	\$2,500.00	\$47.55	\$47.55	\$2,452.45	\$0.00	\$2,452.45	98.10%
01.302.061.2351.04.03	CONTRACTED PROFESSIONAL DEVEL	\$25,000.00	\$14,643.35	\$14,643.35	\$10,356.65	\$7,826.01	\$2,530.64	10.12%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$12,539.98	\$12,539.98	(\$7,039.98)	\$0.00	(\$7,039.98)	-128.00%
01.302.061.2356.04.35	CONSULTANT PROF DEVELOPMENT	\$8,500.00	\$275.00	\$275.00	\$8,225.00	\$0.00	\$8,225.00	96.76%
01.302.061.2430.05.23	SUPPLIES	\$0.00	\$1,741.46	\$1,741.46	(\$1,741.46)	\$0.00	(\$1,741.46)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$41,500.00	\$29,247.34	\$29,247.34	\$12,252.66	\$7,826.01	\$4,426.65	10.67%
01.302.067.2305.01.03	TEACHER	\$88,899.00	\$59,819.09	\$59,819.09	\$29,079.91	\$31,868.91	(\$2,789.00)	-3.14%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$2,913.70	\$2,913.70	\$2,036.30	\$0.00	\$2,036.30	41.14%
	Dept: ENRICHMENT PROGRAM - 067	\$93,849.00	\$62,732.79	\$62,732.79	\$31,116.21	\$31,868.91	(\$752.70)	-0.80%
01.302.076.3200.01.11	NURSE	\$65,061.00	\$42,332.00	\$42,332.00	\$22,729.00	\$22,411.00	\$318.00	0.49%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$1,958.70	\$1,958.70	(\$58.70)	\$0.00	(\$58.70)	-3.09%
01.302.076.3200.06.36	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.076.3200.06.37	TRAVEL & CONFERENCES	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00	100.00%
01.302.076.3201.04.11	CONTRACTED NURSE SERVICES	\$0.00	\$1,190.00	\$1,190.00	(\$1,190.00)	\$0.00	(\$1,190.00)	0.00%
01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: HEALTH SERVICES - 076	\$71,811.00	\$45,480.70	\$45,480.70	\$26,330.30	\$26,611.00	(\$280.70)	-0.39%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$235,000.00	\$174,930.46	\$174,930.46	\$60,069.54	\$60,069.54	\$0.00	0.00%
01.302.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$12,000.00	\$4,834.51	\$4,834.51	\$7,165.49	\$5,165.49	\$2,000.00	16.67%
	Dept: TRANSPORTATION - 079	\$247,000.00	\$179,764.97	\$179,764.97	\$67,235.03	\$65,235.03	\$2,000.00	0.81%
01.302.085.3600.04.35	ATTENDANCE OFFICER	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Dept: SCHOOL SECURITY - 085	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$16,339.00	\$12,555.96	\$12,555.96	\$3,783.04	\$3,444.14	\$338.90	2.07%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,560.00	\$39,932.36	\$39,932.36	\$13,627.64	\$9,507.64	\$4,120.00	7.69%
01.302.088.4110.03.11	CUSTODIAL OVERTIME	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.302.088.4110.04.35	CONTRACTED CUSTODIAL	\$132,000.00	\$118,356.60	\$118,356.60	\$13,643.40	\$13,643.40	\$0.00	0.00%
01.302.088.4120.04.18	GAS	\$41,000.00	\$43,302.66	\$43,302.66	(\$2,302.66)	\$5,697.34	(\$8,000.00)	-19.51%
01.302.088.4130.04.15	TELEPHONE	\$9,200.00	\$4,750.93	\$4,750.93	\$4,449.07	\$1,919.07	\$2,530.00	27.50%
01.302.088.4130.04.16	ELECTRICITY	\$134,000.00	\$95,402.60	\$95,402.60	\$38,597.40	\$17,597.40	\$21,000.00	15.67%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$4,445.13	\$4,445.13	(\$1,745.13)	\$0.00	(\$1,745.13)	-64.63%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$45,000.00	\$88,454.63	\$88,454.63	(\$43,454.63)	\$12,958.63	(\$56,413.26)	-125.36%
01.302.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.088.4220.05.27	PAPER	\$18,000.00	\$8,184.37	\$8,184.37	\$9,815.63	\$3,815.63	\$6,000.00	33.33%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$19,500.00	\$31,787.62	\$31,787.62	(\$12,287.62)	\$3,012.38	(\$15,300.00)	-78.46%
01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION & MAINTENANCE - 088	\$487,299.00	\$447,172.86	\$447,172.86	\$40,126.14	\$71,595.63	(\$31,469.49)	-6.46%
01.302.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$0.00	(\$625.00)	0.00%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$67,377.00	\$45,713.90	\$45,713.90	\$21,663.10	\$13,256.34	\$8,406.76	12.48%
01.302.093.2130.04.33	IN SERVICE TRAINING	\$500.00	\$1,260.48	\$1,260.48	(\$760.48)	\$0.00	(\$760.48)	-152.10%
01.302.093.2250.05.23	SUPPLIES SOFTWARE	\$20,000.00	\$4,261.00	\$4,261.00	\$15,739.00	\$0.00	\$15,739.00	78.70%
01.302.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$12,073.31	\$12,073.31	(\$12,073.31)	\$0.00	(\$12,073.31)	0.00%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$11,454.79	\$11,454.79	(\$11,454.79)	\$0.00	(\$11,454.79)	0.00%
01.302.093.2451.05.23	EDUCATIONAL EQUIPT	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%

Marion Public Schools

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01.302.093.4130.04.15	TELEPHONE	\$12,000.00	\$10,687.10	\$10,687.10	\$1,312.90	\$0.00	\$1,312.90	10.94%
01.302.093.4230.04.28	ACQUISITION OF EQUIPT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.302.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$2,500.00	\$4,155.72	\$4,155.72	(\$1,655.72)	\$7,894.86	(\$9,550.58)	-382.02%
	Dept: COMPUTER PROGRAM - 093	\$119,877.00	\$90,231.30	\$90,231.30	\$29,645.70	\$21,151.20	\$8,494.50	7.09%
01.302.098.5100.05.03	PROFESSIONAL SALARIES SEPARATI	\$9,387.00	\$0.00	\$0.00	\$9,387.00	\$0.00	\$9,387.00	100.00%
	Dept: EMPLOYEE SEPARATION - 098	\$9,387.00	\$0.00	\$0.00	\$9,387.00	\$0.00	\$9,387.00	100.00%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$20,808.00	\$12,142.73	\$12,142.73	\$8,665.27	\$4,621.69	\$4,043.58	19.43%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$10,353.00	\$8,377.66	\$8,377.66	\$1,975.34	\$1,951.02	\$24.32	0.23%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$3,912.70	\$3,912.70	\$6,087.30	\$6,087.30	\$0.00	0.00%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.100.2415.04.33	ASSOCIATION DUES	\$110.00	\$122.84	\$122.84	(\$12.84)	\$0.00	(\$12.84)	-11.67%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$61.63	\$61.63	\$58.37	\$0.00	\$58.37	48.64%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$5,752.24	\$5,752.24	(\$3,752.24)	\$0.00	(\$3,752.24)	-187.61%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$49,391.00	\$30,369.80	\$30,369.80	\$19,021.20	\$12,660.01	\$6,361.19	12.88%
01.302.102.2305.01.03	TEACHERS	\$70,396.00	\$44,982.10	\$44,982.10	\$25,413.90	\$23,806.74	\$1,607.16	2.28%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$47,734.00	\$31,564.80	\$31,564.80	\$16,169.20	\$16,244.68	(\$75.48)	-0.16%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$243.41	\$243.41	\$256.59	\$181.59	\$75.00	15.00%
01.302.102.2430.05.24	SUPPLIES/MATERIALS	\$3,500.00	\$1,817.56	\$1,817.56	\$1,682.44	\$0.00	\$1,682.44	48.07%
	Dept: PROJECT GROW - 102	\$122,130.00	\$78,607.87	\$78,607.87	\$43,522.13	\$40,233.01	\$3,289.12	2.69%
01.302.103.2305.01.03	TEACHERS	\$477,740.00	\$307,990.28	\$307,990.28	\$169,749.72	\$220,221.10	(\$50,471.38)	-10.56%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$242,401.00	\$162,464.31	\$162,464.31	\$79,936.69	\$105,002.76	(\$25,066.07)	-10.34%
01.302.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.103.2430.05.23	SUPPLIES	\$0.00	\$143.44	\$143.44	(\$143.44)	\$0.00	(\$143.44)	0.00%
01.302.103.3300.02.12	BUS MONITORS	\$25,000.00	\$42,355.93	\$42,355.93	(\$17,355.93)	\$0.00	(\$17,355.93)	-69.42%
	Dept: LEARNING SUPPORT CENTER - 103	\$745,801.00	\$512,953.96	\$512,953.96	\$232,847.04	\$325,223.86	(\$92,376.82)	-12.39%
01.302.118.2305.01.03	TEACHERS	\$98,067.00	\$63,808.17	\$63,808.17	\$34,258.83	\$33,980.83	\$278.00	0.28%
01.302.118.2430.05.24	SUPPLIES	\$6,500.00	\$5,121.43	\$5,121.43	\$1,378.57	\$399.00	\$979.57	15.07%
01.302.118.2440.06.37	TRAVEL & CONFERENCES	\$1,320.00	\$704.00	\$704.00	\$616.00	\$0.00	\$616.00	46.67%
01.302.118.2451.05.24	EDUCATIONAL EQUIPT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.118.2800.04.35	THERAPY SPEECH	\$107,000.00	\$14,433.24	\$14,433.24	\$92,566.76	\$70,896.92	\$21,669.84	20.25%
	Dept: SPEECH - 118	\$213,887.00	\$84,066.84	\$84,066.84	\$129,820.16	\$105,276.75	\$24,543.41	11.47%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$37,600.00	\$26,358.48	\$26,358.48	\$11,241.52	\$11,714.94	(\$473.42)	-1.26%
01.302.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.121.2415.05.24	SUPPLIES	\$3,000.00	\$1,222.11	\$1,222.11	\$1,777.89	\$0.00	\$1,777.89	59.26%
01.302.121.2415.06.37	TRAVEL & CONFERENCES	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.121.2440.04.35	EXTENDED YEAR SERVICES	\$63,000.00	\$20,173.90	\$20,173.90	\$42,826.10	\$33,352.75	\$9,473.35	15.04%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$11,800.00	\$11,800.00	\$13,200.00	\$13,200.00	\$0.00	0.00%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$94,516.32	\$94,516.32	\$30,483.68	\$1,273.68	\$29,210.00	23.37%
01.302.121.2800.04.35	THERAPY	\$0.00	\$14,365.03	\$14,365.03	(\$14,365.03)	\$0.00	(\$14,365.03)	0.00%
	Dept: SUPPORT SERVICES - 121	\$260,260.00	\$168,435.84	\$168,435.84	\$91,824.16	\$59,541.37	\$32,282.79	12.40%
01.302.127.2710.01.03	COUNSELOR	\$74,313.00	\$48,351.91	\$48,351.91	\$25,961.09	\$25,598.09	\$363.00	0.49%
01.302.127.2710.05.24	SUPPLIES	\$1,172.00	\$647.57	\$647.57	\$524.43	\$0.00	\$524.43	44.75%
01.302.127.2800.01.03	PSYCHOLOGIST	\$60,192.00	\$39,164.09	\$39,164.09	\$21,027.91	\$20,933.91	\$94.00	0.16%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$10,728.00	\$8,219.00	\$8,219.00	\$2,509.00	\$2,428.00	\$81.00	0.76%

Marion Public Schools

FY23-24 APPROVED BUDGET

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 Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.127.2800.06.37	TRAVEL & CONFERENCES	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.127.2810.01.03	SOCIAL WORKER	\$65,122.00	\$42,371.82	\$42,371.82	\$22,750.18	\$22,632.18	\$118.00	0.18%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$212,187.00	\$138,754.39	\$138,754.39	\$73,432.61	\$71,592.18	\$1,840.43	0.87%
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$135,785.16	\$76,306.79	\$76,306.79	\$59,478.37	\$58,780.52	\$697.85	0.51%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$61,628.64	\$35,690.00	\$35,690.00	\$25,938.64	\$12,490.00	\$13,448.64	21.82%
01.302.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	(\$1.00)	\$0.00	\$0.00	(\$1.00)	\$0.00	(\$1.00)	100.00%
01.302.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$17,877.60	\$9,391.25	\$9,391.25	\$8,486.35	\$9,518.57	(\$1,032.22)	-5.77%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$84,639.60	\$57,467.78	\$57,467.78	\$27,171.82	\$27,171.82	\$0.00	0.00%
	Dept: SPED TRANSPORTATION - 130	\$299,930.00	\$178,855.82	\$178,855.82	\$121,074.18	\$107,960.91	\$13,113.27	4.37%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$202,649.00	\$60,000.00	\$60,000.00	\$142,649.00	\$0.00	\$142,649.00	70.39%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$96,201.00	\$13,125.25	\$13,125.25	\$83,075.75	\$203,074.99	(\$119,999.24)	-124.74%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$298,850.00	\$73,125.25	\$73,125.25	\$225,724.75	\$203,074.99	\$22,649.76	7.58%
Grand Total:		\$6,666,193.00	\$4,446,065.10	\$4,446,065.10	\$2,220,127.90	\$2,183,296.40	\$36,831.50	0.55%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

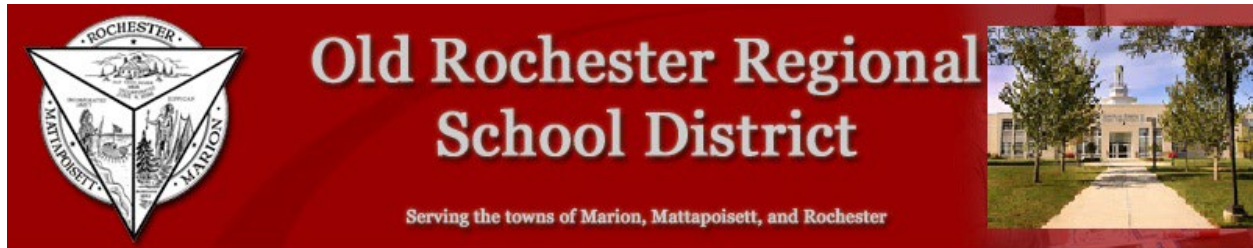
Food Service Director's Report: April 2024
Sippican Elementary

Directors Update:

- Friendly reminder that all students are eligible to receive one (1) Free Breakfast and one (1) Free Lunch per school day; any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Currently trying to fill a 3-hour vacancy spot at the ORR campus.
- Additional repairs to the dish machine, machine is back in service.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to grow strong.

Students Receiving Free and Reduced Meals:								
Free:					116		30 %	
Reduced:					17		4 %	
Student Meal Participation								
SY 23					SY 24			
		%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	100	13%	288	36%	94	13%	326	46%
September	1431	19%	4049	54%	1366	18%	4116	55%
October	1471	20%	4139	56%	1451	19%	4575	59%
November	1195	19%	3585	57%	1184	18%	4059	62%
December	1035	17%	3497	58%	1008	17%	3592	62%
January	1175	17%	4104	59%	1244	17%	4660	62%
February	980	18%	3195	58%	920	17%	3230	60%
March	1635	19%	5125	60%	1355	19%	4560	63%
April	1053	20%	3209	60%				
May	1347	18%	4334	57%				
June	711	17%	2205	58%				

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: April 2024

Sippican Elementary School

- Final phase of Garden Project completed, Native Plant Garden by bus loop flagpole 90% completed.
- Rear playground completed.
- Hosted the Math Acceleration Academy during April Break.
- Town DPW removed dead apple tree and removed holly bushes.
- Conducted routine maintenance on all facility equipment and systems.

Sincerely,

Eugene Jones

District Facilities Director

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

To: Superintendent Michael Nelson
Members of the Marion School Committee
Administrative Team Members

RE: Principal's Report, Doreen Lopes

Date: April 25, 2024

School Council: School Council met earlier this week to review student handbook changes and progress updates on the School Improvement Plan. The next meeting is May 21st at 3:15pm.

MCAS: Completed: March 26th and 27th Grade 3 ELA, March 28th and 29th Grade 4 ELA, April 2nd and 3rd Grade 5 ELA, April 4th and April 5th Grade 6 ELA
Next week: Grade 6 Math on April 30th & May 1st and Grade 5 Math on May 2nd & 3rd

MARC: Representative from Bridgewater State University's Massachusetts Aggression Reduction Center (MARC) on Wednesday, April 24. MARC focuses on social and emotional adjustment in children, including bullying and cyberbullying, fighting, bias and diversity, peer relationships, and screen and social media use.

Arts in Action: Arts in Action was held on April 10th. Around 800 pieces of student artwork was shared with each student grades K-6 having at least one piece. The cafeteria was also transformed into a café where students performed live music for guests. Special thanks to Ms. Kirk and Ms. Moore!



Scholastic Book Fair: Students were able to visit the Fair during their library classes throughout the week and during the Family Shopping that was held on Monday and Wednesday afternoons. The "Sippican Book Fairy" visited the library and left gift certificates for any students who had a demonstrated need.



Vocabulary Day: The 20th annual Vocabulary Day was held on April 12th. Students celebrated at the all school meeting in the afternoon. Special thanks to Ms. Barrett!

Kindergarten Registration: K registration is open for 2024-2025 and it's important that families register now. Kindergarten Readiness Screening on May 20 (Monday) & May 23 (Thursday)

Playground: The playground is in full swing and in use daily! The new equipment was funded through capital funding designated for the playground project by the Town of Marion, and a \$50,000 donation from Tabor Academy.



Upcoming Events

May 6 - Annawon Performances - First Light Foundation

May 7 - Staff Appreciation Luncheon

May 8 - Grade 4 Concert

May 8-10 - Grade 6 Camp Burgess Field Trip

May 10 - Toe Jam Puppet Band

May 9 - Grade 1 Buttonwood Zoo Field Trip



READS Collaborative - www.readscollab.org
Quarterly Report Overview - March/April 2024

- READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)
 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - READS continues to abide by the DESE mandates for COVID-19. So far this year, there have been 29 reported cases that include staff and students.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS continues to work with Dr. Carlos Hoyt, our DEI consultant. He will be presenting to all READS Academy staff during the scheduled full day Professional Development on March 13th. The focus will be on "Belonging".
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - This year, READS Academy staff and students in culinary work based learning took over the breakfast and lunch program. All of the meals are now made fresh at READS Academy. There has been positive feedback by students and staff. More students are eating breakfast and lunch.
 - The Board of Directors and their school committees have provided the necessary votes to include Brockton Public Schools and Whitman-Hanson Regional School District as READS Collaborative members.
 - 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 year started with unusually low enrollment, especially at the Academy. Effort has been made to support staff while also increasing enrollments. Currently, the Academy has 95 students and the DHH Program has 49 students.
 - READS continues to receive a large number of requests for evaluations to be completed through the Clinic and District Services
- Fiscal Update
 - The FY25 budget was approved by the Board of Directors on 2/15/2024.
 - Tuition and fees for FY25 are on the agenda to be approved at the 3/14/2024 Board Meeting.
 - READS has applied for state reimbursement to support our lunch program.
- Legislation/Compliance
 - READS annual report and financial audit were submitted to the DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
 - An amendment to the READS Collaborative Agreement has been approved by a majority of the member School Committees and will be moved forward to DESE for approval.
 - READS mid-cycle Coordinated Program Review onsite visit will be 3/21 and 3/22/24.
- Programmatic Information
 - READS DHH Program Director, Mrs. Evelyn Rankin, has provided notice of her retirement effective June 30, 2024. Ms. Rebekah Marchilena has been selected as the new DHH Program Director effective July 1, 2024.