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

#### November 30, 2023 REGULAR MEETING MINUTES 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Thursday, November 29, 2023 and called to order by Chairperson Nye, at 6:33pm.

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

#### SCHOOL COMMITTEE MEMBERS ABSENT: Michelle Smith

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (remote); Howard Barber, Assistant Superintendent of Finance & Operations (in-person); Kristine Lincoln, Interim Director of Student Services (in-person); Marla Brown, 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.* 

#### **Recognition Presentation**

The school committee and administration welcomed and recognized new certified School Resource Officer John Tracy.

I. Approval of Minutes:
A. Minutes
Regular Meeting Minutes – September 14, 2023
MOTION: by Ms. Daniel to accept the meeting minutes of September 14, 2023 as presented
SECONDED: Ms. Nye McGaffey
MOTION PASSED 4:0

Executive Session Meeting Minutes – September 14, 2023 MOTION: by Ms. Beauregard to accept the meeting minutes of September 14, 2023 as presented SECONDED: Ms. Daniel MOTION PASSED 4:0

**Budget Subcommittee Meeting Minutes – October 30, November 13 and November 27, 2023** MOTION: by Ms. Nye McGaffey to accept the meeting minutes of October 30, November 13 and November 27, 2023 as amended SECONDED: Ms. Nye MOTION PASSED 2:0 (Ms. Nye McGaffey and Ms. Nye)

IV. General
A. MCAS Presentation
<u>Recommendation:</u>
That the School Committee hear a presentation from administration. **Superintendent Nelson made the following statement:** *Tonight, Dr. Fedorowicz and our building administration will present last year's MCAS results and more importantly share with the committee how this data informs future teaching and learning action plans.*As

importantly share with the committee how this data informs future teaching and learning action plans. As always, it is important to remember that MCAS results is only one set of data that is available to us and that we must acknowledge that we recognize student growth in many ways beyond standardized testing. With that said, at the conclusion of this report I hope you will see what I have seen and that's a lot of great things happening here.

Dr. Fedorowicz and Principal Brown presented the MCAS results. Please see appendix A.

#### School Committee Feedback:

Ms. Daniel thanked the administration for their presentation. She asked Ms. Brown regarding science, if there was any indication as to why the results are as presented. Ms. Brown shared that the questions focused in Physical Science which is already being worked on with OpenSciEd.

Ms. Daniel asked if in ELA we expect the new literacy program to benefit the MCAS results or she knows typically with the implementation of a new program there is a dip in scores. Ms. Brown confirmed that typically, a dip in scores is expected but students and teachers are excited and fully engulfed in IntoReading. Superintendent Nelson confirmed most elementary schools do see a dip in scores in the first few years of implementation of a new program and in science, Sippcan students follow a state trend with room for improvement.

Dr. Fedorowicz concluded the presentation discussing that MCAS is one data point. It is very important but the district focuses its efforts on the whole child and utilizing multiple data points. Superintendent Nelson thanked the teaching and support staff along with the hard work of the students, stating there is a strong staff at Sippican and it shows with 44 out of 48 categories on MCAS the students perform better than state average.

#### **B.** Approval of School Improvement Plan

#### Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan. **Superintendent Nelson made the following statement:** 

Compared to the MCAS presentation, which was the final presentation to our school committees this fall, tonight Ms. Brown will be the first principal to present Sippican School's one-year school improvement plan for the 23-24 school year. This plan is designed to align to our new strategic plan Vision2028 and highlights the goals that Sippican School hopes to accomplish this year. All of our schools will adopt one-year plans this school year and then move to two-year plans for the duration of the current strategic plan.

Superintendent Nelson introduced Principal Brown. Principal Brown reviewed the draft school improvement plan for 2023-2024. Please see appendix B. She informed the school committee that the school council met three times this fall to work on the plan and three members of the school council participated in the strategic planning process, so the school council was well versed on the strategic plan and incorporating it into the school improvement plan.

#### **School Committee Feedback:**

Ms. Daniel asked Ms. Brown to discuss what is being used for behavior currently. Ms. Brown explained many items including responsive classroom, social/emotional focus, new recording behavior in PowerSchool to identify trends, district-wide tiered model responsive classroom training being provided at staff meetings and professional development days, and support for students through full clinical team if additional assistance is needed. She acknowledged that there is more work to be done as students are struggling more in recent years and the school continues to provide opportunities to learn positive behavior and provide consistent modeling. She informed Ms. Daniel that there are multiple para positions available but no applicants at this time.

MOTION: by Ms. Beauregard to accept the 2023-2024 School Improvement Plan as presented. SECONDED: Ms. Daniel MOTION PASSED 4:0

#### C. 2024-2025 Draft Calendar

Recommendation:

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

#### Superintendent Nelson made the following statement:

This agenda item does not require any action by the school committee. Instead, I am providing the draft 24-25 school calendar for informational purposes knowing that the Joint School Committee will review and ideally approve the next school year's calendar in January. If you have any feedback that you would like considered by the Joint School Committee please provide it directly to Ms. Wilcox. This has been shared with administration and all of the union representatives for feedback as well.

#### **School Committee Feedback:**

Ms. Nye stated she received a question from a teacher as to why PD is November 5th instead of November 12th,

but she believed it was because of a voting day in Mattapoisett in which the schools are used. Superintendent Nelson confirmed that Old Hammondtown School is used for voting.

#### **D.** Approval of Donation(s)

#### Recommendation:

That the School Committee review for approval the following donations from St. Gabriel's Parish: Four (4) \$50 Walmart gift certificates, four (4) \$50 Shaw's gift certificates and four (4) \$50 Target gift certificates. From the Ludes Family Foundation a donation of \$500 to the Sippican Project Grow.

MOTION: by Ms. Daniel to accept the four (4) \$50 Walmart gift certificates, four (4) \$50 Shaw's gift certificates and four (4) \$50 Target gift certificates from St. Gabriel's Parish as presented. SECONDED: Ms. Beauregard MOTION PASSED 4:0

MOTION: by Ms. Daniel to approve a donation of \$500 to the Sippican Project Grow from the Ludes Family Foundation as presented. SECONDED: Ms. Beauregard MOTION PASSED 4:0

#### E. Acceptance of New Member Districts to READS Collaborative

Recommendation:

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

Chairperson Nye read the following: At the READS Board of Directors meeting on November 16, 2023, by a majority vote, the board members voted to allow admittance of two new school districts, the Brockton Public School District and the Whitman-Hanson Regional Public School District, to READS Collaborative. This vote is subject to majority vote of two-thirds of the READS Collaborative Member School Committees. Pursuant to Section IX: Procedure and Timeline for Admitting New Member Districts as outlined in the READS Collaborative Agreement Marion Public School District, by a vote of our School Committee, approve the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024.

MOTION: by Ms. Nye McGaffey to approve the admittance of the Brockton Public Schools District and the Whitman-Hanson Regional School District as new READS Collaborative Member Districts effective July 1, 2024 as presented.

SECONDED: Ms. Beauregard MOTION PASSED 4:0

#### V. New Business

C. Business

#### 1. Financial Report

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

The Marion School District currently has \$645,740 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

\$ 6,020,453 – Obligations Paid Year to Date

\$ 645,740 - 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.
- Meal participation continues to grow strong.
- Had the dish machine repaired by Hobart.
- The Food service department volunteered their time to prepare the meal for the Tri-Town Senior Citizen Thanksgiving Dinner Event.

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

- EWF in support of the Sippican Garden Project arrived and spread.
- Swing edition of new back playground installed.
- Completed repair on office HVAC system.
- Completed repairs on 2nd floor HVAC system.
- Installed five vandal resistance door access touch pads on outside doors.
- Emergency Generator refueled. (204 gallons).
- Conducted routine maintenance on all facility systems.

### VI. CHAIRPERSON'S REPORT:

Ms. Nye commented that with the holiday season upon us, there is so much to be thankful for. She highlighted some community events this season including the Marion Police Department's Pizza with Santa and the Kindness Crew from Sippican will be there as well. VASE hosts a number of community events throughout the year and community members can join VASE and give back as well. The Marion Christmas Stroll is happening December 10<sup>th</sup> and the Sippican Band plays a huge part in this great community event. Student Davin Alves is conducting his food drive again.

### **CENTRAL OFFICE ADMINSTRATOR'S REPORT:**

Ms. Lincoln, Interim Director of Student Services, reported that the Unified Basketball team had a great season. They went undefeated! On Tuesday November 21<sup>st</sup>, members of local police departments played against our Unified Basketball team to help raise funds for the team. It was a great game and night! She thanked everyone who came out to support the event. She is looking forward to Unified Track and Field in the Spring!

Superintendent Nelson thanked Mr. Toby Burr for attending the game, and Harbormaster Adam Murphy for his efforts to organize the event, along with Marion, Mattapoisett and Rochester Police Departments for the participation. He encouraged families to follow the SMORE emails being sent weekly by the principals and monthly out of his office with valuable information and school happenings. In Dr. Fedorowicz's absence, he shared:

- Project 351 Playmaker: We applied and received a second year of support; we are becoming a model school; Scenario rollout 11/7 for teachers during full day PD
- The Instructional Council met last month to review PD and discuss feedback from the surveys. We are meeting again in December to discuss the PD planning process as part of our action plan related to Vision2028
- *PD: There was a Full PD day 11/7 focused on Science of Reading training by the HILL and collaborative horizontal literacy planning across all three elementary districts*
- Literacy Updates: We have been working with the HILL a few times a month both in-person and virtually for data analysis of DIBELS to help inform individualized instruction and continued implementation meetings by grade level to assist with the rollout of IntoReading. We have a District Literacy Leadership Team that supporting the implementation and getting answers for educators that have questions or need additional supports
- Learning Walks: Districtwide we have had 4 LW, the most recent was Wednesday in Sippican.

Superintendent Nelson continued to highlight visiting Ms. Bourgeois, Ms. Feeney, Ms. LeMarier and Ms. Furfey's classrooms during the learning wall. He added *Last, but not least I recently met with Chief Nighelli from the Marion Police Department, Principal Brown, SRO Tracy, and Mr. Geoff Gorman the Marion Town Administrator to gauge interest in comfort dog programming here at Sippican School. SRO Tracy is willing to train and care for a comfort dog here at Sippican School. Very quickly in the conversation there was strong support to explore this possibility as those in attendance felt that a comfort dog would be an asset not only to Sippican School, but to the Town of Marion in general.* 

#### **PRINCIPAL'S REPORT**

#### Ms. Brown, Principal of Sippican School reported the following:

All School Meetings: Monthly All school Meetings (ASM) are underway. Our Kindness Crew, Junior Reporters, and Project 351 students have been organizing content and leading the meetings. We are also celebrating our monthly Character Counts recipients at the ASM. The dates and times of the meetings have been shared with families in the SWO.

**Staff Theme:** This year our district kick off was focused on the Life is Good theme. Mr. C has been providing monthly updates to inspire all of us. Each month he has focused on a different motivational word. For September,

it was Openness, October was Courage and November has been Simplicity. We look forward to all of the articles he has to share this year!

**Title I Informational Meeting:** On September 29th our Title I staff held a parent information breakfast meeting to update families on our Title I programming. I would like to thank Mrs. Riquinha, Mrs. Wiggin, Mrs. Dixon, and Mrs. Mardo for providing families with important information about our Title I programming.

**Professional Development:** We have continued our Into Reading PD through Implementation Meetings and Data meetings with The Hill for Literacy. Mr. C has also provided an ALICE refresher to all staff.

**Project 351:** Student members of our Project 351 team have attended two trainings at ORR. They also presented at the October staff meeting to update our staff about Project 351 goals for the school year. We have also appreciated their contributions at our monthly All School Meetings.

**VASE:** The fall ACE program was a huge success! Students participated in after school activities including robotics, 3D printing and exploring our community as Junior Rangers. Thank you to parents, staff members and community members from Sippican Lands Trust and the Elizabeth Tabor library for making these sessions possible. The Sixth Grade Parent Group/VASE has also been working hard on fundraising this fall. The annual car wash took place as well as a fifth and sixth grade Halloween Party and a movie night.

**Open Sci Ed:** Grade 5 has joined in with Open Sci Ed instruction! There has been excitement around the new units. Mrs. White and Mrs. Furfey have also continued to attend professional development.

Project Grow: Our youngest learners have been learning about signs of fall.

**Kindergarten:** Our Kindergarten students have been practicing their climbing skills and have also been learning how to use instruments in music!

**First Grade:** Our Grade 1 students participated in the November ASM by sharing jokes and songs about Thanksgiving. Their jokes had us all in stitches.

Second Grade: Grade 2 has been busy writing poetry.

**Third Grade:** Gardening is under way! The third grade teachers attended professional development with The Marion Institute and the team has worked with our third grade students to plant garlic and prepare the garden beds for winter.

Fourth Grade: In art class the students have learned about art in ancient Greece. They have built clay pots representing the time period.

**Fifth Grade:** Grade 5, as part of the new reading program, has been working on idioms. They recorded and illustrated some of their favorites.

#### **Celebrating Equity:**

September was Hispanic Heritage month. Several students in grade 6 took advantage of an optional extension project in reading and completed research on a person of choice who has Hispanic Heritage. Since the celebration ran from Sept 15-Oct 15, student representatives from all 3 homerooms shared their learning via morning announcements and at the ASM. Some of the people studied included the following: Carmelo Anthony, America Ferrera, Lin-Manuel Miranda, Pablo Picasso, Shakira, Jennifer Lopez, Frida and Sonia Sotomayor. October was Bullying Prevention month. Our Grade 6 students created anti bullying/kindness messaging chains to share with the whole school. In November we have been celebrating Native American Heritage month.

**From the Art Room:** We have a new opportunity for grade 6 students this year! The Creative Collective is a oneof-a-kind 6th grade group for aspiring young artists who possess a passion for creativity and a heart for making a positive impact. In this group, students delve into advanced art techniques to hone their skills and explore various mediums of their choice. Beyond their canvas, they will also extend their talents to the community, collaborating on projects that will uplift and beautify our surroundings. We're excited for the upcoming year and cannot wait to start digging in!

**Band and Chorus:** Our performing artists have all been busy. We have had performances at ASM and band members have participated in the Halloween Parade as well as Marion's Veteran's Day Remembrance.

**Fire Safety Prevention Month:** The Marion Fire Department provided fire safety education to all grades PK-6. The PK and K classes had classroom visits. Grades 1-6 participated in a school wide assembly. We are grateful for the community support!

#### VIII. School Committee

#### A. Committee Reports

1. Budget Subcommittee – Superintendent Nelson remarked that the subcommittee as held three meetings thus far and they are navigating increased costs for supporting students, increased transportation costs and facilities and technology costs of doing business. At the last meeting, Shay Assad from the Finance Committee was able to attend and hear our projections, concerns and Ms. Brown's requested items. Initial numbers are due to the town mid-December.

2. Building Committee – No report.

3. ORR District School Committee- Superintendent Nelson reported that they heard the MCAS presentation for ORR, approved donations and other typical business. The School Improvement Plan will be presented at the

December meeting.

4. SMEC – Superintendent Nelson reported that was a presentation of the independent audit which went well, they discussed staff appointments and reductions and approved the FY23 annual report draft. They also talked about the new IEP and the training SMEC has provided thus far.

5. Early Childhood Council- Ms. Daniel reported they met on October 18<sup>th</sup>, reviewed grant funding opportunities, are working on a new website and family event plans. The next meeting is November 24<sup>th</sup>.

6. READS – Mr. Nelson reported they met earlier on November 16<sup>th</sup> and the Superintendents from Brockton Public Schools and Whitman-Hanson attended as well.

7. Tri-Town Education Foundation Fund – Ms. Beauregard reported they met yesterday and clarified that this is a fund, managed by a foundation.

8. Policy Subcommittee – Ms. Beauregard reported one policy regarding fundraising was held at the last meeting to be discussed further at the next meeting later this month.

9. School Council – Principal Brown reported it is included in her principal's report.

10. Equity Subcommittee- Ms. Beauregard reported they met in late September and heard an update on the Equity Action Plan as well as information from Project 351 students. The next meeting is in the coming weeks.

#### **IX. Future Business**

#### A. Timeline

Marion School CommitteeJoint School CommitteeJanuary 4, 2024 @ 6:30pmJanuary 18, 2024 @ 6:30 pm

#### 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.

#### ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 8:14 p.m. SECONDED: Ms. Beauregard Motion Passed 4:0

Respectfully Submitted, Melissa Wilcox

# Sippican School MCAS Data Presentation Marion School Committee November 30, 2023

Sippican Elementary School 16 Spring St. Marion, Massachusetts 02738

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

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

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

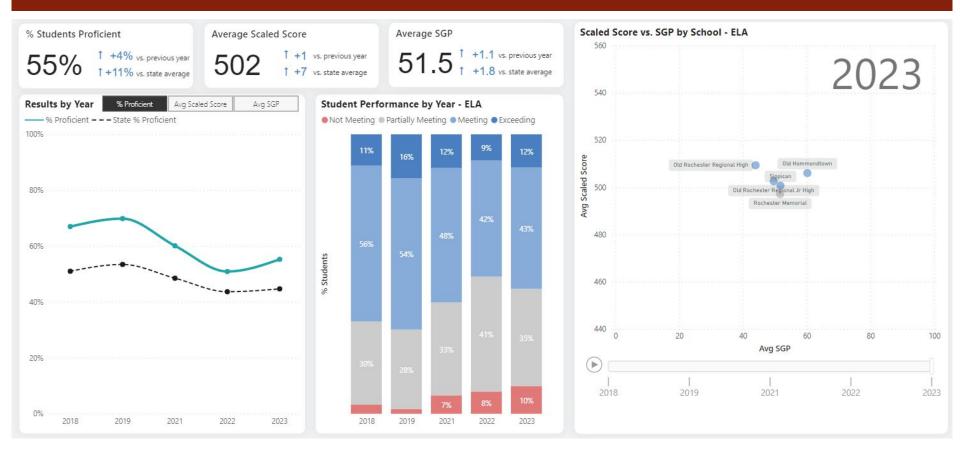
## MCAS Test Administration 2019-2023

Year	2019	2020	2021	2022	2023
Grades 3-8		X	Partial	~	<
Grade 10		X	~	~	~

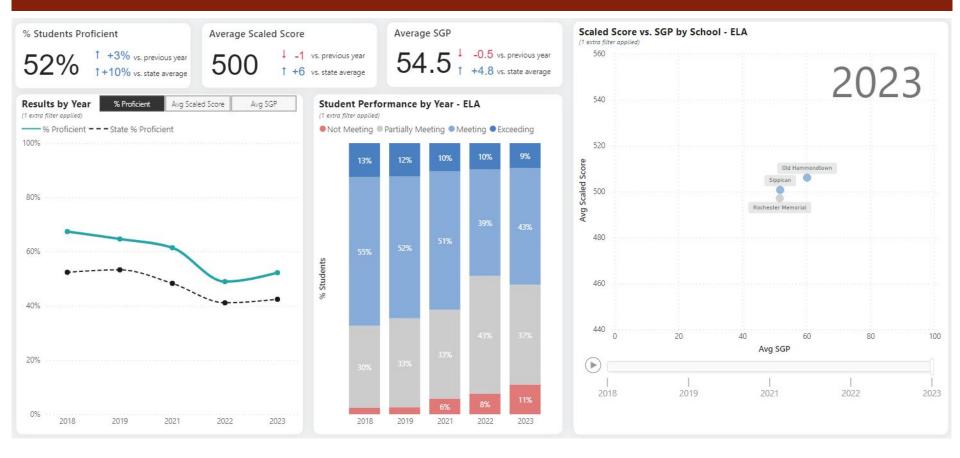
## **Overall Statewide Data Trends**

- Statewide trend: ELA and Math Achievement slide by pandemic has stopped and recovery is increasing
- The State is comparing Recovery from 2019 to 2023 MCAS
- Sippican:
  - ELA 3-6 performed slightly lower than last year but better than the state
  - Math 3-6 performed slightly better than last year and better than the state
  - Science grade 5 performed lower than last year and slightly lower than the state
- Grade 3: State saw Generally flat results; these students were in Grade K in 2020
  - Sippican grade 3 ELA and math performed better than the state
- Overall Sippican: Growth is outperforming the state and we are trending higher than the state toward recovery to 2019 scores

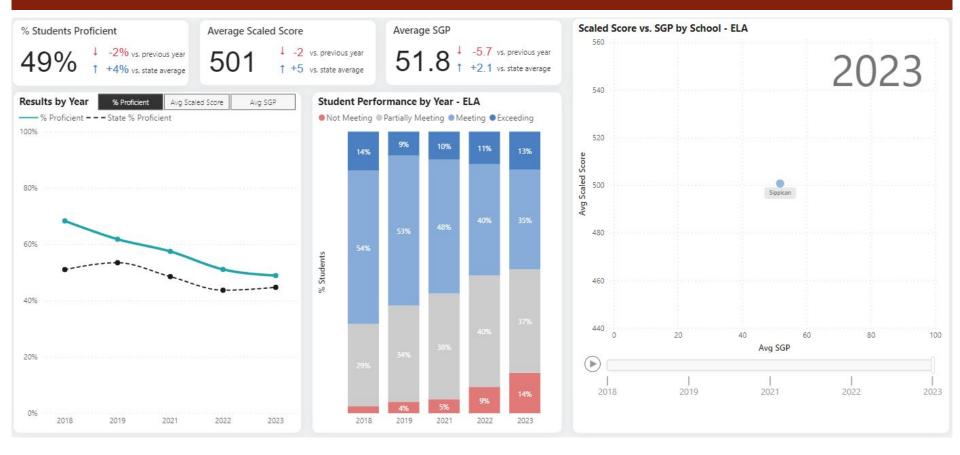
## District-Wide Grades 3-12 Achievement from 2019-2023 for English Language Arts



## **District-Wide Grades 3-6 Achievement from 2019-2023 for English Language Arts**



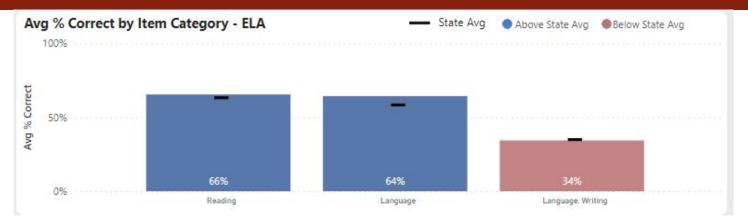
## Sippican Grades 3-6 Achievement from 2019-2023 for English Language Arts



## ELA Grades 3: Percent (%) Correct by Category



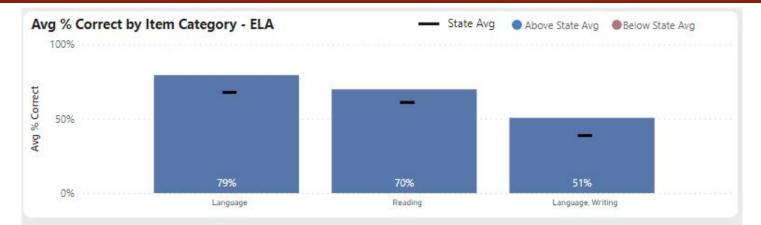
## ELA Grades 4: Percent (%) Correct by Category



## **ELA Grades 5: Percent (%) Correct by Category**



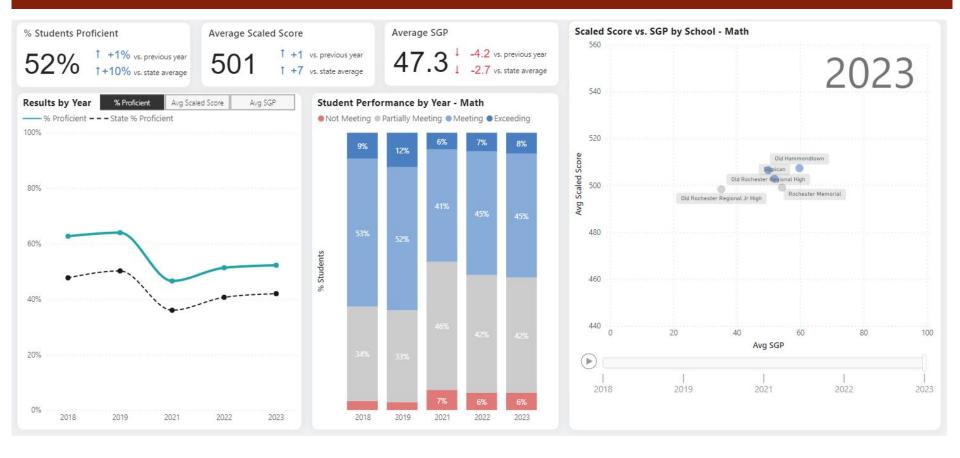
## ELA Grades 6: Percent (%) Correct by Category



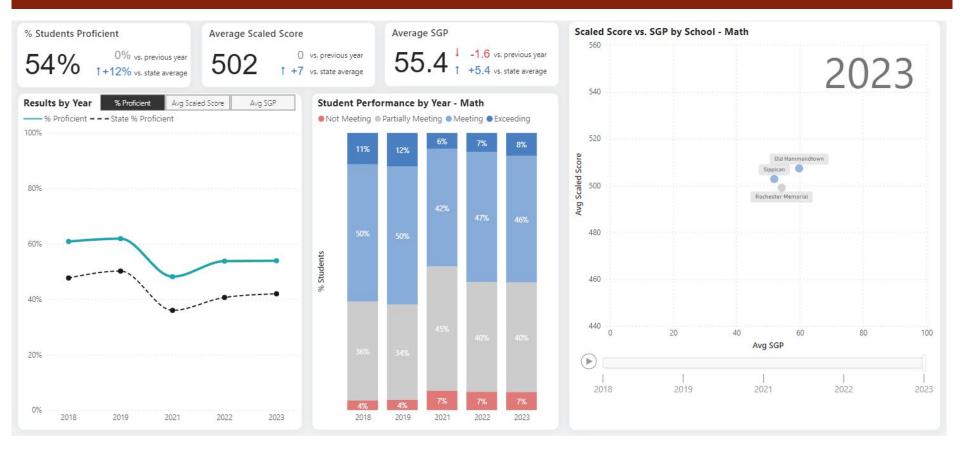
## **ELA Grades 3-6: Percent Correct by Category**



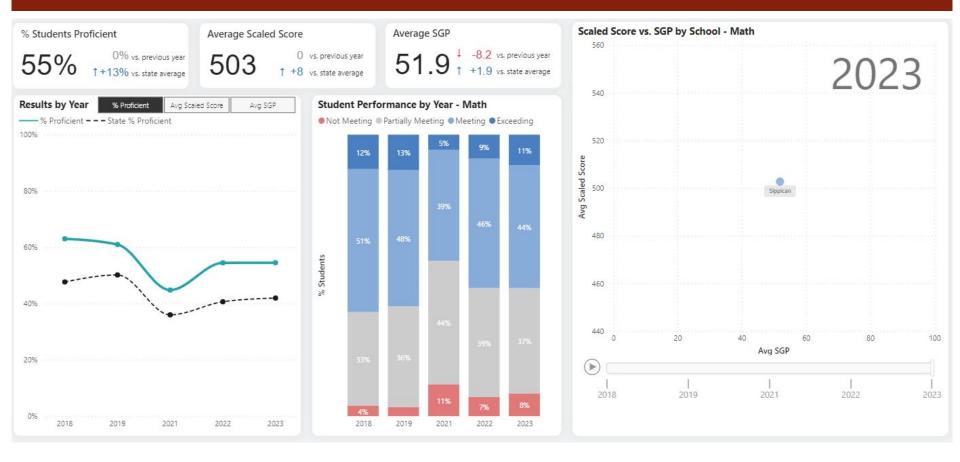
## District-Wide Grades 3-12 Achievement from 2019-2023 for Math



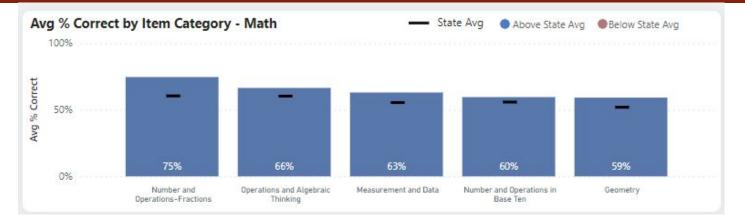
## District-Wide Grades 3-6 Achievement from 2019-2023 for Math



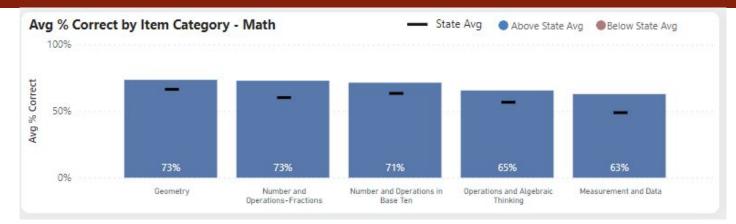
### Sippican Math Grades 3-6 Achievement from 2019-2023



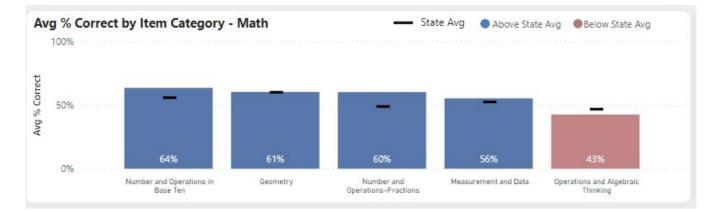
### Math Grades 3: Percent (%) Correct by Category



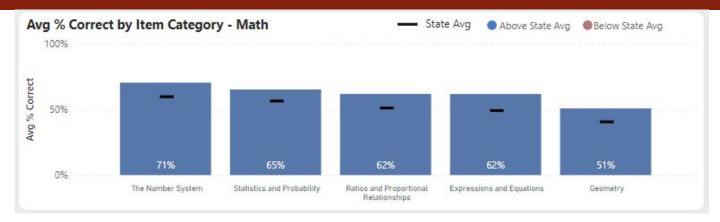
## Math Grades 4: Percent (%) Correct by Category



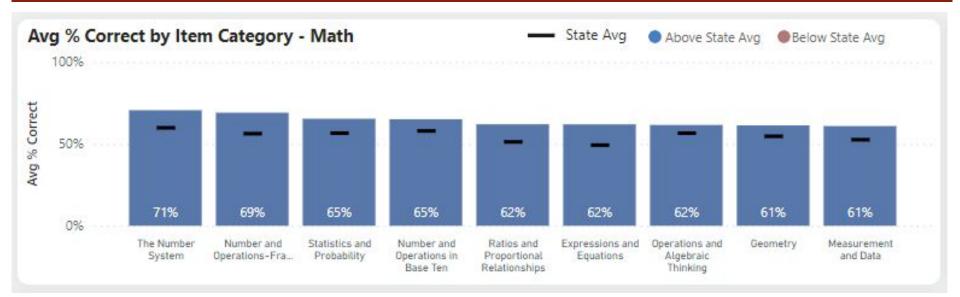
### Math Grades 5: Percent (%) Correct by Category



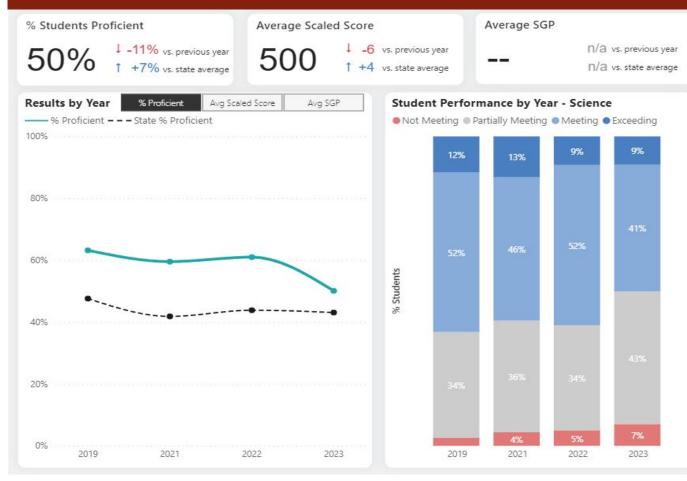
## Math Grades 6: Percent (%) Correct by Category



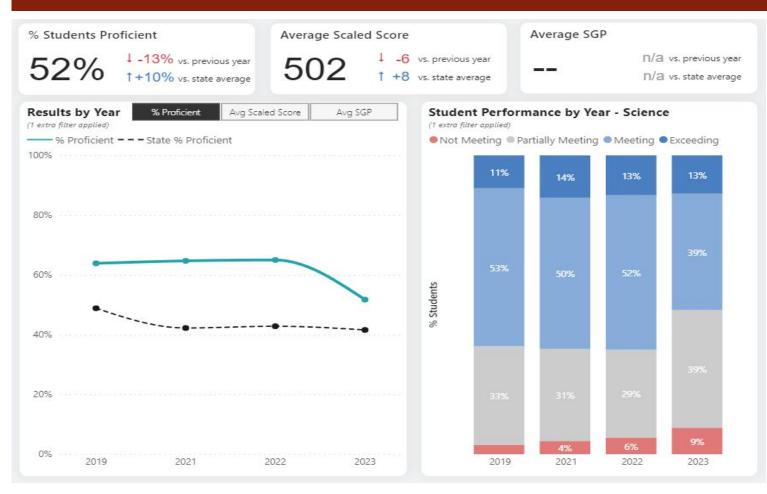
## Math Grades 3-6: Percent Correct by Category



## District-Wide Grades 5, 8 HS Achievement from 2019-2023 for Science

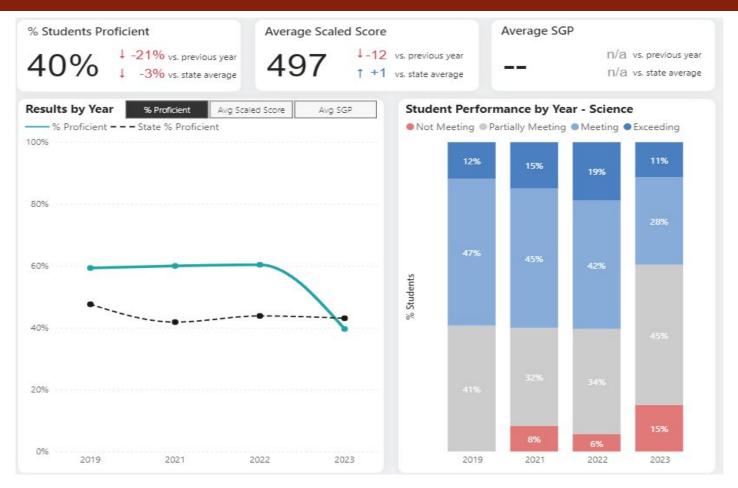


## **District-Wide Grades 5 Achievement from 2019-2023 for Science**

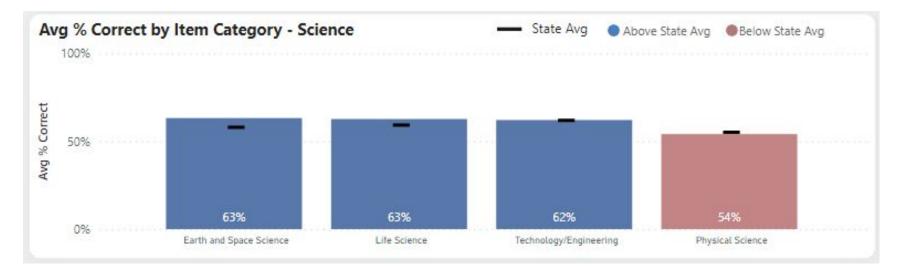


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### Sippican Grade 5 Achievement from 2019-2023 for Science



## Science Grade 5: Percent Correct by Category



## **Areas of Strength - ELA**

## Grade 3:

- Determine the meanings of multiple meaning words
- Determine the proper heading of a passage
- Determine character traits by reading a paragraph
- Identify a word that describes the main character in a poem
- Identify the purpose of a passage
- Identify the phrase that helps determine the meaning of a word in context

## Grade 4:

- Identify figurative language and what it suggests about a character
- Identify the theme of a passage
- Identify the main idea of a passage
- Determine the point of view of a passage
- Identify an idea shared by two passages

## **Areas of Strength - ELA**

## Grade 5:

- Identify how an author develops an important idea in a passage
- Identify a statement with which the author of a passage would agree
- Determine the purpose of punctuation in a sentence and choose another sentence that uses punctuation for the same purpose
- Write an essay that explains an important idea presented in the passage: use important details from the passage as evidence\*\*
- Write an essay that explains how the characters worked together to solve a problem: use information from the passage as evidence \*\* (idea development and conventions for BOTH essays)

## **Areas of Strength - ELA**

## Grade 6:

- Analyze how paragraphs in a passage develop a character, and compare and contrast
- Analyze the impact of word choice in a passage
- Analyze how an interaction between characters helps to advance the plot in a passage
- Identify the literary technique (and theme) used in a specific section of a poem and its purpose, make inferences
- Contrast how particular sections of two passages contribute to the development of an ideas
- Determine how details in a passage help to develop a central idea
- Write an essay that explains how a character changes over the course of a passage: use information from the passage to support the explanation \*\*
- Write an essay that explains actions taken that led to success: use information from the passages to support the explanation\*\* (idea development and conventions for BOTH essays)

## **Action Steps - ELA**

- 1. Consistent implementation of the common reading program "Into Reading" across all grade levels
- 2. Train staff in Science of Reading for best teaching practices
- 3. Provide support with the Hill for Literacy, with grade level data analysis to help target instruction and implementation of the reading program.
  - a. Focus on Tiered Intervention Model that has flexible groupings based on students' needs.
  - b. Use Flex time to support students with interventionists and classroom teachers
  - c. Reassess intervention groups so they are flexible throughout the school year
- 4. Identify challenging areas at each grade level and purposefully plan to enhance our instructional practices related to the standards where Sippican scored below the state average

Example: Grade 3 Identify the narrator of a passage (-10 below the state average)

5. Determine common writing expectations using common resources

## Grade 3:

- Rounding to 100's
- Fractions of a whole as well as creating fraction models
- Equivalent fractions
- Complete a picture graph with three categories of data in a table
- Graphing fractions on a number line
- Writing multiplication expressions using three factors
- Telling time/elapsed time on an analogue clock
- Finding the area of a rectangle
- Measuring with a ruler to the ¼ inch
- Solve two step word problems (with addition and multiplication)
- Determine the multiplication expressions that can be used to model rectangular arrays

Grade 4:

- Solve word problems using patterns, multiples, fractions
- Solve word problems with whole numbers and fractions by using data from a dot plot
- Determine the measure of angles visually and with a protractor
- Convert kilograms to grams
- Show how to find the perimeter of a rectangle given the length and width
- Identify the visual representation of an obtuse angle and right angles
- Determine the whole number quotient of a four digit dividend and a one digit divisor
- Create fraction models that represent equivalent fractions
- Identify addition expressions with fractions and mixed numbers
- Determine relationships between digits in a multi digit whole number
- Write fractions with a denominator of 100 as a decimal
- Select factors of a given two digit number
- Interpret fraction models in tenths and hundredths

Grade 5:

- Determine the relationship between numerators in multiplication problems and how they can make a product greater than a whole number
- Round decimals in the thousandths to the hundredths
- Interpret fractions as division of the numerator by the denominator
- Use area models to determine the area of a rectangle with fractional side lengths
- Solve word problems involving division of two whole numbers leading to a mixed number answer
- Determine the sum of two fractions with unlike denominators
- Determine real world problems that represent the product of a unit fraction and a whole number
- Identify the relationship between products and factors
- Use patterns of 0 to find products and quotients when multiplying and dividing by a power of 10
- Complete a line plot by adding fractions and mixed numbers with like denominators

## Grade 6:

- Determine which mathematical expression represents a verbal description
- Use the distributive property to to determine equivalent expressions
- Identify the number of observations on a histogram
- Solve real world problems involving fractions, decimals, percentages and whole numbers
- Identify rational numbers that are within a range of other rational numbers
- Use the net of a triangular prism to find its surface area
- Determine points on a number line
- Find the length of the side of a polygon by finding the distance between points on a coordinate plane
- Analyze a dot plot using median, mode and range
- Create a description that represents a mathematical expression

## **Action Steps - Math**

- 1. Engage Staff in data analysis.
  - i. Create a student assessment database across grade levels (Aimsweb, MCAS, IXL-when applicable)
  - ii. Identify patterns, areas of strengths and weaknesses and create actions steps to help close the gap and challenge students
- 2. Reteach and break down the standards that our students performed below the state average
  - i. Example: Grade 4 Determine which given shape is a quadrilateral with perpendicular sides (-9 below the state average)
  - ii. Flex time (intervention block)

# **Areas of Strength - Science**

- Interpret a circle graph to explain why there is a limited amount of fresh water available for human use
- Determine the measurement or observation that would be most useful in distinguishing between two substances
- Describe a change to the design of a filter that would improve how the filter functions
- Describe an example of organisms responding to a seasonal change
- Complete a model to show the flow of energy through an ecosystem
- Interpret a diagram to identify the cause of a change in a landscape over time
- Identify when a certain moon phase will occur next and describe how long it takes the Moon to orbit the Earth

# **Action Steps - Science**

- 1. Continue with implementation of OpenSciEd curriculum in grades 5 and 6
  - a. Grade 5: First year of pilot implementation with 2 units
  - b. Grade 6: Second year of implementation with 4 units
  - c. Continue professional development in Science Curriculum
- 2. Identify standards where fifth grade students scored below the state average and determine ways to increase student achievement and exposure to those standards needing more instruction.
  - a. Supported through STEAM lessons
  - b. Small group instruction and support
  - c. Co-teaching and planning with Enrichment teacher and science teachers
- 3. Share data with fourth and third grade teachers and identify the standards at each grade level that need more instruction, determining curriculum needs

Questions



# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2023-2024 SIPPICAN SCHOOL DRAFT IMPROVEMENT PLAN

## MISSION The mission of our school system is to inspire all students to think, to learn, and to care. VISION The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens. CORE VALUES The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens. Our school community will inspire us to: THINK: Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication. LEARN: Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning. CARE: Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

	THEORY OF ACTION
IF WE	•••
	implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate
AND	
	expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered
AND	
	enhance our multi-tiered, comprehensive systems of support in all schools
AND	
	provide an inclusive and supportive climate and culture for all school community members
AND	
THEN	promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment WE WILL

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

		ST	RATEGIC OBJECT	IVES	
Tea	1. & 2. aching & Learning	Suppo	3. ort Systems	4. Climate & Culture	5. Safe Schools
	<b>1: Teaching &amp; Learnin</b> able, cohesive curric		our Portrait of the	Graduate in all schools.	
Strategic Initiatives	Person(s) Responsible	Level-based Goal	A	ction Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan. (multi-year)	Office of Teaching and Learning, principal, teachers	In collaboration with the Hill for Literacy, implement the Into Reading core literacy program which is a piece of	teachers 2. Provide Pl implemen program t Harcourt 3. Provide m through th	nto Reading resources to D to staff members around tation of the Into Reading hrough Houghton Mifflin onthly support to teachers ne Hill for Literacy around ices in literacy instruction	<ol> <li>Teachers have resources for implementation</li> <li>PD offerings in SMART PD</li> <li>Monthly agendas from Hill for literacy</li> </ol>

		the district literacy action plan.		
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction. (multi-year)	Office of Teaching and Learning, principal, teachers	In collaboration with the Hill for Literacy, develop a literacy assessment plan to measure student literacy achievement.	<ol> <li>Establish a District Literacy Leadership team that will collaborate to set assessment plan/schedule</li> <li>Administer literacy assessments</li> <li>Conduct data meetings to analyze literacy data and inform instructional practices</li> </ol>	<ol> <li>DLLT roster and agendas November -June</li> <li>Student benchmark data rosters available for data meetings and progress monitoring meetings</li> <li>Agendas for meetings as well as instructional focus data to drive instruction and guide intervention</li> </ol>
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments. (multi-year)	Office of Teaching and Learning, Instructional Council	The district Instructional Council, including representatives from Sippican School, will continue the work of auditing and updating content in our curriculum management system.	<ol> <li>Instructional Council will meet throughout the year to plan for auditing and updating curriculum content</li> <li>Departments/grade level leaders will update courses/units following parameters set by Instructional Council</li> </ol>	<ol> <li>Instructional Council agendas reflect audits and updates made to units</li> <li>Content updates are available to teachers in our curriculum management system</li> </ol>

Strategic Objective #2: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)			
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (multi-year)	Office of Teaching and Learning, Instructional Council, teachers	The district Instructional Council will provide input on the 2023-2024 professional development planning. All staff will provide feedback at the end of each PD day to be used in revising follow up professional development.	<ol> <li>Data from staff surveys will be used to plan for professional development offerings</li> <li>Instructional Council will provide input on department/grade level needs for professional development</li> <li>District administration in collaboration with consultancies (ex The Hill and Open Sci Ed) will use data points and input from stakeholders to plan cohesive professional development to staff</li> <li>Participants in PD offerings will submit surveys to document their experiences in PD sessions to help improve future professional development</li> </ol>	<ol> <li>Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators</li> <li>IC agendas reflect input shared out with grade levels and departments</li> <li>PD plans reflect input from our consultancies</li> <li>Surveys prepared and uploaded to SMART PD for educators to complete at the end of each PD session</li> </ol>			
2.5 Provide professional development to support and implement adoption of current Literacy Action Plan. (multi-year)	Office of Teaching and Learning, principal, teachers	Sippican School staff will participate in literacy professional development related to SOR and implementation of the core literacy program.	<ol> <li>Provide PD to staff members around implementation of the Into Reading program through Houghton Mifflin Harcourt</li> <li>Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction</li> <li>Through The Hill for Literacy, staff members will complete SOR (Science of Reading) training to understand up to date research around how the brain encodes and decodes</li> </ol>	<ol> <li>HMH provides PD sessions</li> <li>Hill Implementation meeting agendas reflect the coverage of critical components of the Into Reading series</li> <li>SOR modules are provided to teachers during portions of PD and early release days</li> </ol>			
	Strategic Objective #3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.						
Strategic	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence			

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
4.1 Implement and sustain evidence-based approaches to teaching and discipline that	Principal, teachers	The Sippican School community will collaborate to promote the development of strong academic	<ol> <li>Responsive Classroom techniques including: Morning meeting, school &amp; classroom rules, behavior supports, restorative practices, and establishing hopes and dreams will be implemented school wide</li> </ol>	<ol> <li>Review expectations at BOY Staff meeting and monthly All School Meetings (ASM)</li> </ol>

promote the development of strong academic and social skills for all students. (multi-year)		and social skills for all students.	2.	PBIS strategies including a school wide behavior matrix and positive behavior reinforcements will be implemented school wide Second Step social emotional programming will be provided to all students K-6 for one term of the school year by the clinical team and reinforced in each classroom. Update letters will also be sent to families as content is covered	2. 3.	Time provided on staff meeting agendas to review and share ideas related to best practices including sharing RC success stories Behavior matrix updated and added to the student handbook: SC acceptance and parent sign off documented Scope and sequence followed and families receive reinforcement letters to follow through with students
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. (multi-year)	Principal, VASE Members, School Staff, Community Groups	Sippican school administration will consistently communicate with the school community through weekly update emails to promote school community engagement.		Weekly SMORE updates (SWO) will be sent to families Sundays at 3:00 Families will be informed of monthly All School Meetings in a timely manner so that they will have the opportunity to attend should they choose to do so School events including: parent teacher conferences, Science Fair, Art Show, ACE programming, fundraisers and band/chorus concerts will be included in the SWO to ensure that families have a chance to plan for and participate in events	2.	SMOREs sent weekly to update staff and families of upcoming happenings The SMORE will be posted on Facebook weekly by the end of the year ASM times and content are shared with families monthly SWO monthly calendars are maintained and included in the weekly SMORE
4.4 Utilize student voice, student engagement, and student leadership skills to guide and	Enrichment teacher, principal, Project 351 leadership students and	Sippican students, with the support of staff members, will enhance	1.	Project 351 will be open to grades 4-6. Student "Influencers" will attend four training sessions to understand their roles. Monthly	1.	Trainings for students occur at the JHS/HS Students present content at monthly ASMs

enhance a respectful and successful learning environment for all. (multi-year)	support staff	student voice through school and district leadership opportunities.	3. 4.	times will be offered for planning for student voice at All School Meetings Kindness Crew (grade 6 students) will meet weekly to organize, plan, and implement messaging and inclusive projects across the school Junior Reporters (grade 5 students) will meet with ORCTV staff to learn about broadcasting, tape new desk reports and prepare for their part in monthly All School Meetings School Newspaper (grade 4) "reporters" along with school staff and an ORR AmbassadOR will meet weekly/monthly to organize and collaborate on articles for our NEW school newspaper 4th, 5th and 6th grade students will assist K students as "Kindergarten Buddies". They will support the arrival and dismissal at buses. They will also support at ASM and read to students in the classes.	3.	Kindness Crew messaging will be delivered to the school community at least monthly Vimeo videos will be shared at ASMs and on the SWO when appropriate School Newspaper will be shared with the school community quarterly 4th, 5th and 6th grade students will assist K students and be recognized for their efforts at a spring ASM
4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.	Principal, teachers	Sippican staff will participate in professional development related to tracking and improving student behavior and discipline.	2. 3.	School Administration will provide an overview of the tracking system in the opening days of school Follow up discussions at monthly staff meetings will be provided (as needed) to clarify and streamline processes Our school behavior matrix will be reviewed as needed for updates and clarity Responsive Classroom techniques and supports will be reviewed for school wide support and consistency in addressing behavioral needs	2. 3.	reflect time spent reviewing the system

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional physical and cyber safety and security practices. (multi-year)	District Business Office, District Tech Team, SRO, First Responders principals, teachers	Sippican staff will participate in physical and cyber safety practices to reinforce best practices in supporting building and cyber safety.	<ol> <li>Cyber security training will be provided to staff to ensure continued safety with our use of the district email system</li> <li>ALICE trainings will be conducted with staff and students during the school year with the support of local first responders</li> <li>Fire Drills will be conducted during the school year with the support of local first responders</li> <li>District administration will update the Crisis Manual that provides guidance of procedures in emergency situations</li> </ol>	<ol> <li>Trainings are sent (through email) and completed by selected staff members</li> <li>Staff training occurs in the fall with follow up as needed with staff and then with the students during a school day</li> <li>Fire drills are conducted with the support of the Marion Fire Department</li> <li>Updated manual shared with The Leadership Council to be followed in emergency situations</li> </ol>
5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations. (multi-year)	District Business Office, Superintendent's Office, Principal	Building and district departments/ administration will collaborate to understand and document short and long term building needs (capital planning) to be shared with town leadership.	<ol> <li>School administration will meet with the district administrative department heads to target areas of need in the building</li> <li>School and district administration will meet with town officials to walk the building and view areas of need</li> <li>Items agreed upon will be added to the town's capital improvement planning</li> </ol>	town leadership 2. Building walk occurs with

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

#### November 30, 2023

**ZOOM LINK:** 

https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVIPTWVHaUILcEg3U21IQT09

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** I.

- **Approval of Minutes**
- A. Minutes
  - 1. Regular Minutes: September 14, 2023
  - 2. Executive Session Minutes: September 14, 2023
  - 3. Budget Subcommittee Minutes: October 30, November 13 and November 27, 2023
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General
  - A. MCAS Presentation
  - **B.** Approval of School Improvement Plan
  - C. 2024-2025 Draft School Calendar
  - **D.** Approval of Donation(s)
  - E. Acceptance of New Member Districts to READS Collaborative
- New Business V.
  - Policy Review A.
  - Β. Curriculum
  - C. Business
    - 1. **Financial Report** 
      - a. Revolving Account Balances
    - 2. **Food Service Report**
    - **Facilities Report** 3.
    - 4. **Budget Transfers**
  - Personnel D.
- VI. Special Report
- VII. Unfinished Business
- CHAIRPERSON'S REPORT

#### **CENTRAL OFFICE ADMINISTRATORS REPORT**

PRINCIPAL'S REPORT

#### VIII. School Committee

- **Committee Reports** A.
  - 1. **Budget Subcommittee**
  - **Building Committee** 2.
  - 3. **ORR District School Committee**
  - 4. SMEC
  - 5. **Early Childhood Council**
  - READS 6.
  - 7. **Tri-Town Education Foundation**
  - 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:** November 28, 2023

**RE:** Agenda Items

The following items are on the agenda for November 30, 2023.

#### **RECOGNITION PRESENTATION – School Resource Officer**

#### I. Approval of Minutes

#### A.1. Regular Minutes

Recommendation

That the School Committee review and approve the minutes of September 14, 2023. Please refer to "MSC 11302023 September Minutes".

#### A.2. Executive Session Minutes

Recommendation

That the School Committee review and approve the minutes of September 14, 2023.

#### A.3. Budget Subcommittee Minutes

Recommendation

That the School Committee review and approve the minutes of October 30, November 13 and November 27, 2023. Please refer to "MSC 11302023 October Budget Minutes", "MSC 11302023 November 13 Budget Minutes" and "MSC 11302023 November 27 Budget Minutes".

#### **IV. General**

#### A. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

#### **B.** Approval of School Improvement Plan

#### Recommendation:

That the School Committee review for approval the 2023-2024 School Improvement Plan. Please refer to "MSC 11302023 School Improvement Plan".

#### C. 2024-2025 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2024-2025 school year. Please refer to "MSC 11302023 Draft School Calendar".

#### **D.** Approval of Donation(s)

Recommendation:

That the School Committee review for approval the following donations from St. Gabriel's Parish: Four (4) \$50 Walmart gift certificates, four (4) \$50 Shaw's gift certificates and four (4) \$50 Target gift certificates. From the Ludes Family Foundation a donation of \$500 to the Sippican Project Grow. Please refer "MSC 11302023 Sippican Project Grow Donation".

## **E.** Acceptance of New Member Districts to READS Collaborative Recommendation:

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

#### V. New Business

#### C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MSC 11302023 FY24 Financial Report Memo" and "MSC 11302023 FY24 General Operating Financial Report".

#### 2. Food Services Report

#### Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MSC 11302023 Food Service Report".

#### 3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to "MSC 11302023 Facilities Report".

#### IX. Future Business

#### A. Timeline

Marion School CommitteeJoint School CommitteeJanuary 4, 2024January 18, 202416 Spring Street133 Marion RoadMarion, MA 02738Mattapoisett, MA 02739

#### **Future Agenda Items**

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

#### **XI. Information Items**

#### Recommendation:

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

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

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

#### September 14, 2023 REGULAR MEETING MINUTES 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Thursday, September 14, 2023 and called to order by Chairperson Nye, at 6:32pm.

**SCHOOL COMMITTEE MEMBERS PRESENT:** April Nye, Chairperson, Mary Beauregard (arrived at 6:39pm), Nichole Nye McGaffey, Michelle Smith and Nichole Daniel (all in-person).

#### SCHOOL COMMITTEE MEMBERS ABSENT: None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning; Howard Barber, Assistant Superintendent of Finance & Operations; Kristine Lincoln, Interim Director of Student Services; Marla Brown, Principal; Peter Crisafulli, Assistant Principal; Melissa Wilcox, Recording Secretary (all in-person); staff, parents, members of the press and public.

#### Meeting was called to order at 6:31pm.

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.* 

#### **Recognition Presentation**

The school committee and administration welcomed and recognized the following new staff: Kristine Lincoln, Interim Director of Student Services Teah Keogh, ELL Specialist Makayla Bumpus, Instructional Assistant Nadeen Mardo, Instructional Assistant Cassandra Craig, Instructional Assistant Officer Jonathan Tracy, Marion Police Department – School Resource Officer

#### I. Approval of Minutes:

A. Minutes Regular Meeting Minutes – June 13, 2023 MOTION: by Ms. Smith to accept the meeting minutes of June 13, 2023 as presented SECONDED: Ms. Daniel MOTION PASSED 5:0

#### **Regular Meeting Minutes – July 26, 2023**

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of July 26, 2023 as presented SECONDED: Ms. Beauregard MOTION PASSED 3:2 (Ms. Smith and Ms. Daniel abstain)

#### IV. General

A. Opening Day

Recommendation:

That the School Committee hear an update from administration.

#### Superintendent Nelson made the following statement:

On opening day, we welcomed back our faculty and staff members to the 2023-2024 school year. Following tradition, all staff members were greeted at the ORR Campus for light refreshments and an opportunity to catch up with one another from 7:30 - 8:20am. It is always exciting when the staff from all six of our schools can come

together in one place. Many of our students who serve as AmbassadORS or Project 351 Influencers were present on campus to welcome back staff members. Next, the faculty and staff members transitioned to the high school auditorium for our opening day ceremony. First, I had the privilege of offering opening remarks to our incredible team - my comments focused on our purpose as educators and the opportunities that a new school year brings. Dr. Fedorowicz then shared with the audience the happenings in teaching and learning and what the upcoming year will bring from a teaching and learning perspective.

Next, we spent time recognizing the service of our educators and staff members from across our schools. As you recall, you heard about some of the milestones ORR staff members hit earlier this evening. Of particular note, Margaret DeMello at Old Hammondtown School is currently at 49 years of service and counting! We also spent time introducing new members of the faculty and staff during our opening day ceremony - as it is important to provide a warm welcome to our new colleagues. From there - Niah Gonzales, a 6th grade student from Sippican School took over the podium. Niah is a Project 351 Influencer and simply an amazing young lady. Simply put - she provided a powerful keynote speech to the audience regarding the important roles our faculty play in the lives of our students. After watching Niah speak - I have no doubt that our community will continue to hear more and more about this young leader. Niah also introduced our closing speaker Mr. Steve Gross from the Life is Good Company. Steve spent valuable time with our educators discussing the power of optimism - while acknowledging the incredibly hard and complex work our teachers and staff take on each day for our students. Just as planned - Mr. Gross met the mark by setting a positive tone for the school year - challenging us all to look for the opportunities in all situations that can lead to positive outcomes.

#### **B.** Approval of Student Handbook

#### Recommendation:

That the School Committee review the 2023-2024 Student Handbook.

#### Superintendent Nelson made the following statement:

Principal Brown will present the 23-24 student handbook to the school committee this evening for approval. Principal Brown presented the updates to the student handbook for 2023-2024. Please see Appendix A. MOTION: by Ms. Smith to accept the 2023-2024 student handbook with the revisions as presented. SECONDED: Ms. Beauregard MOTION PASSED 5:0

#### C. Approval of Grant(s)

#### Recommendation:

That the School Committee review for approval an OpenSciEd grant for grade 5 in the amount of \$4,100.

#### Superintendent Nelson made the following statement:

Tonight it is recommended that the Marion School Committee accept an OpenSciEd Grant Fund Code 599 in the amount of \$4,100. The grant allocation allows for training costs, covers substitute costs, and supplies and materials.

MOTION: by Ms. Daniel SECONDED: Ms. Nye McGaffey MOTION PASSED 5:0

#### **D.** Approval of Donation(s)

#### Recommendation:

That the School Committee review the following donation(s Superintendent Nelson made the following statement: *One large red book cart (double-sided) and cart cover to the Sippican Library from community member Bernadette Kelly.* MOTION: by Ms. Nye McGaffey to accept the large red book cart as presented SECONDED: Ms. Daniel MOTION PASSED 5:0

*The next, a donation of \$765 to the Sippican School Music Account from VASE - the 22-23 sixth grade parent group.* 

MOTION: by Ms. Smith to approve the donation of \$765 from VASE as presented SECONDED: Ms. Beauregard MOTION PASSED 5:0

V. New Business

#### C. Business

#### 1. Financial Report

Mr. Barber reported that the Marion School District has closed its Fiscal Year June 30, 2023 year-end with remaining funds in the amount of \$16,617.07 in the Bristol County Agricultural High School fund and the general funds remaining were \$13,844.54.

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

- It is my pleasure to announce that the state of Massachusetts is 8th in the country to provide Universal Free School Meals to All students regardless of income permanently.
- Extra items will be available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- We had a successful summer feeding all of the district students during the Acceleration Program.
- The Food service team participated in a full day of professional development training on 08/29.
- Friendly reminder to visit the food service website orrschoolmeals.com or access the page via the school website to check out the interactive menus, add/transfer funds, or apply for meal benefits.
- Successfully passed our 1st annual Board of Health Inspection.
- We look forward to a great new school year ahead and feeding all of our children!
- Fun Fact: SY 22-23 Sippican served 12,133 breakfast meals and 37,730 lunch meals for the year!

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

- All firefighting systems have been inspected/tested including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers.
- Conducted annual air quality testing of facility.
- The boilers have been cleaned, serviced and inspected.
- Town finished excavating new rear playground site.
- Ordered EWF in support of the Sippican Garden Project.
- Conducted routine maintenance on all facility systems.

#### VI. CHAIRPERSON'S REPORT:

#### Ms. Nye made the following statement:

As I sat to prepare my first chair report for this new school year, I could not help but think of a painter's blank canvas and all the magnificent potential that it holds. Our younger learners here at Sippican Elementary are the artists to their blank canvases. They have a wonderful year planned ahead of learning new subjects, reading new books. Being exposed to new ideas and new cultures and expanding their own knowledge base. They will take new classes, learn new mathematical terms, as well as new science theories. They will be introduced to new music and new literature, new art programs and new creations, as well as new Phys Ed classes. They will deepen old friendships, as well as make new ones and have new classroom experiences together. They will have opportunities for new After Class Enrichment programs offed by VASE, as well as participate in All School Meetings and various performances and new programs through this upcoming school year. I know I personally look forward to watching them begin to work on this year's blank canvas and cannot wait to see the magnificent work that will be created throughout the school year! No matter which artistic direction each of our Sippican learners decides to take their canvas, it will be spectacular to say the least! Their shared academic experiences will help foster and create their own educational masterpieces that will last for years to come. I want to thank in advance the teachers, the paras and specialists, the administration and all of the parents, as well as countless volunteers and the school community for supporting all of our Sippican artists this year and for helping, them to further create their own educational showpiece! Without all of you, none of this would be possible. In closing, I leave you with a quote from the famous happy painter Bob Ross.... "Anytime you learn, you gain." Have a great year everyone and please know that the members of your school committee cannot wait to watch all of the masterpieces that will be created this year and we look forward to being part of that process as well! Thank you so much.

#### **CENTRAL OFFICE ADMINSTRATOR'S REPORT:**

#### Superintendent Nelson reported the following:

Superintendent Nelson thanked the administration team, faculty and staff for a successful reopening of schools. He visited each building and many classrooms throughout the day and enjoyed seeing the students back and the positive energy throughout. The administration has already participated in multiple well-attended, open house events and this is the third school committee meeting. Superintendent Nelson thanked everyone that participated in the Vision2028 Strategic Plan process, which he anticipates will be approved at the next Joint School

Committee meeting later this month. Lastly, Superintendent Nelson thanked the staff that worked with him on the new website including Mr. Barber, Erin Bednarczyk and Melissa Wilcox, along with ORCTV for their drone footage. The new website was successfully launched last month. The Superintendent's newsletter and Principal's newsletters are also available on the website and a new app is in the works for this coming school year to continue to streamline communication to families.

#### Dr. Fedorowicz gave the following updates:

#### **OpenSciEd:**

We received a grade 5 OpenSciEd grant to continue the rollout of OpenSciEd to the next grade level for materials and Professional Development. This year we are piloting two beta units Ecosystems and Matter Cycling and Matter Properties. One of our teachers, Ms. White, attended the summer training which was covered by the grant so she could start the first unit this fall. A special thank you to her for taking some time in the summer to attend professional development to kick off the year!

For grade 6, we are currently in our second year of a 3-year implementation plan piloting two additional units for a total of four this year which is still covered by the grant. This year in grade 6, we are continuing with the units of light and sound. Teachers will be attending professional development this fall for these two new units.

#### **Opening Day:**

I was at Marion to kick off the first day of school. What an amazing group of educators and students! The rooms looked fantastic- clean and inviting. Smiles and greetings all around. Students getting to their classrooms and ready to meet their teachers. Mrs. Brown, Mr. Crisafuli, teachers, support staff and custodians succeeded in a well-organized and planned first day!

#### New Teacher Induction:

New Teacher Induction was held last Thursday and we had a terrific turnout. New teachers received an overview of Teaching and Learning, Technology, and Student Support services before heading to their buildings. There were a lot of smiles and engaging conversations before making their way to their classrooms to set up. Mentors were there to support the new teachers along with principals and administrators. Thank you to the new teachers for a great day and a special thank you to the mentors, principals and administrators supporting our new teachers. I also want to thank Kim Read for the time and energy she took by creating a welcoming setup for our new teachers.

#### <u>Literacy</u>

We are really excited to start the year with a brand new reading curriculum and assessment aligned to the Science of Reading and DESE's Curate which we were able to purchase with the help of a grant last year. The new literacy materials arrived before the summer, inventoried and distributed over summer. Teachers arrived to school with brand new aligned curriculum in their classrooms!

In terms of supports and training, initial voluntary virtual training was available before summer on June 27th where we had close to 50 teachers between all 3 districts attend. For those that were not available to attend, we offered four different sessions on our first full PD day this past Tuesday. The sessions were Getting Started grades K-2, and Getting Started for grades 3-6. We also had a part II training for those that were able to attend over the summer that were also broken out by a K-2 session and 3-6 on Planning, Prioritizing, and Pacing. We are continuing to partner with the HILL and IntoReading to provide supports all year long for teachers which will include implementation supports of IntoReading, modeling and coaching, data analysis and teacher leadership meetings. Educators will also receive professional development this year on the Science of Reading. This is a very well-rounded and thorough roll-out for a new literacy curriculum.

We also had DIBELS training on our PD day for all literacy teachers. This new DESE approved literacy assessment will be administered K-6. We have a consistent assessment schedule along with dyslexia screening. We will be working with the HILL throughout the year to conduct data analysis and support small group instruction. Our new Director of Student Services will be collaborating with us throughout the year.

In walking around this week, the teachers seemed really excited about the new literacy program. I want to thank Mrs. Brown, Mr. Crisafoli, Kim Read, IT, teachers and the custodial staff for all of their hard work and organization this summer to ensure that all the materials were ready to go for the teachers and students! I also want to extend a thank you to School Committee for all of your support. It was a big undertaking last year to get us where we are today...and we will be continuing support for teachers over the next 2-3 years.

#### Ms. Lincoln gave the following report:

I would like to thank Mr. West and Mr. Letendre for their leadership in running the SAIL program and commend them on their hard work organizing, collaborating and building a successful team. This summer courses addressed topics of science, mathematics, reading and writing. Activities supports building skills in the areas of team building communication, collaboration, creativity and critical thinking. Together with the staff, they provided a positive and engaging learning environment over 6 weeks this summer.

As we open the school year, our special education team is collaborating with classroom teachers to implement accommodations and supporting access to the curriculum. They are working with students, setting a positive learning environment for the new school year.

#### PRINCIPAL'S REPORT

#### Ms. Brown, Principal of Sippican School reported the following:

Building and Grounds: I would like to publicly thank the Town of Marion and our own Gene Jones and Cody Leonardo and their teams for their hard work preparing for the beginning of the school year. Our school community is blessed to have a community that cares so much about our learning spaces.

Opening Day: The beginning of the school year kicked off with our own Niah Gonzalez (Project 351 influencer) introducing the guest speaker, Steve Gross who spoke to the district about the power of optimism. We will be focusing on his message throughout the school year.

Professional Development: Our first PD day focused on rolling out our new literacy program. Teachers gathered to wrap their heads around the new resources and assessments. Science teachers worked with Open Sci Ed materials. Other departments had a chance to begin reviewing and updating curriculum units.

Project 351: Students that took part in the Project 351 program last year started the year off right! They met at the High School to kick off the year with a pizza party, discussion with ORR Alum Noah Fernandes, and time to make posters to welcome back staff. The Sippican crew is just awesome. Stay tuned for more on their impact here at Sippican!

Open House: Our open house was attended by MOST Sippican families. Teachers welcomed families and students enjoyed connecting with friends and classmates. We appreciated Vase's welcome and support.

SRO (Officer Tracy): We are excited to welcome Office Tracy to Sippican School! He is already becoming a member of the team. He welcomed students with us on Open House night, he met with Mr. C and each grade level to be introduced to the students and to learn about expected behaviors. He has also been connecting with students at lunch, recess and reading to classes.

Playground Update: The ground is being prepared for the extension of the back playground. We look forward to the installation of the new equipment in the coming weeks.

Sippican Garden: Our collaboration with the Marion Institute is underway! The team has been working hard to clean out the garden and to build the raised beds. We will begin planning the instructional piece for our third graders in the coming weeks.

#### **VIII. School Committee**

#### A. Committee Reports

- 1. Budget Subcommittee No report.
- 2. Building Committee No report.

3. ORR District School Committee- Ms. Smith reported they met last week and discussed new staff, opening day updates, approved a donation and the pilot grant for a magnetic pouch for student cell phones. They also discussed preliminary conversations with Superintendent Nelson and Acushnet Public Schools for tuition-based high school students.

- 4. SMEC Ms. Smith reported they meet September 27<sup>th</sup>.
- 5. Early Childhood Council- Ms. Daniel reported meet in October.
- 6. READS Mr. Nelson reported they met earlier today the READS quarterly report will be shared at the next Marion School Committee meeting.
- 7. Tri-Town Education Foundation no report.
- 8. Policy Subcommittee no report.

9. School Council – Principal Brown reported they have not met yet but are in the process of elections for two open seats.

10. Equity Subcommittee- no report.

#### **IX.** Future Business

#### A. Timeline

The next meeting(s) of Committee will be held as follows:Marion School CommitteeJoint School CommitteeOctober 19, 2023 @ 6:30pmSeptember 28, 2023 @ 6:30 pm

#### 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 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on 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.

#### **Executive Session**

MOTION: by Ms. Daniel to enter into executive session at 7:07pm 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.

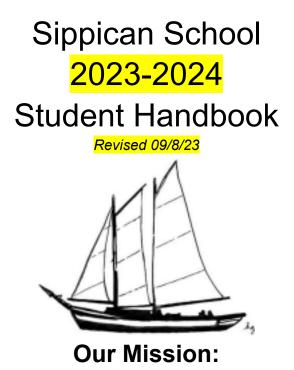
SECONDED: Ms. Smith MOTION PASSED 5:0 Roll call: Nye (yes); Beauregard (yes); Daniel (yes); Nye McGaffey (yes); Smith (yes)

MOTION: by Ms. Smith to exit executive session at 7:27pm and return to the regular meeting only to adjourn SECONDED: Ms. Beauregard MOTION PASSED 5:0 Roll call: Nye (yes); Beauregard (yes); Daniel (yes); Nye McGaffey (yes); Smith (yes)

#### ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 7:28 p.m. SECONDED: Ms. Smith Motion Passed 5:0

Respectfully Submitted, Melissa Wilcox



The Sippican School community will be responsible, respectful and kind to ensure a nurturing learning environment.

## **Our School Rules:**

Be Respectful Be Responsible Be Kind

## **Sippican Elementary School**

16 Spring Street Marion, MA 02738 (508) 748-0100 (508) 748-1953 FAX sippican@oldrochester.org

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Sippican School is a member of Massachusetts Superintendency Union #55

## **Administration**

Superintendent: Mr. Michael S. Nelson, M. Ed. Assistant Superintendent of Teaching and Learning: Dr. Sharlene Fedorowicz Assistant Superintendent of Finance and Operations: Mr. Howard Barber CPA, SFO, MCPPO Interim Director of Student Services: Ms. Kristine Lincoln, M.Ed.

## Marion School Committee

- Chairperson: April Nye Vice Chairperson: Nichole Daniel
- Mary Beauregard Nichole Nye McGaffey Michelle Smith

The **Marion School Committee** meets regularly monthly on scheduled Wednesdays throughout the school year. These meetings may be in person or remote. The purpose of the Marion School Committee is to: set strategic direction for the school system; develop, oversee, and evaluate educational policy; act as the legal agent for the Commonwealth, and represent the Marion community.

## **Sippican School Council**

The Sippican School Council was established pursuant to the Massachusetts Education Reform Act of 1993. In coordination with the principal of the school, the Council assists in the identification of educational needs of the students and in the review of the annual school budget. In addition, the Council has an ongoing responsibility to assess the needs of the school with respect to its educational goals and standards and to formulate and review annually a school improvement plan to advance these goals, to address identified needs, and to improve student performance.

The Sippican School Council meets the third Tuesday of each month, from 3:15- 4:15 p.m. Meetings will be held in person or remotely over Zoom. All are welcome to attend. Please check the posting at Town Hall or the school calendar on our website for meeting agendas each month.

## Welcome to the 2023-2024 school year at Sippican School

Dear Sippican School Families,

Welcome back to all in the Sippican School Community! We look forward to a successful year of teaching and learning.

We are thankful to families for entrusting your children to us. Sippican School will continue to be a place where students thrive under the guidance of a professional and nurturing staff.

The District continues to follow through on its strategic plan. Each child will be immersed in 21<sup>st</sup> century skills. They will be collaborating and thinking with peers as well as being immersed in developing skills related to project based learning. We are here to support families and answer any questions you may have. We look forward to working together to make this a happy, safe, and successful year.

Best,

Ms. Marla Brown Sirois, Principal Mr. Peter Crisafulli, Assistant Principal

## Important Telephone Numbers

Sippican School (508)748-0100

Central Office/Superintendent's Office (508)758-2772

ORR Junior High School (508)758-4928

ORR High School (508)758-3745

Early Childhood Coordinator/Project GROW (508)748-1863

In order to ensure the safety of our students, all doors at the school are locked during school hours.

All visitors to the school <u>must</u> report to the main office, entering through the Spring Street entrance, unless otherwise instructed for specific events. Sippican School is a smoke-free learning environment. Smoking is prohibited in the building, on the school buses, and anywhere on school grounds.

## Sippican School Staff

## 2022-2023 Administrative Staff

Marla Brown Sirois - Principal • Peter Crisafulli - Assistant Principal

• Principal's Secretary -Kristin Rego • Special Education Secretary-Lisa Daniels

• Meagan Morais, RN-School Nurse

## **Classroom Teachers**

Project Grow: Sarah Goerges Kindergarten: Lisa Horan, Melissa Rogers Grade One: Molly Cruise, Marti Medeiros, Jean Roseman Grade Two: Julie Bangs, Emily Bourgeois, Ashley Sweatland Grade Three: MaryJayne Couet, Tracy Feeney, Kimberly Souza Grade Four: Leanne Dineen, Amanda LeMarier, Susan Swoish Grade Five: Cathleen Furtado, Elizabeth Milde, Heather White Grade Six: Nicole Boussy, Erin Furfey, Bill Roseman

## Specialists:

 Jessica Barrett – Library Media Specialist • James Oliveira - Physical Education• Emmalee Sanders -Physical Education • Katie Pike - Art • Hannah Moore - Instrumental Music • Patricia Richard - General Music • Chelsey Lawrence-Enrichment

## Student Support Staff

 Mackenzie Emmons - Behavior Specialist • Maggie Francisco - School Psychologist • Tracy Anthony-Special Education • Denise Bouvette - Special Education •Emilee Cote - Special Education • Jaryd Gioiosa - Special Education •Taylor Nelson - Special Education• Debra Smith - Special Education • Stacey Riquinha - Reading Specialist • Sarah Jacques - Speech & Language • Amy Wiggin – SPED/Reading • Doreen Lopes – Early Childhood Coordinator • Michelle Ennis - School Social Worker

School Assistants / Special Needs Assistants: • Taylor Mitchell • Heidi Kilpatrick • Jenna Sylvia • Pamela Waugh-Wagoner • Lynne Frade • Jennifer Nye-Denham • Tammy Szteliga • Donna Dunn • Meghan Allen • Makayla Bumpus • Sydney Swoish • Cassandra Craig

Title I: • Lynn-Ann Dixon • Nadeen Mardo Cafeteria Staff: • Paula White • Julie Best • Noreen Mackie

Supervisor of Building Maintenance: • Cody Leonardo

## School Resource Officer

The goal of the partnership between Sippican School and the Marion Police Department is to support and foster the safe, healthy development of all students. Through the use of law enforcement resources and with the mutual understanding that school participation is indispensable, we can achieve positive outcomes for students and the larger school community.

The specific goals (related to students) of the partnership are to:

- Foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status.
- Promote a strong partnership and lines of communication between school and police personnel.
- Encourage relationship building by the SRO such that students and community members see the SRO as a facilitator of needed support as well as a source of protection.
- Offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

Any question, concern, or complaint that a member of the school community may have with respect to the SRO Program, should be handled in the following manner:

- Members of the school community may contact the building principal for support;
- Questions, concerns, or complaints should be provided, in writing (in their preferred language), to the building principal.
- The building principal may collaborate with the Superintendent of Schools and Police Chief as needed regarding any questions, concerns, or complaints.

## **General School Information**

#### SCHOOL HOURS: 8:40 AM - 3:00 PM

#### Sippican Transportation Information

#### **Bus Transportation**

Bus routes for the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Eight buses transport our students. Routes are modified slightly each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District's transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at amaralbustritown@gmail.com or (774) 507-6082 Phone: (508) 324-0551. Press 1 (for Amaral Bus Co). Then press 2 (for Tri-Town District).

*Changes in student transportation plans are strongly discouraged.* Please Contact the main office with any questions or requests.

#### Arrival

Upon entering the building, students will proceed directly to their classrooms. Students are also encouraged to get breakfast in the cafeteria before proceeding to class.

#### Departure

Students will be dismissed following the afternoon announcements. Walkers will leave the building through the Spring Street entrance. Bussers will access the buses through the Bus Loop doors.

#### Student Emergency Information or Status: Parent Notification to Sippican School

To ensure student safety, changes in family situations, addresses, or cell and telephone numbers **must be** reported to the school office *immediately.* It is important that all our records are up to date.

Please update your child's PowerSchool information as soon as possible. Feturn the Student Information Update Form, included in your opening day packet, to your child's homeroom teacher, or the school office. This information serves as an annual 'affidavit', attesting to a student's residency in our community.

Families moving from the community should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the "new" school before any records will be forwarded.

### **Attendance**

School attendance is compulsory. Attendance law states that:

- The Commonwealth of Massachusetts G.L. c. 76 sect. 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.
- Under G.L. c. 76, sect. 1, necessary absences by a student may not exceed 7 full-day or 14 half-day sessions in any 6-month period.
- Under G.L. c. 76, sect. 1, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

All Massachusetts schools are accountable for student achievement. Every Student Succeeds Act (ESSA) mandates particular indicators of success for all schools with one being "chronic absenteeism. "All students are considered "chronically absent" if they miss 10% of the school year.

Full days of attendance are essential to the learning process. If a child is to be out of school, parents/guardians should call the nurse's office at **508-748-0100** before 9:00 am on the morning of the absence. Please provide the following information in the message that you leave on the answering machine: **student's name, teacher, and reason for absence**. If a call is not received and a student is absent, the School Nurse uses the *Blackboard Connect* messaging system to contact parents/guardians at home or work. **After any absence, students should present a parent's note indicating the reason for the absence to the School Nurse.** 

Absences are "excused" for only the following reasons:

- Bereavement
- Hospitalization
- School-sponsored trip
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a note (five or more continuous absences for medical reasons must be substantiated by a physician's note).
- Weather so inclement as to endanger the health of a child

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Some excess absenteeism occurs because families take vacations during school time. This is strongly discouraged. Teachers will not provide assignments prior to vacations taken during school time. After students return to school they will be made aware of missed assignments, making them up as soon as possible. Missed assignments are factored into students' grades.

#### When Absences Exceed Three or More Days

On the THIRD day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student's home. Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more

unexcused days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and no profit agencies.

On the eighth day of an unexcused absence, the school attendance officer will be notified and a complaint for Failure to Cause School Attendance pursuant to *G.L. c. 76, sect. 2 may* be filed in Wareham District Court.

If the students' absences or tardiness occur on a regular basis and impede their academic progress, the school, as a mandated reporter, must consider filing a Child Requiring Assistance (CRS) report. Depending on circumstances, the school district may choose to file a 51A with the Massachusetts Department of Children and Families.

#### Tardiness

Tardiness negatively impacts the educational progress of all students. Therefore, the above policy will also be followed for excessive tardiness.

#### Dismissals

All dismissal policies are developed with students' learning and safety in mind. Policies are developed with input from the Sippican School Committee and town safety officials.

#### Dismissals During the School Day

No child will be dismissed from school during the day unless an authorized adult has come to the office to sign the child out. This applies to daily, or occasional, pickup arrangements. Students being dismissed before the end of the school day must bring a note to the homeroom teacher that morning. Students will be called from class *when the parent/guardian arrives*.

#### Any Change in Dismissal Routine

A note or alternative transportation forms from a child's parent/guardian must be provided before a child is allowed to leave school with any adult other than a parent or if he/she is normally transported by bus. There must be a note for each change to a child's routine. Bus changes are allowed for childcare purposes only, not for play or party dates. Parent(s)/Guardian(s) must arrange with the office beforehand for a bus switch. This restriction is in place for each child's safety.

#### **Riding Bicycles to School**

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. A blanket permission note is required before students begin riding to and from school. Bikes should not be ridden on sidewalks just outside school where children and adults are walking. Students not following safety rules may have their riding privileges revoked.

## Food Service

### School Breakfast & Lunch

The State of Massachusetts has signed into law on August 09, 2023; all children in public schools will receive 1 FREE Breakfast and 1 FREE Lunch per day, permanently.

Extra full student breakfast and lunches are available for \$2.75 for each breakfast meal and \$3.50 for each lunch per day. Milk costs \$.65. A la Carte menu choices are available at a variety of prices. *Free and Reduced Lunch Assistance* forms are sent home at the start of the school year, but applications are available at the school office and accepted throughout the year. Review them carefully and refer to these forms that are part of the opening packet to see if they pertain to you.

#### Lunch Procedure

Brief description:

- Lunch in the building cafeteria
- Students will come to the cafeteria, meal choices (hot or cold) are placed on the counter, the student takes their meal package and proceeds to the cashier.
- Students enter their lunch code.
- Children eat their meals at tables or a desk safely spaced.
- Lunch monitors clean and sanitize desks after children leave and prior to the next group entering.

#### Lunch Menus

Lunch menus will be posted on the District Food and Nutrition Website.

Free and Reduced Lunch Applications:

Families should still complete a Free and Reduced Lunch Application if you might be eligible for free/reduced meals. Each application can be downloaded and emailed to the Food and Nutrition Director or by applying online. The application for Free and Reduced Lunch can be found on the District website under Food and Nutrition Services.

Even though lunches are free, we still need to maintain our K12PaymentCenter accounts in good standing with a debitable balance. If students want an extra milk or snack, there will be a charge for those items and the student's K12PaymentCenter account will be used.

#### **Bringing Lunch from Home**

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold source.

## School Visits

All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*; office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's station. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.

Parents or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit.

## **Dress and Appearance**

School is a place where student learning is a priority. A student's attire may influence his/her attitude as well as how much he or she learns. Student dress, therefore, is expected to be in good taste, appropriate for the weather and for academic work. It is not our purpose to dictate specific dress, but rather to ensure that our students are dressed in such a way as to contribute to their success and help generate a positive learning environment throughout our school. Students are not to be attired in clothing, which compromises safety or modesty or is disruptive to the educational process.

In order to assist parents in planning for their student's school apparel, the following guidelines are presented. Students are prohibited from wearing any clothing, including masks, that contain offensive or obscene symbols, slogans or words that degrade any gender, cultural, religious, or ethnic values, clothing that contains language or symbols oriented toward violence, drugs, or alcohol.

The administration reserves the right to determine appropriateness of clothing consistent with these guidelines. A student whose clothing is determined inappropriate for school will be required to arrange for other, more appropriate clothing to be provided.

All coats, boots, sweaters, sweatshirts, backpacks, lunchboxes and hats should be clearly marked with students' names. For those of you who have seen our Lost and Found area, you know that this can be a problem. Take the time to label! This will allow items to be returned easily if lost, or avoid confusion when two items are similar. Several cases of lost clothing were donated to charity during the last school year.

#### <u>Recess</u>

All students will have outdoor recess. Only in very inclement weather is recess held indoors. Please be sure that your child is properly dressed. Decorative footwear and flip-flops can create a safety issue when students play at recess. Therefore, flip-flops or any other type of opened-toe shoes are discouraged. We strongly recommend sneakers for all students.

#### **Student Valuables**

It is strongly recommended that students do not bring large sums of money, cell phones, hand-held video games, toys or stuffed animals to school.

### **Inclement Weather: Cancellations and Delays**

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities.

We utilize the "BlackBoard" communication program that is capable of contacting all RMS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call.

Because all district schools utilize the BlackBoard system, storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station. The dispatcher reports they receive many calls that interfere with their ability to handle true emergencies.

Should the decision be made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact parents, using all emergency contact numbers within the "BlackBoard" system. In the event of a non-weather emergency, we will contact all parents using the same system.

#### **Telephone Calls**

Responsibility is an important attribute for all students. If students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the classroom telephone. Teachers' classroom phones are capable of local calling only. In cases of illness or emergency, calls will be made by the school nurse, an administrator, guidance counselor or personnel in the main office. Students will not be called to the phone for any reason. Messages will be taken in cases of illness and emergency.

#### Cell phones

A student may carry or keep a cell phone in his/her backpack **if authorized by the school office**. The phone must be shut off and kept in the child's locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents and administration. The phone may not be used to receive or send messages anytime during school hours **or on school buses**. Student phones used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

#### Homework and Independent Reading

The School Committee has established homework guidelines that all teachers follow. Your child's teacher will establish homework routines appropriate to his/her grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become "Reading Partners" with our students. Research shows the more children read, the better readers they become. We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, Student Reading Logs are sent home for students and/or parents to initial.

#### Photographs of School Activities for Local Papers

*Opt-Out Procedure for Parents Who Do NOT Want Their Child's Picture to Appear* As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way. You must make this request in writing by completing a FERPA Privacy Form, included in this packet, and returning it to the Principal before September 10th. 2021. If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website.

#### Parent Involvement/Parent Concerns

1. Being actively involved in your child's school is one way to alleviate concerns about his or her education. The parent volunteer group at Sippican (VASE) meets for an hour once a month either on Zoom or in person at the school.

2. Parent volunteers are needed to be a part of our School Council. In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993 . Section 53 of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTA, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September. The School Council meets monthly with the principal of the school and assists in the writing and implementation of the School Improvement Plan and the review of the annual school budget. Representation from primary and intermediate grade students' families, as well as special education parents (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month from 3:15-4:15 pm.

3. The Sippican School Committee sets its meeting schedule at the start of the school year, and <del>but</del> these meetings are typically <del>on the second Wednesday of each month</del> in the evening (6:30pm). Meetings are held in person and over Zoom at the Sippican School and are televised.

Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary. Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

Our principal, Ms. Marla Brown is available to all parents. Please call the school office or contact the principal directly via email: marlabrown@oldrochester.org. All teachers are accessible via the school's e-mail carrier as well. Go to our school website to access a list of those emails.

#### First Aid/Emergencies

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Marion EMS will be called for transport to the hospital.

#### **Health Information**

Make sure your child is up to date on their physical and immunizations. Talk to your health care provider and school nurse about health concerns you have for your child.

Submit emergency health information forms with correct contact information as soon as the school year begins. If your child exhibits any of the symptoms listed above during the school day they will need to be picked up from school promptly.

The Sippican School reserves the right to establish such health requirements, in a manner consistent with state and federal law, and which remain in place until rescinded by the School Committee and/or the Superintendent.

#### Health Records

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in grades 3 and 6.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

#### **Dispensing Medications**

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

#### Additional Services Available

Sippican School offers a stimulating learning environment; there is a blend of the basics such as reading, language arts, mathematics, higher order skills such as decision-making and processing, blended with a rich offering of music, art and physical education.

The academic program at Sippican School is enriched by a variety of programs offered at varying grade levels. These include:

- Title I
- Social Work/Counseling Services
- Availability of the School Psychologist
- Reading Recovery and Reading Specialist Support
- Enrichment Specialist
- Choral and instrumental music programs
- Science Fair
- Garden Club

Since we are all different with varying needs, Sippican School provides many Special Education services to students (who are eligible) including:

- Inclusive support in regular classrooms
- Pull-out instruction when warranted
- The availability of the school psychologist
- Speech and Language therapies
- Occupational and physical therapies
- School Social worker small group/individual support

## Health and Guidance Curricula

ORR District Health and Guidance Curricula have been implemented across all grade levels at Sippican. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

#### **Growth & Development**

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development (At the fifth-grade level, students will have an introduction to the human reproductive system. A parent letter will be sent out prior to the presentation).

#### Nutrition

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

#### Social & Emotional Health

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

#### • Family Life

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

#### Interpersonal Relationships

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

#### Disease Prevention & Controls

Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

#### • Safety & Injury Prevention

Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

#### Violence Prevention

Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.

#### If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.

#### Massachusetts Comprehensive Assessment System (MCAS) Testing

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2021-2022 school year will take place at the following times:

Grades 3-8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)

ELA test sessions March/April

Mathematics test sessions April/May

STE test sessions May

#### It is critical that all students be present during MCAS testing.

#### Student Records

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, Special Education records, and the like, is given to the student upon graduation or destroyed within five years after the student leaves the school system.

In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents and you will find the office staff most cooperative in this matter.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

#### **Report Cards and Parent Conferences**

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and his/her own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress.

Marking Periods	Report Cards go home
Term 1: Marks Close 11/29/23	<mark>12/8/23</mark>
Term 2: Marks Close 3/6/24	<mark>3/15/24</mark>
Term 3: Marks Close 6/6/24	<mark>6/10/24 (Day 180)</mark>

Sippican School operates on a three-term grading cycle.

Regular communication between school and home is important if we are to be successful. Conferences between parents and teachers are scheduled once during the school year, but if questions about your child's progress should arise in any curricular area, do not hesitate to initiate a conversation with teachers at any time.

#### **Promotion/Retention of Students**

It is expected that students progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

#### Student Enrichment

Sippican offers various ways for students to enrich their academic learning. Here are some examples:

- Science Fair
- Band opportunities for grades 4-6 including the FORM concert which showcases all bands in the district.
- Choral opportunities for grades 4-6 including the *FORM* concert which showcases all choruses in the district.
- After School Activities: These are a collaboration between VASE and teachers. Brochures are sent home with students before the sessions begin

#### Field Trips

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon his/her school. Misconduct will not be tolerated. A permission slip must be signed by one of his/her parents or guardians before a student can participate in the field trip. The form must be returned to the teacher in charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a field trip based on poor academic performance or inappropriate behavior.

#### Internet Use Policy

An Internet user agreement is given to students at the beginning of their elementary experience. Students and parents sign and return the agreement and it is kept on file.

#### **General Statement and School Rules**

Sippican School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling from the adults around them. Students, teachers, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Students are expected to follow the school-wide rules that follow. These rules apply at all times, in all areas of the school.

- Be Respectful
- Be Responsible
- Be Kind

The following matrix outlines Sippican School rules.

School-Wide	Typical Settings/ Contexts						
Rules/Expectations	All settings	Assemblies	Restroom	Cafeteria	Recess	Hallway	Bus
Be Respectful	*Calm and quiet bodies	*Calm and quiet bodies *Polite clapping *Still feet	*Quiet voices	*Wait quietly in line *Stay in your seat	*Take turns	*Walk single file on the right *Voices off in line	*Quiet voices *Calm and quiet bodies
Be Responsible	*Take care of materials *Do your best *Follow Directions and stay on task	*Raise a quiet hand *Listen with your whole body *Eyes on the speaker	*Think 2 2 Pumps 2 Pulls 2 points	*Use quiet voices *Raise your hand *Take only what you will eat *Eat your own food	*Use equipment safely *Keep your hands and body to yourself *Line up safely and silently when the whistle blows	*Go directly where you need to go *Have what you need *Eyes forward	*Sit facing forward in your seat *Keep things in your backpack *Walk to your bus *Keep aisles clear
Be Kind	*Treat others with respect	*Hands to yourself	*Gentle knock on stall door *One student per stall	*Help a friend in need *Say please/thank you *Hands and body to yourself	*Share *Include everyone *Use kind words	*Hands and body to yourself	*Kind words *Hands and body to yourself

#### Sippican School Wide Behavior Expectations

Most of the expectations stated in this handbook are district-wide policies. Within Sippican School, an office referral form is available for teachers to fill out when a student needs to go to the office for disciplinary reasons. This form allows teachers to communicate the particular offense. Students who are referred to the office for serious offenses will meet with the principal, assistant principal. Consequences vary depending on the offense. *Classroom teachers implement the Responsive Classroom curriculum to proactively teach and reinforce courtesy, assertion, responsibility, empathy, and self-control (CARES).* 

#### **Party Invitations**

In keeping with Sippican's kindness philosophy, and not wanting any child to feel hurt or excluded, we remind parents of the insensitive practice of students bringing party invitations to school. It puts students

who are not invited (and many times the student doing the inviting) into unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day unless ALL students in the class are being invited.

#### School Staff Role in Establishing High Behavioral Expectations

Teachers and support staff model and reinforce positive behavior and compliance with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

Teachers follow all disciplinary steps outlined in their program on a consistent basis. This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents who have ongoing concerns about a student's behavior have several sources of support including the School Adjustment counselor and Administration.

#### **Responsive Classroom**

Sippican School utilizes the Responsive Classroom approach in supporting our students in the learning process. All Sippican teachers participate in Responsive Classroom training.

Responsive Classroom is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important. Elementary and middle school teachers create an environment that responds to all of those needs so that your child can do his or her best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active,

interactive, appropriately challenging, purposeful, and connected to students' interests. 2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers. 3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

#### **Bullying**

In the spring of 2010 the legislature and governor enacted an anti-bullying law that impacts all schools in Massachusetts. Bullying is defined as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. The law recognizes bullying as any repeated word, look, sign, or act that hurts a person's body, feelings, or things. All staff members will receive training during this year that will better equip them to deal with students' needs in this area. We recognize each student for his or her unique qualities, attributes, and characteristics. We embrace the differences among all students and will continue to foster an environment of acceptance with an appreciation for those differences.

#### **Discrimination**

The Old Rochester Regional School District, including Sippican School, adheres to the following Anti-Racism Resolution:

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for

#### ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, anti-racism, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to impact our public and private institutions;

RESOLVED: that Marion, Mattapoisett, Old Rochester Regional and Rochester School Districts and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is actively anti-racist.

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a pubic school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

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

#### **Harassment**

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school related event, function or activity relating to an individual's action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

#### Retaliation

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

#### **Hate Crime**

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a

physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

#### **Bullying Prevention & Intervention Policies**

• Everyone has the right to feel safe in and out of school. Any form of bullying or cyberbullying is forbidden in any location. *Bullying* refers to repeated, intentional acts of physical or mental cruelty or intimidation between two people who are unequal in real or perceived social power. Targets of school bullies may be perceived as "different" in either subtle or noticeable ways. Bullying is *not* simply "conflict". The most common type of bullying is verbal or psychological but technological advances in our society mean that the next most common type of bullying is, or soon will be, written in the form of cyber bullying.

• Every reported act of bullying will be investigated, action will be taken where necessary, and parents will be notified. The school can investigate any bullying or cyberbullying that occurs on or off school grounds if it is having an apparent impact on the student's education.

• School disciplinary actions will be taken if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, disrupts the education of the victim or disrupts the orderly operation of the school.

• Disciplinary actions range from a warning to after school detention, an in or out of school suspension, and may include notifying police.

• Targets must seek help from an adult. Reports of bullying can be made to parents, guardians, principals, teachers, counselors, or any trusted adult. The adult will immediately inform the principal and an investigation will begin. It is important to note that a member of the school staff may be named as the "aggressor" or "perpetrator" in a bullying report. For example, the following staff members (but not limited to) could be named: educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extracurricular activity or paraprofessional.

• Retaliation is prohibited against a person who witnesses and reports bullying, provides information during an investigation, or has reliable information about bullying.

#### School Contacts

- Marla Brown, Principal (508) 748-0100 marlabrown@oldrochester.org
- Peter Crisafulli, Assistant Principal petercrisafulli@oldrochester.org
- Michelle Ennis, School Adjustment Counselor michelleennis@oldrochester.org
- Maggie Francisco, School Psychologist maggiefrancisco@oldrochester.org

#### Video Cameras

The School Committee, after carefully considering the privacy rights of students and drivers and the District's duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

#### School Bus Conduct Rules

1. Treat your bus driver and other passengers with respect and courtesy.

2. Get on and off the bus by moving slowly and safely.

3. Passengers must be seated at all times with their feet on the floor, and facing forward. 4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.

5. Arms and heads must be kept inside the bus.

- 6. Windows may be open only by the bus driver or with his/her permission
- 7. Aisles must be kept clear at all times.
- 8. Profane and bullying language is forbidden.
- 9. Horseplay is unsafe and forbidden.
- 10. Throwing objects is unsafe and forbidden.

#### **Bus Discipline Policy**

The driver to the offending student, school principal and the student's parents in writing will report violations of bus rules promptly. Violations may result in the loss of bus privileges or application of discipline sanction up to and including suspension.

1st Offense – Warning 2nd Offense – **Assigned Seat at Front of Bus**– *This will be strictly enforced in conjunction with changes to our bullying policy* 3rd Offense - **5-day bus suspension** 

Repeated Offenses\* - Consideration of permanent exclusion

\*Including exclusion from the bus for the balance of the school year. Complete copies of the Transportation Policy are available upon request and for all new incoming students. 19

The Old Rochester Regional School District has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. are advised that school buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Copies of the Old Rochester Regional School District Bus Policy are available at the Sippican office or by visiting the link below.

http://z2policy.ctspublish.com/masc/Z2Browser2.html?showset=oldrochesterset

#### Old Rochester Regional District-Wide Behavioral Guidelines

#### **Expectations**

Expectations for behavior are necessary in order to guarantee that those who do not respect these rights do not interrupt the educational rights and privileges of well-behaved students. Rules are needed to ensure students' cooperation and responsible behavior. Self-control and consideration of others are the key components.

Students must behave appropriately and accept the leadership of teachers, school officials and others who have been assigned such responsibilities. Students must also adhere to school regulations on the way to and from school, on school grounds, on school buses, during extracurricular activities, or any time while under the school's supervision. Students may be disciplined for other behavior, which directly or indirectly impairs the educational process or good order of the school.

#### **Due Process/Suspension and Expulsion**

Teachers, administrators, and other authorized staff ordinarily will discipline students for inappropriate behavior. Consequences may include verbal warning, "time out", and notification to parents, referral to the principal, and/or detention. More serious cases, such as disrespectful language, stealing, destruction of property, fighting, drug possession and/or abuse, and possession of dangerous objects, will be referred to the administration, who may impose discipline, including suspension and/or expulsion, as provided by law.

Before a student is removed from the school for disciplinary reasons, the student will be provided with notice and a hearing, except that a student may be immediately removed from school if the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In such circumstances, the notice and hearing will follow the initial removal from school.

Notice and hearing will consist of the following: the designated disciplinarian will give the student and/or parent/guardian oral notice of the charges against him/her, and an opportunity to present his/her version of the facts. If the designated disciplinarian thereafter decides to suspend or expel the student, the student will be informed of the length of the suspension or expulsion.

The parent will be notified of the hearing and will be permitted to attend.

#### **Sexual Harassment**

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of his/her participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If a student or employee believes that s/he has been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that s/he has witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable. A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment will be accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

#### **Special Offenses**

Massachusetts General Laws, Chapter 71, Section 37H

G.L. Chapter 71, §37H	G.L. Chapter 71, §37H ½	G.L. Chapter 71, §37H ¾
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Offenses:	Offenses:	Offenses:
On school premises or at school-sponsored events or activities: • Possession of a	1. A felony charge or felony delinquency complaint against a student.	Any offense that is not addressed in 37H or 37H <sup>1</sup> / <sub>2</sub> .
<ul> <li>dangerous weapon</li> <li>Possession of a controlled substance</li> <li>Assault on a member of the educational staff</li> </ul>	2. Conviction, adjudication, or admission of guilt with respect to such felony.	

#### **Consequence:**

- Exclusion for amount of time up to expulsion;
- Principal may suspend and not expel as he or

#### she deems appropriate

#### **Due Process:**

Constitutional due process;
 Prior notice to student of charge and written notice of right to hearing;

 Right to representation at hearing; and to present evidence and witnesses at hearing.

#### Consequence:

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal *if* the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.

2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) *if* the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.

## Due Process (for either suspension or expulsion):

 Constitutional due process;
 Written notice of the charges and of the reasons before the suspension takes effect;

- Principal may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the
  - superintendent;
    Suspension remains in effect pending appeal to the superintendent.

#### Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the
- student in learning.
- Consequences other than suspension may draw from evidence- based
- strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

#### Due Process:

 Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect.
 Consult 603 CMR 53:08 for details on notices.
 Consult 603 CMR

• Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process

• Explicit requirement to translate notice of the

charges and the reasons
in primary language of
the home if other than
English, or other means
of communication where
appropriate.
<ul> <li>Principal must make</li> </ul>
and document
reasonable
efforts to include the
parent in
meeting/hearing with the student.
Principal must
audiotape the
hearing if requested
by the parent and all
those attending the
hearing must be
informed of the taping.
<ul> <li>Following hearing,</li> </ul>
principal must provide a
written decision; and if a
long-term suspension
imposed, must inform
student and parent in
writing of the right to
appeal to the
superintendent and the
process to be followed;
translate notice of
appeal rights in
primary
language of the home, or
other means of
communication where
appropriate.
Before any
out-of-school
suspension of a
student
in preschool or grades K
– 3, principal must notify
superintendent in writing
of the alleged
misconduct and the
reasons for
suspending the student
out-of-school.
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Appeal from Principal's Decision:	Appeal from Principal's Decision to Suspend or	Appeal from Principal's Decision
	to Expel:	
		Timeline for
		requesting appeal: written request

- Right to appeal expulsion decision to superintendent
  - Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence.
- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
  - Superintendent must hold hearing within 3 calendar days of receipt of request and issue a decision
  - within 5 calendar days.Superintendent may
    - Superintendent may overturn or alter the decision.

A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense. not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted. • The superintendent must hold hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent. • The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing. • The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped. • The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

Provision of Education Services:	Provision of Education	Provision of Education
	Services: Same	Services: Same
Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to make up assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and the parent with <b>a list</b> of alternative educational services. See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.	Services: Same	Services: Same

Discipline Collection and Reporting: • Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services • Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate • Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year. • Create a plan to address disparities if Commissioner determines that school or district discipline data reflect significant disparities by race	Discipline Collection and Reporting: Same	Discipline Collection and Reporting: Same
that school or district discipline data reflect		

#### Procedure for the Discipline of Students With Disabilities

If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long-term suspension or expulsion may not be imposed.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will (1) enable the student to continue to participate in the general curriculum, (2) enable the student to receive services listed in the last agreed upon IEP, and (3) include any services and modifications designed to address the student's behavior. The parents have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

#### Procedural Requirements Applied to Students not yet determined to be Eligible for Special Education:

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

a. The parent had expressed concern in writing; or

b. The parent had requested an evaluation; or

c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. d. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

#### Conflict of Interest Law and Gifts for Teachers

The Commonwealth's conflict of interest law,G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of 'substantial value'\* which is given for or because of an official act or act within the public employee's official responsibility. Similarly, under section 3(a), no one may give or offer such gifts to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state's general laws and language surrounding gifts.

### \*Anything worth \$50.00 or more is considered to be "of substantial value" for the purposes of the conflict of interest law.

The full content of the State Ethics Commission law is available from the school office or online at http://www.mass.gov.

#### MARION SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

October 30, 2023 at 3:30 p.m.

#### COMMITTEE MEMBERS PRESENT: April Nye and Nichole Nye McGaffey

**ADMINISTRATORS PRESENT**: Michael S. Nelson, Superintendent of Schools, Howard Barber, Asst. Superintendent of Finance & Operations, Marla Brown, Principal, Sippican School and Melissa Wilcox, Executive Assistant to the Superintendent.

Ms. Nye called the meeting to order at 3:35 p.m.

#### **SUMMARY OF DISCUSSION:**

Superintendent Nelson introduced the FY25 budget process with an overview of steps taken so far including working with department heads and principals to review projected costs and numbers as of today, which is early in the budget season. Mr. Barber reviewed with the School Committee the FY25 budget development instructions, executive summary process and request forms. He provided a summary of the anticipated budget line increases including state mandates and contract obligations. Principal Brown explained each of her budget requests including proposed personnel changes, new programs or significant changes to existing programs. The school committee members provided initial feedback, which included thanking the administration for their initial FY25 budget work.. They expressed concern as there are many needs to be met to best serve students along with transportation and special education cost increases. Superintendent Nelson closed discussions explaining that the administration will be gathering additional needs from administrators, which will be brought forward at the next meeting.

Meeting was adjourned at 4:39 p.m. Motion to adjourn by Ms. Nye. Motion seconded by Ms. Nye McGaffey. Motion Carried 2-0.

Respectfully submitted,

M-N~

Michael S. Nelson Superintendent

#### MARION SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

November 13, 2023 at 2:30 p.m.

**COMMITTEE MEMBERS PRESENT:** April Nye and Nichole Nye McGaffey

**ADMINISTRATORS PRESENT**: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Marla Brown, Principal, Sippican School and Melissa Wilcox, Executive Assistant to the Superintendent.

Ms. Nye called the meeting to order at 2:34 p.m.

#### **SUMMARY OF DISCUSSION:**

Superintendent Nelson welcomed the school committee members. Mr. Barber presented an overview of the current summary sheet, along with the Proposed FY25 Superintendent's Budget. He explained staffing is level in the proposed budget and major fiscal changes are reflective of increasing transportation, special education, salary related to staffing, technology and facilities expenses. The school committee members provided feedback and discussed next steps including inviting town representatives (finance committee liaison) to the next meeting for an initial discussion on projected school expenses in FY25.

Meeting was adjourned at 3:08 p.m. Motion to adjourn by Ms. Nye McGaffey Motion seconded by Ms. Nye Motion Carried 2-0.

Respectfully submitted,

M-N~

Michael S. Nelson Superintendent

#### MARION SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

November 27, 2023 at 3:30 p.m.

#### COMMITTEE MEMBERS PRESENT: April Nye and Nichole Nye McGaffey

**ADMINISTRATORS PRESENT**: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Marla Brown, Principal, Sippican School and Melissa Wilcox, Executive Assistant to the Superintendent.

**OTHERS PRESENT:** Shay Assad, Marion Finance Committee Member

Ms. Nye called the meeting to order at 3:36 p.m.

#### **SUMMARY OF DISCUSSION:**

Superintendent Nelson welcomed the school committee members and Mr. Assad (finance committee liaison). He thanked Mr. Assad for joining this meeting to start the process and open communication between the budget subcommittee and town officials. Superintendent Nelson explained the current proposed budget is level service and the major budget drivers for this budget include special education, transportation, technology and facilities expenses. Principal Brown reviewed the priority requests from her perspective to better support students and meet their educational needs. Mr. Assad inquired about enrollment projections, current student needs as impacted by the pandemic and suggested including the priority requests to the budget and sharing the documents with him for review. He proposed discussing this information with the finance committee and finance manager in the near future. Ms. Nye and Ms. Nye McGaffey agreed with Mr. Assad and thanked him for his willingness to advocate for the schools in a difficult financial environment.

Meeting was adjourned at 4:05 p.m. Motion to adjourn by Ms. Nye McGaffey Motion seconded by Ms. Nye Motion Carried 2-0.

Respectfully submitted,

M~N~

Michael S. Nelson Superintendent



# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



### 2023-2024 SIPPICAN SCHOOL DRAFT IMPROVEMENT PLAN

#### MISSION The mission of our school system is to inspire all students to think, to learn, and to care. VISION The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens. CORE VALUES The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens. Our school community will inspire us to: THINK: Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication. LEARN: Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning. CARE: Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

	THEORY OF ACTION
IF WE	•••
	implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate
AND	
	expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered
AND	
	enhance our multi-tiered, comprehensive systems of support in all schools
AND	
	provide an inclusive and supportive climate and culture for all school community members
AND	
THEN	promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment WE WILL

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

		ST	RATEGIC OBJECT	IVES	
1. & 2. Teaching & Learning Suppo			3. ort Systems	4. Climate & Culture	5. Safe Schools
	<b>1: Teaching &amp; Learnin</b> able, cohesive curric		our Portrait of the	Graduate in all schools.	
Strategic Initiatives	Person(s) Responsible	Level-based Goal	A	ction Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan. (multi-year)	Office of Teaching and Learning, principal, teachers	In collaboration with the Hill for Literacy, implement the Into Reading core literacy program which is a piece of	<ol> <li>Provide Into Reading resources to teachers</li> <li>Provide PD to staff members around implementation of the Into Reading program through Houghton Mifflin Harcourt</li> <li>Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction</li> </ol>		<ol> <li>Teachers have resources for implementation</li> <li>PD offerings in SMART PD</li> <li>Monthly agendas from Hill for literacy</li> </ol>

		the district literacy action plan.		
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction. (multi-year)	Office of Teaching and Learning, principal, teachers	In collaboration with the Hill for Literacy, develop a literacy assessment plan to measure student literacy achievement.	<ol> <li>Establish a District Literacy Leadership team that will collaborate to set assessment plan/schedule</li> <li>Administer literacy assessments</li> <li>Conduct data meetings to analyze literacy data and inform instructional practices</li> </ol>	<ol> <li>DLLT roster and agendas November -June</li> <li>Student benchmark data rosters available for data meetings and progress monitoring meetings</li> <li>Agendas for meetings as well as instructional focus data to drive instruction and guide intervention</li> </ol>
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments. (multi-year)	Office of Teaching and Learning, Instructional Council	The district Instructional Council, including representatives from Sippican School, will continue the work of auditing and updating content in our curriculum management system.	<ol> <li>Instructional Council will meet throughout the year to plan for auditing and updating curriculum content</li> <li>Departments/grade level leaders will update courses/units following parameters set by Instructional Council</li> </ol>	<ol> <li>Instructional Council agendas reflect audits and updates made to units</li> <li>Content updates are available to teachers in our curriculum management system</li> </ol>

Strategic Objective #2: Teaching & Learning

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

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (multi-year)	Office of Teaching and Learning, Instructional Council, teachers	The district Instructional Council will provide input on the 2023-2024 professional development planning. All staff will provide feedback at the end of each PD day to be used in revising follow up professional development.	<ol> <li>Data from staff surveys will be used to plan for professional development offerings</li> <li>Instructional Council will provide input on department/grade level needs for professional development</li> <li>District administration in collaboration with consultancies (ex The Hill and Open Sci Ed) will use data points and input from stakeholders to plan cohesive professional development to staff</li> <li>Participants in PD offerings will submit surveys to document their experiences in PD sessions to help improve future professional development</li> </ol>	<ol> <li>Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators</li> <li>IC agendas reflect input shared out with grade levels and departments</li> <li>PD plans reflect input from our consultancies</li> <li>Surveys prepared and uploaded to SMART PD for educators to complete at the end of each PD session</li> </ol>
2.5 Provide professional development to support and implement adoption of current Literacy Action Plan. (multi-year)	Office of Teaching and Learning, principal, teachers	Sippican School staff will participate in literacy professional development related to SOR and implementation of the core literacy program.	<ol> <li>Provide PD to staff members around implementation of the Into Reading program through Houghton Mifflin Harcourt</li> <li>Provide monthly support to teachers through the Hill for Literacy around best practices in literacy instruction</li> <li>Through The Hill for Literacy, staff members will complete SOR (Science of Reading) training to understand up to date research around how the brain encodes and decodes</li> </ol>	<ol> <li>HMH provides PD sessions</li> <li>Hill Implementation meeting agendas reflect the coverage of critical components of the Into Reading series</li> <li>SOR modules are provided to teachers during portions of PD and early release days</li> </ol>
<b>Strategic Objective #</b> Strengthen the mult		hensive academic, beł	navioral, and social emotional systems of suppo	rt in all schools.
Strategic	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
4.1 Implement and sustain evidence-based approaches to teaching and discipline that	Principal, teachers	The Sippican School community will collaborate to promote the development of strong academic	<ol> <li>Responsive Classroom techniques including: Morning meeting, school &amp; classroom rules, behavior supports, restorative practices, and establishing hopes and dreams will be implemented school wide</li> </ol>	<ol> <li>Review expectations at BOY Staff meeting and monthly All School Meetings (ASM)</li> </ol>

promote the development of strong academic and social skills for all students. (multi-year)		and social skills for all students.	2.	PBIS strategies including a school wide behavior matrix and positive behavior reinforcements will be implemented school wide Second Step social emotional programming will be provided to all students K-6 for one term of the school year by the clinical team and reinforced in each classroom. Update letters will also be sent to families as content is covered	2. 3.	Time provided on staff meeting agendas to review and share ideas related to best practices including sharing RC success stories Behavior matrix updated and added to the student handbook: SC acceptance and parent sign off documented Scope and sequence followed and families receive reinforcement letters to follow through with students
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. (multi-year)	Principal, VASE Members, School Staff, Community Groups	Sippican school administration will consistently communicate with the school community through weekly update emails to promote school community engagement.		Weekly SMORE updates (SWO) will be sent to families Sundays at 3:00 Families will be informed of monthly All School Meetings in a timely manner so that they will have the opportunity to attend should they choose to do so School events including: parent teacher conferences, Science Fair, Art Show, ACE programming, fundraisers and band/chorus concerts will be included in the SWO to ensure that families have a chance to plan for and participate in events	2.	SMOREs sent weekly to update staff and families of upcoming happenings The SMORE will be posted on Facebook weekly by the end of the year ASM times and content are shared with families monthly SWO monthly calendars are maintained and included in the weekly SMORE
4.4 Utilize student voice, student engagement, and student leadership skills to guide and	Enrichment teacher, principal, Project 351 leadership students and	Sippican students, with the support of staff members, will enhance	1.	Project 351 will be open to grades 4-6. Student "Influencers" will attend four training sessions to understand their roles. Monthly	1.	Trainings for students occur at the JHS/HS Students present content at monthly ASMs

enhance a respectful and successful learning environment for all. (multi-year)	support staff	student voice through school and district leadership opportunities.	3. 4.	times will be offered for planning for student voice at All School Meetings Kindness Crew (grade 6 students) will meet weekly to organize, plan, and implement messaging and inclusive projects across the school Junior Reporters (grade 5 students) will meet with ORCTV staff to learn about broadcasting, tape new desk reports and prepare for their part in monthly All School Meetings School Newspaper (grade 4) "reporters" along with school staff and an ORR AmbassadOR will meet weekly/monthly to organize and collaborate on articles for our NEW school newspaper 4th, 5th and 6th grade students will assist K students as "Kindergarten Buddies". They will support the arrival and dismissal at buses. They will also support at ASM and read to students in the classes.	3.	Kindness Crew messaging will be delivered to the school community at least monthly Vimeo videos will be shared at ASMs and on the SWO when appropriate School Newspaper will be shared with the school community quarterly 4th, 5th and 6th grade students will assist K students and be recognized for their efforts at a spring ASM
4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.	Principal, teachers	Sippican staff will participate in professional development related to tracking and improving student behavior and discipline.	2. 3.	School Administration will provide an overview of the tracking system in the opening days of school Follow up discussions at monthly staff meetings will be provided (as needed) to clarify and streamline processes Our school behavior matrix will be reviewed as needed for updates and clarity Responsive Classroom techniques and supports will be reviewed for school wide support and consistency in addressing behavioral needs	2. 3.	reflect time spent reviewing the system

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)		
5.1 Provide professional physical and cyber safety and security practices. (multi-year)	District Business Office, District Tech Team, SRO, First Responders principals, teachers	Sippican staff will participate in physical and cyber safety practices to reinforce best practices in supporting building and cyber safety.	<ol> <li>Cyber security training will be provided to staff to ensure continued safety with our use of the district email system</li> <li>ALICE trainings will be conducted with staff and students during the school year with the support of local first responders</li> <li>Fire Drills will be conducted during the school year with the support of local first responders</li> <li>District administration will update the Crisis Manual that provides guidance of procedures in emergency situations</li> </ol>	<ol> <li>Trainings are sent (through email) and completed by selected staff members</li> <li>Staff training occurs in the fall with follow up as needed with staff and then with the students during a school day</li> <li>Fire drills are conducted with the support of the Marion Fire Department</li> <li>Updated manual shared with The Leadership Council to be followed in emergency situations</li> </ol>		
5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations. (multi-year)	District Business Office, Superintendent's Office, Principal	Building and district departments/ administration will collaborate to understand and document short and long term building needs (capital planning) to be shared with town leadership.	<ol> <li>School administration will meet with the district administrative department heads to target areas of need in the building</li> <li>School and district administration will meet with town officials to walk the building and view areas of need</li> <li>Items agreed upon will be added to the town's capital improvement planning</li> </ol>	town leadership 2. Building walk occurs with		

#### OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 DRAFT School Calendar 2024-2025

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2/17 - P	resident	s' Day			8:40 a.m.	to 2:57 p	o.m.		Sippican	School 508-748	3-0100					
4/21- Pa	atriots' D	ay			Rocheste	r Memor	ial Schoo	ol:	Center S	chool 508-758-2	2521					
5/26 - N	lemorial	Day			8:40 a.m.	to 3:00 p	o.m.		Old Ham	mondtown 508-	758-6241					
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10/30/23

Sippican Project Grow

SECUR Oct 30, 2023 002021 Bocurity loatures included. 😚 ORIGINAL DOCUMENT HAS A SECURITY VOID BACKGROUND PANTOGRAPH, MICROPRINTED BORDER - SEE REVERSE SIDE FOR COMPLETE SECURITY FEATURES 📅  $\hat{m{G}}$  this document contains heat sensitive ink. Touch of press and red image disappears with heat. Schwab One Charles Schwab The Bank of New York Mellon 1 Wall Street New York, NY 10286 62-15/311 LUDES FAMILY FOUNDATION PO BOX 417 MARION, MA 02738 Five Hundred and 00/100 Dollars Sippican Project Grow RE: Grant -PAY TO THE ORDER OF 

002021

\$500.00



#### ACCEPTANCE OF NEW MEMBER DISTRICTS TO READS COLLABORATIVE

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

Pursuant to Section IX: Procedure and Timeline for Admitting New Member Districts as outlined in the READS Collaborative Agreement:

\_\_\_\_\_, by a vote of our School Committee,

School District

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

Date Vote Taken

Signature of Chairperson

Once completed, please mail, fax or email this signature page to:

READS Collaborative Attn: Michelle Holden 105 East Grove Street Middleborough, MA 02346 (508) 946-1088 (fax) miholden@readscollab.org

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

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

### **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: November 27, 2023

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 November 30, 2023

#### For the purpose of our Financial Forecasting:

The Marion School District currently has \$645,740 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
- \$ <u>\$ 6,020,453</u> Obligations Paid or Encumbered Year to Date
- > <u>\$ 645,740</u> Remaining Available Funds

FY23-24 APPROVED	BUDGET			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🗌 Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	-	—		—		,	
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % B
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	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00
01.302.001.1110.05.36	SUPPLIES	\$1,600.00	\$400.00	\$400.00	\$1,200.00	\$0.00	\$1,200.00	75.00
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00
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	\$400.00	\$400.00	\$8,075.00	\$0.00	\$8,075.00	95.28
01.302.004.1210.01.02	SUPERINTENDENT	\$30,712.00	\$11,292.21	\$11,292.21	\$19,419.79	\$22,337.53	(\$2,917.74)	-9.50
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,762.00	\$3,688.10	\$3,688.10	\$8,073.90	\$6,965.72	\$1,108.18	9.42
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$0.00	\$0.00	\$2,300.00	\$0.00	\$2,300.00	100.00
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	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$50.22	\$50.22	\$1,449.78	\$0.00	\$1,449.78	96.65
01.302.004.1210.06.37	TRAVEL & CONFERENCES	\$3,660.00	\$0.00	\$0.00	\$3,660.00	\$0.00	\$3,660.00	100.00
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$20,764.00	\$8,087.32	\$8,087.32	\$12,676.68	\$15,271.62	(\$2,594.94)	-12.50
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$7,906.00	\$2,750.01	\$2,750.01	\$5,155.99	\$4,763.63	\$392.36	4.96
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$25,265.00	\$8,835.86	\$8,835.86	\$16,429.14	\$15,867.39	\$561.75	2.22
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$29,730.00	\$10,080.85	\$10,080.85	\$19,649.15	\$17,857.58	\$1,791.57	6.03
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$7,341.66	(\$7,341.66)	0.00
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,318.00	\$4,238.34	\$4,238.34	\$8,079.66	\$0.00	\$8,079.66	65.59
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	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00
01.302.004.4130.04.15	TELEPHONE	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00
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	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00
	Dept: SUPERINTENDENTS OFFICE - 004	\$161,077.00	\$49,022.91	\$49,022.91	\$112,054.09	\$90,405.13	\$21,648.96	13.44
01.302.007.2210.01.02	PRINCIPAL	\$124,656.00	\$50,927.80	\$50,927.80	\$73,728.20	\$69,447.01	\$4,281.19	3.43
01.302.007.2210.01.05	ASST PRINCIPAL	\$108,215.00	\$44,210.98	\$44,210.98	\$64,004.02	\$60,287.67	\$3,716.35	3.43
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$41,886.00	\$12,767.12	\$12,767.12	\$29,118.88	\$28,726.03	\$392.85	0.94
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,087.00	\$3,804.95	\$3,804.95	\$4,282.05	\$11,486.53	(\$7,204.48)	-89.09
01.302.007.2210.04.33	ASSOCIATION DUES	\$1,300.00	\$600.00	\$600.00	\$700.00	\$0.00	\$700.00	53.85
01.302.007.2210.05.22	SUPPLIES ADMINISTRATION	\$3,000.00	\$2,975.67	\$2,975.67	\$24.33	\$11.98	\$12.35	0.41
01.302.007.2210.05.23	SUPPLIES COPYING	\$4,800.00	\$0.00	\$0.00	\$4,800.00	\$4,800.00	\$0.00	0.00
01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$6,000.00	\$5,681.32	\$5,681.32	\$318.68	\$74.95	\$243.73	4.06
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$420.41	\$420.41	\$1,479.59	\$979.59	\$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 01.302.007.4230.04.28	PRINCIPALS TECHNOLOGY MAINTENANCE OF EQUIPMENT	\$1,000.00 \$2,000.00	\$0.00 \$915.75	\$0.00 \$915.75	\$1,000.00 \$1,084.25	\$0.00 \$1,584.25	\$1,000.00 (\$500.00)	100.00
01.302.007.5260.06.38	POSITION BONDS	\$2,000.00	\$0.00	\$915.75	\$200.00	\$1,584.25	\$200.00	100.00
01.302.007.5300.04.28	COPIER RENTAL	\$200.00	\$4,340.93	\$4,340.93	\$200.00	\$11,059.07	(\$1,400.00)	-10.00
01.302.007.3300.04.20	Dept: SCHOOL ADMINISTRATION - 007	\$317,544.00	\$126,644.93	\$126,644.93	\$190,899.07	\$188,457.08	(\$1,400.00) \$2,441.99	0.77
01.302.010.2305.01.03	TEACHERS	\$1,742,805.00	\$444,738.00	\$444,738.00	\$1,298,067.00	\$1,209,743.00	\$88,324.00	5.07
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$21,158.50	\$21,158.50	\$28,841.50	\$0.00	\$28,841.50	57.68
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	\$2,495.90	\$2,495.90	\$5,504.10	\$0.00	\$5,504.10	68.80
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
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FY23-24 APPROVED E	BUDGET			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bi
	Dept: CLASSROOM TEACHERS - 010	\$1,813,305.00	\$468,392.40	\$468,392.40	\$1,344,912.60	\$1,209,743.00	\$135,169.60	7.45
01.302.013.2305.01.03	TEACHERS	\$290,885.00	\$77,971.39	\$77,971.39	\$212,913.61	\$212,036.61	\$877.00	0.30
01.302.013.2330.03.08	PARAPROFESSIONALS	\$33,857.00	\$8,907.36	\$8,907.36	\$24,949.64	\$24,777.12	\$172.52	0.51
01.302.013.2430.05.23	SUPPLIES	\$4,950.00	\$5,373.23	\$5,373.23	(\$423.23)	\$6.70	(\$429.93)	-8.69
	Dept: KINDERGARTEN - 013	\$329,692.00	\$92,251.98	\$92,251.98	\$237,440.02	\$236,820.43	\$619.59	0.19
01.302.016.2305.01.03	TEACHERS	\$53,038.00	\$14,210.00	\$14,210.00	\$38,828.00	\$38,770.00	\$58.00	0.11
01.302.016.2430.05.23	SUPPLIES & MATERIALS ART	\$4,950.00	\$4,569.45	\$4,569.45	\$380.55	\$0.00	\$380.55	7.69
	Dept: ART PROGRAM - 016	\$57,988.00	\$18,779.45	\$18,779.45	\$39,208.55	\$38,770.00	\$438.55	0.76
01.302.024.2305.01.03	TEACHERS	\$18,589.00	\$1,968.16	\$1,968.16	\$16,620.84	\$10,824.94	\$5,795.90	31.18
01.302.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$0.00	\$0.00	\$0.00	\$320.00	(\$320.00)	0.00
	Dept: ELL PROGRAM - 024	\$18,589.00	\$1,968.16	\$1,968.16	\$16,620.84	\$11,144.94	\$5,475.90	29.46
01.302.025.2305.01.03	TEACHERS	\$141,114.00	\$47,435.12	\$47,435.12	\$93,678.88	\$129,152.84	(\$35,473.96)	-25.14
01.302.025.2330.03.08	PARAPROFESSIONALS	\$60,864.00	\$8,907.36	\$8,907.36	\$51,956.64	\$24,777.12	\$27,179.52	44.66
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	\$61,308.74	\$61,308.74	\$145,619.26	\$153,929.96	(\$8,310.70)	-4.02
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	\$26,963.16	\$26,963.16	\$73,620.84	\$73,385.84	\$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	\$664.19	\$664.19	(\$664.19)	\$1,068.94	(\$1,733.13)	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
01.302.040.7400.04.29	REPLACEMENT OF EQUIPMENT Dept: MEDIA SERVICES - 040	\$0.00 \$105,534.00	\$471.51 \$29,461.23	\$471.51 \$29,461.23	(\$471.51) \$76,072.77	\$0.00 \$74,454.78	(\$471.51) \$1,617.99	0.00° 1.53°
01.302.043.2305.01.03	TEACHER	\$202,168.00	\$53,490.22	\$53,490.22	\$148,677.78	\$145,387.78	\$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	\$1,496.51	\$1,496.51	\$3,453.49	\$0.00	\$3,453.49	69.77
01.302.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,000.00	\$1,000.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00
	Dept: MUSIC - 043	\$207,968.00	\$55,986.73	\$55,986.73	\$151,981.27	\$145,387.78	\$6,593.49	3.179
01.302.049.2305.01.03	TEACHER	\$144,634.00	\$39,353.73	\$39,353.73	\$105,280.27	\$107,417.27	(\$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	\$45,657.05	\$45,657.05	\$103,926.95	\$107,417.27	(\$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	\$3,980.46	\$3,980.46	\$969.54	\$432.66	\$536.88	10.85
	Dept: SOCIAL STUDIES - 055	\$4,950.00	\$3,980.46	\$3,980.46	\$969.54	\$432.66	\$536.88	10.859
01.302.061.2351.01.35	CURRICULUM DEVELOPMENT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00
01.302.061.2351.04.03	CONTRACTED PROFESSIONAL DEVEL	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$11,711.53	\$11,711.53	(\$6,211.53)	\$89.00	(\$6,300.53)	-114.56
01.302.061.2356.04.35	CONSULTANT PROF DEVELOPMENT	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$275.00	\$8,225.00	96.76

FY23-24 APPROVED	BUDGET			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ro balance 🗹 Fi	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
01.302.061.2430.05.23	SUPPLIES	\$0.00	\$1,162.42	\$1,162.42	(\$1,162.42)	\$0.00	(\$1,162.42)	0.00
	Dept: CURRICULUM DEVELOPMENT - 061	\$41,500.00	\$12,873.95	\$12,873.95	\$28,626.05	\$364.00	\$28,262.05	68.109
01.302.067.2305.01.03	TEACHER	\$88,899.00	\$24,631.39	\$24,631.39	\$64,267.61	\$67,056.61	(\$2,789.00)	-3.14%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$2,869.45	\$2,869.45	\$2,080.55	\$44.25	\$2,036.30	41.149
	Dept: ENRICHMENT PROGRAM - 067	\$93,849.00	\$27,500.84	\$27,500.84	\$66,348.16	\$67,100.86	(\$752.70)	-0.80%
01.302.076.3200.01.11	NURSE	\$65,061.00	\$17,430.83	\$17,430.83	\$47,630.17	\$47,312.17	\$318.00	0.499
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	\$1,934.44	\$1,934.44	(\$34.44)	\$0.00	(\$34.44)	-1.81%
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%
01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: HEALTH SERVICES - 076	\$71,811.00	\$19,365.27	\$19,365.27	\$52,445.73	\$51,512.17	\$933.56	1.30%
01.302.079.3300.06.40	<b>REGULAR EDUCATION - PUPIL K-6</b>	\$235,000.00	\$56,134.44	\$56,134.44	\$178,865.56	\$178,865.56	\$0.00	0.00%
01.302.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00	100.00%
	Dept: TRANSPORTATION - 079	\$247,000.00	\$56,134.44	\$56,134.44	\$190,865.56	\$178,865.56	\$12,000.00	4.86%
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	\$5,660.56	\$5,660.56	\$10,678.44	\$9,780.45	\$897.99	5.50%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,560.00	\$20,916.96	\$20,916.96	\$32,643.04	\$28,523.04	\$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	\$52,327.52	\$52,327.52	\$79,672.48	\$79,672.48	\$0.00	0.00%
01.302.088.4120.04.18	GAS	\$41,000.00	\$3,076.57	\$3,076.57	\$37,923.43	\$45,923.43	(\$8,000.00)	-19.51%
01.302.088.4130.04.15	TELEPHONE	\$9,200.00	\$2,024.70	\$2,024.70	\$7,175.30	\$4,645.30	\$2,530.00	27.50%
01.302.088.4130.04.16	ELECTRICITY	\$134,000.00	\$43,583.56	\$43,583.56	\$90,416.44	\$69,416.44	\$21,000.00	15.67%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$0.00	\$0.00	\$2,700.00	\$0.00	\$2,700.00	100.00%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$45,000.00	\$31,193.09	\$31,193.09	\$13,806.91	\$39,924.73	(\$26,117.82)	-58.04%
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		\$18,000.00	\$2,422.80	\$2,422.80	\$15,577.20	\$6,577.20	\$9,000.00	50.00%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES LIGHTING	\$19,500.00	\$13,839.57	\$13,839.57	\$5,660.43	\$5,660.43	\$0.00	0.00%
01.302.088.4220.05.29	Dept: OPERATION & MAINTENANCE - 088	\$500.00 \$487,299.00	\$0.00 \$175,045.33	\$0.00 \$175,045.33	\$500.00 \$312,253.67	\$0.00 \$290,123.50	\$500.00 \$22,130.17	100.00% 4.54%
01.302.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$35,005.94	(\$35,630.94)	0.00%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$67,377.00	\$20,765.84	\$20,765.84	\$46,611.16	\$0.00	\$46,611.16	69.18%
01.302.093.2130.04.33	IN SERVICE TRAINING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.302.093.2250.05.23	SUPPLIES SOFTWARE	\$20,000.00	\$1,425.00	\$1,425.00	\$18,575.00	\$0.00	\$18,575.00	92.88%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$4,424.25	\$4,424.25	(\$4,424.25)	\$0.00	(\$4,424.25)	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%
01.302.093.4130.04.15	TELEPHONE	\$12,000.00	\$6,084.42	\$6,084.42	\$5,915.58	\$0.00	\$5,915.58	49.30%
01.302.093.4230.04.28	ACQUISITION OF EQUIPT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.302.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
	Dept: COMPUTER PROGRAM - 093	\$119,877.00	\$33,324.51	\$33,324.51	\$86,552.49	\$35,005.94	\$51,546.55	43.00%
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%

FY23-24 APPROVEI	DBUDGET			From Date:	7/1/2023	To Date:	6/30/2024	
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ro balance 🗹 Fi	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bu
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$20,808.00	\$3,085.53	\$3,085.53	\$17,722.47	\$17,062.23	\$660.24	3.17%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$10,353.00	\$3,682.57	\$3,682.57	\$6,670.43	\$6,378.93	\$291.50	2.82%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$1,289.70	\$1,289.70	\$8,710.30	\$8,710.30	\$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	\$0.00	\$0.00	\$110.00	\$0.00	\$110.00	100.00%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00	100.00%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$49,391.00	\$8,057.80	\$8,057.80	\$41,333.20	\$32,151.46	\$9,181.74	18.59%
01.302.102.2305.01.03	TEACHERS	\$70,396.00	\$18,530.24	\$18,530.24	\$51,865.76	\$50,258.57	\$1,607.19	2.28%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$47,734.00	\$12,634.85	\$12,634.85	\$35,099.15	\$34,694.48	\$404.67	0.85%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$153.41	\$153.41	\$346.59	\$181.59	\$165.00	33.00%
01.302.102.2430.05.24	SUPPLIES/MATERIALS	\$3,500.00	\$1,262.69	\$1,262.69	\$2,237.31	\$127.60	\$2,109.71	60.28%
	Dept: PROJECT GROW - 102	\$122,130.00	\$32,581.19	\$32,581.19	\$89,548.81	\$85,262.24	\$4,286.57	3.51%
01.302.103.2305.01.03	TEACHERS	\$477,740.00	\$117,787.39	\$117,787.39	\$359,952.61	\$385,606.78	(\$25,654.17)	-5.37%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$242,401.00	\$67,912.35	\$67,912.35	\$174,488.65	\$210,910.84	(\$36,422.19)	-15.03%
01.302.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.103.3300.02.12	BUS MONITORS	\$25,000.00	\$14,837.07	\$14,837.07	\$10,162.93	\$0.00	\$10,162.93	40.65%
	Dept: LEARNING SUPPORT CENTER - 103	\$745,801.00	\$200,536.81	\$200,536.81	\$545,264.19	\$596,517.62	(\$51,253.43)	-6.87%
01.302.118.2305.01.03	TEACHERS	\$98,067.00	\$26,273.94	\$26,273.94	\$71,793.06	\$71,515.06	\$278.00	0.28%
01.302.118.2430.05.24	SUPPLIES	\$6,500.00	\$1,646.69	\$1,646.69	\$4,853.31	\$193.13	\$4,660.18	71.70%
01.302.118.2440.06.37	TRAVEL & CONFERENCES	\$1,320.00	\$399.00	\$399.00	\$921.00	\$0.00	\$921.00	69.77%
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	\$0.00	\$0.00	\$107,000.00	\$85,330.16	\$21,669.84	20.25%
	Dept: SPEECH - 118	\$213,887.00	\$28,319.63	\$28,319.63	\$185,567.37	\$157,038.35	\$28,529.02	13.34%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$37,600.00	\$11,714.88	\$11,714.88	\$25,885.12	\$26,358.54	(\$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	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
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	\$11,847.50	\$11,847.50	\$51,152.50	\$20,802.12	\$30,350.38	48.18%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$1,800.00	\$1,800.00	\$23,200.00	\$23,200.00	\$0.00	0.00%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$26,957.49	\$26,957.49	\$98,042.51	\$68,832.51	\$29,210.00	23.37%
	Dept: SUPPORT SERVICES - 121	\$260,260.00	\$52,319.87	\$52,319.87	\$207,940.13	\$139,193.17	\$68,746.96	26.41%
01.302.127.2710.01.03	COUNSELOR	\$74,313.00	\$19,909.61	\$19,909.61	\$54,403.39	\$54,040.39	\$363.00	0.49%
01.302.127.2710.05.24	SUPPLIES	\$3,600.00	\$647.57	\$647.57	\$2,952.43	\$0.00	\$2,952.43	82.01%
01.302.127.2800.01.03	PSYCHOLOGIST	\$60,192.00	\$16,126.39	\$16,126.39	\$44,065.61	\$43,971.61	\$94.00	0.16%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$1,529.00	\$1,529.00	\$6,771.00	\$6,690.00	\$81.00	0.98%
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	\$17,447.22	\$17,447.22	\$47,674.78	\$47,556.78	\$118.00	0.18%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$212,187.00	\$55,659.79	\$55,659.79	\$156,527.21	\$152,258.78	\$4,268.43	2.01%
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR	\$82,355.16	\$20,060.52	\$20,060.52	\$62,294.64	\$62,294.64	\$0.00	0.00%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$61,627.64	\$15,665.00	\$15,665.00	\$45,962.64	\$32,515.00	\$13,447.64	21.82%
01.302.130.3300.06.46	SPED TRANSPORATION - MCKINNEY	\$5,400.00	\$0.00	\$0.00	\$5,400.00	\$5,400.00	\$0.00	0.00%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$97,117.20	\$0.00	\$0.00	\$97,117.20	\$84,639.60	\$12,477.60	12.85%
	Dept: SPED TRANSPORTATION - 130	\$246,500.00	\$35,725.52	\$35,725.52	\$210,774.48	\$184,849.24	\$25,925.24	10.52%

FY23-24 APPROVED	BUDGET			From Date:	7/1/2023	To Date:	6/30/2024		
Fiscal Year: 2023-2024	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🗹 Fi	Iter Encumbrance	Detail by Date R	Range	
Exclude Inactive Accounts with zero balance									
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balanc	ce % Bud	
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$259,000.00	\$60,000.00	\$60,000.00	\$199,000.00	\$0.00	\$199,000.00	76.83%	
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$93,280.00	\$0.00	\$0.00	\$93,280.00	\$34,488.24	\$58,791.76	63.03%	
	Dept: SPED PROGRAMS W/OTHERS - 133	\$352,280.00	\$60,000.00	\$60,000.00	\$292,280.00	\$34,488.24	\$257,791.76	73.18%	
	Grand Total:	\$6,666,193.00	\$1,758,758.53	\$1,758,758.53	\$4,907,434.47	\$4,261,694.16	\$645,740.31	9.69%	

End of Report



## Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: November 2023 Sippican Elementary

Directors Update:

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

#### **Students Receiving Free and Reduced Meals:**

Free:  $125 \rightarrow 30\%$ Reduced:  $16 \rightarrow 4\%$ Student Meal Participation

SY 23					SY 24			
		%	Lunch	%	Breakfast	%	Lunch	%
			Counts		Counts		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%				
December	1035	17%	3497	58%				
January	1175	17%	4104	59%				
February	980	18%	3195	58%				
March	1635	19%	5125	60%				
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: November 2023

## **Sippican Elementary School**

- EWF in support of the Sippican Garden Project arrived and spread.
- Swing edition of new back playground installed.
- Completed repair on office HVAC system.
- Completed repairs on 2<sup>nd</sup> floor HVAC system.
- Installed five vandal resistance door access touch pads on outside doors.
- Emergency Generator refueled. (204 gallons).
- Conducted routine maintenance on all facility systems.

Sincerely,

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

- To: Superintendent Michael Nelson Members of the Marion School Committee Administrative Team Members
- From: Marla Brown, Principal
- Re: Principal's Report
- Date: November 26, 2023



**All School Meetings:** Monthly All school Meetings (ASM) are underway. Our Kindness Crew, Junior Reporters, and Project 351 students have been organizing content and leading the meetings. We are also celebrating our monthly Character Counts recipients at the ASM. The dates and times of the meetings have been shared with families in the SWO.



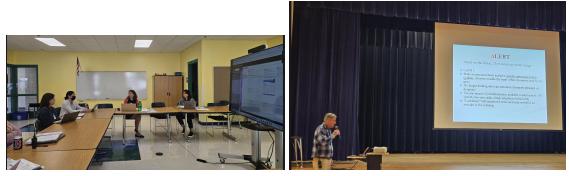
**Staff Theme:** This year our district kick off was focussed on the Life is Good theme. Mr. C has been providing monthly updates to inspire all of us. Each month he has focussed on a different motivational word. For September it was Openness, October was Courage and November has been Simplicity. We look forward to all of the articles he has to share this year!



**Title I Informational Meeting:** On September 29th our Title I staff held a parent information breakfast meeting to update families on our Title I programming. I would like to thank Mrs. Riquinha, Mrs. Wiggin, Mrs. Dixon, and Mrs. Mardo for providing families with important information about our Title I programming.



**Professional Development:** We have continued our Into Reading PD through Implementation Meetings and Data meetings with The Hill for Literacy. Mr. C has also provided an ALICE refresher to all staff.



**Project 351:** Student members of our Project 351 team have attended two trainings at ORR. They also presented at the October staff meeting to update our staff about Project 351 goals for the school year. We have also appreciated their contributions at our monthly All School Meetings.



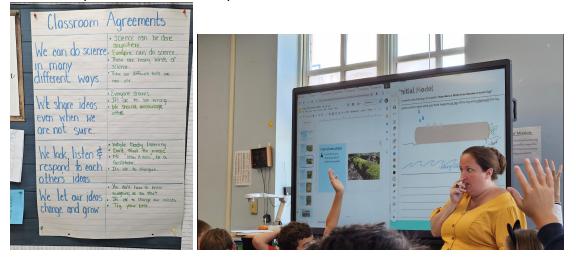
**VASE:** The fall ACE program was a huge success! Students participated in after school activities including robotics, 3D printing and exploring our community as Junior Rangers. Thank you to parents, staff members and community members from Sippican Lands Trust and the Elizabeth Tabor library for making these sessions possible.



The Sixth Grade Parent Group/VASE has also been working hard on fundraising this fall. The annual car wash took place as well as a fifth and sixth grade Halloween Party and a movie night.



**Open Sci Ed:** Grade 5 has joined in with Open Sci Ed instruction! There has been excitement around the new units. Mrs. White and Mrs. Furfey have also continued to attend professional development.



**Project Grow:** Our youngest learners have been learning about signs of fall.



**Kindergarten:** Our Kindergarten students have been practicing their climbing skills and have also been learning how to use instruments in music!



**First Grade:** Our Grade 1 students participated in the November ASM by sharing jokes and songs about Thanksgiving. Their jokes had us all in stitches.



Second Grade: Grade 2 has been busy writing poetry.



**Third Grade:** Gardening is under way! The third grade teachers attended professional development with The Marion Institute and the team has worked with our third grade students to plant garlic and prepare the garden beds for winter.



**Fourth Grade:** In art class the students have learned about art in ancient Greece. They have built clay pots representing the time period.



**Fifth Grade:** Grade 5, as part of the new reading program, has been working on idioms. They recorded and illustrated some of their favorites.



### Celebrating Equity:

September was Hispanic Heritage month. Several students in grade 6 took advantage of an optional extension project in reading and completed research on a person of choice who has Hispanic Heritage. Since the celebration ran from Sept 15-Oct 15, student representatives from all 3 homerooms shared their learning via morning announcements and at the ASM. Some of the people studied included the following: Carmelo Anthony, America Ferrera, Lin-Manuel Miranda, Pablo Picasso, Shakira, Jennifer Lopez, Frida and Sonia Sotomayor.



October was Bullying Prevention month. Our Grade 6 students created anti bullying/kindness messaging chains to share with the whole school.



In November we have been celebrating Native American Heritage month.



**From the Art Room:** We have a new opportunity for grade 6 students this year! The Creative Collective is a one-of-a-kind 6th grade group for aspiring young artists who possess a passion for creativity and a heart for making a positive impact. In this group, students delve into advanced art techniques to hone their skills and explore various mediums of their choice. Beyond their canvas, they will also extend their talents to the community, collaborating on projects that will uplift and beautify our surroundings. We're excited for the upcoming year and cannot wait to start digging in!

**Band and Chorus:** Our performing artists have all been busy. We have had performances at ASM and band members have participated in the Halloween Parade as well as Marion's Veteran's Day Remembrance.



**Fire Safety Prevention Month:** The Marion Fire Department provided fire safety education to all grades PK-6. The PK and K classes had classroom visits. Grades 1-6 participated in a school wide assembly. We are grateful for the community support!



#### Best,

Marla Brown, M. Ed, C.A.G.S. Principal Sippican Elementary School 16 Spring Street, Marion, MA 02738 508-748-0100 Fax: 508-748-1953



## READS Collaborative Quarterly Report Overview - September 2023

- The new Executive Director, Dina Medeiros, assumed the role on July 17, 2023. The new director's Entry Plan along with proposed goals have been provided to the Board.
- READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)
  - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
    - READS continues to follow DESE guidance regarding COVID mitigation strategies. Masks are not required for the 23-24 school year, but are optional for staff and students who choose to wear one.
  - o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
    - READS has secured a customized DEI Consultation and Support Services Agreement with Dr. Carlos Hoyt for the 2023-2024 school year.
    - READS continues to implement Collaborative Problem Solving through Think:Kids.
  - Enhance programs and services to better serve the students and families, our staff, and the member districts.
    - The Family Success Partnership support provided through District Services continues to grow with positive feedback from member districts.
    - District Services will now be providing the oversight and developing the contracts for Teacher of the Deaf and Audiological consultations. Audiological evaluations will also be processed through District Services.
    - The leadership for The Academy has been re-organized to provide increased consistency and oversight of the programming continuum pre-K to 12+.
  - o Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
    - READS referrals and enrollment numbers are steadily increasing.
    - READS Board is considering the application from two districts for membership.
- Fiscal Update
  - o READS will be in the process of developing the FY25 budget in the coming weeks.
- Legislation/Compliance
  - o All DESE required reports have been submitted and certified.
  - o Currently in the process of our mid cycle coordinated program review (CPR)
  - o The amended collaborative agreement was approved by DESE and in effect as of July 1, 2023.
- Student/Staff Feature
  - ESY Programming was well attended for grades Pre-K 6 at the Academy. Attendance was poor for the 7-12 group, but there was an increase in internships created including one for early childhood. Hopefully this increase in available internships will result in increased ESY attendance for ESY 2024.

DHH ESY Programs ran smoothly.

- This year, READS had a large number of nominees for Employee of the Year. The selection committee decided to award 4 employees with Employee of the Year:
  - Christine Souza DHH, Carrie Smith Academy, Jessica Legzdins Business Office Carolyn Duval - District Services

Congratulations to all those nominated and those selected!

Follow READS through Twitter: @READSCollab; @ReadsEast, and on Instragram: @reads\_dhh



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

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

www.readscollab.org



### Approved by the Board on November 16, 2023

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

## Leadership at READS Collaborative

## READS Collaborative is governed by a Board of Directors which consists of the superintendent from each Member District. Executive Committee as of December 2023

President - John Cabral, Superintendent, Taunton

Vice-President – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional Secretary/Clerk – Carolyn Lyons, J.D., Superintendent, Middlebororough

- Peter Schafer, Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Melissa Ryan, Superintendent, Berkley
- Ryan Powers, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Jennifer O'Neill, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

### Special Education Administrators Advisory Committee

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

#### READS Collaborative Administration as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+

#### **<u>READS Collaborative Treasurer</u>** – Patrick Meagher

#### READS Collaborative Administrative Leadership Team as of December 2023

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Carrie Smith, Academy Clinical Director, PreK-6
- Doreen Souza, Academy Clinical Director, 7-12+
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

## **READS Collaborative Mission Statement**

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

## Guiding Beliefs and Core Values

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

### Vision Statement

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

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

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

READS Collaborative builds connections between students, families, school districts and community services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and

assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

## Information on Programs and Services Provided by the Collaborative

### **General Statistics**

- READS Collaborative was established in 1974
- Years in Service 49
- Employees 154
- 18 Member Districts:
  - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served 18 Members, 30+ Non-Members

### **Programs Sites**

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

### Enrollment

- o READS Academy 96 students
- Deaf and Hard of Hearing Program 51 students
- o Family Success Partnership 80 families
- o District Services approximately 300

### **Programs and Services Provided to Member and Non-Member Districts**

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

Educational Audiology Consultation
Family Success Partnership (Wraparound Services)
Grant Applications, as a collaboration of districts
In-District Program Consultation
Program Evaluations and Consultation to School Districts
Program Evaluation
Professional Development
Social Emotional Learning and Behavioral Health Consultation
Summer Programs
• Teacher of the Deaf Consultation

## Staff Demographics \*Indicates part-time or per diem staff

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) Technology Support Specialist (1) *Transcriptionist (part-time)	6
<b>Educators</b> – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*34	<b>Special Education Administrative</b> <b>Clerks and Secretaries</b> Program Secretaries	5
<b>Teacher Assistants</b> – includes Assistant Teachers and 1 to 1 support	41	Counselors	15
*Occupational Therapists & Assistants	3	Nurses	2
*Physical Therapists & Assistants	7	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	14
*Clinical Psychologists	3	School Psychologists	3
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	Substitutes	11
Facilities Manager	1		

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

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

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

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

The overall objectives of READS Collaborative are:

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

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

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

#### **Continuing Impact of the Covid-19 Pandemic**

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

The challenge has continued to be felt by all educators with regard to the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. The need continues to be simply greater than the current outpatient resources available. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable out of school support in place to improve their emotional wellbeing.

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

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

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

- 1. to complement the educational programs and services of districts in a cost-effective manner;
  - **a.** Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
  - **b.** Tuition increases were 4% despite residual financial challenges due to the pandemic.
  - c. Two additional districts are seeking membership
- 2. to improve the academic growth of students;
  - **a.** Students were educated in person for the entire school year 22-23 with the exception of those students who required some period of remote or alternate tutoring due to safety concerns and the need for short term interventions. Educators focused on building social-emotional resiliency, problem solving skills, and re-establishing/strengthening Work-Based Learning.
  - b. Enrollment by May 2023 included 96 students at the Academy (45 students were from Member Districts and 51 from 24 non-member districts).
  - c. Enrollment for the DHH Program by May 2023 included 51 Students from 26 neighboring member and non-member school districts.
  - **d.** Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
  - e. The Academy had 12 students graduate with a high school diploma for the Class of 2023! The Academy at Bedford Street location had 9 graduates and the West Bridgewater location had 3. Post high school plans have included:
    - 1 student is currently enrolled at a 4 year university (Bridgewater State University)
    - 1 student is working full time as a result of his READS internship.
    - 4 students are currently working part-time.
    - 2 students are currently enrolled at a community college. (One of which is also working part-time while attending the 2 year college.)
    - 1 student is in the process of applying to community college
    - 1 student is working on entering the Marines
    - 1 has been contemplating community college, but undecided.
  - f. The DHH Program had 3 students graduate with a high school diploma for the Class of 2023. The DHH program in Norton had 1 graduate. The Bristol-Plymouth Regional Technical High School location graduated 2 students.

- All 3 DHH graduates are attending 4 year colleges. Two students are at Rochester Institute of Technology in Rochester, NY. One student is at Northeastern University in Boston, MA.

- 3. to provide a range of diagnostic educational assessments for local districts;
  - **a.** READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.

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

**Progress** Toward Achieving the Objectives in READS Strategic Plan

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

- Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- Enhance programs and services to better serve the students and families, our staff, and the member districts.

• Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

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

## **READS Academy Program Overview**

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

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

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

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

### **READS Academy Assessment Services**

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

### **READS Alternative Learning Program Supports (ALPS)**

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

continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such supports.

### Therapeutic Support and Services in All READS Academy Locations include:

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

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

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

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

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

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

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

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

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

#### READS Collaborative Annual Report 2023

in school work or socialization.

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

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

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

- READS Academy 9-12+ offers pre-vocational tracks within the public day high school, such as:
  - Industrial Technology:
    - o 3-D and Laser Printing Lab
    - o Drone Pilot Lab
    - o Assembling, repairing and maintaining materials constructed with hand tools
  - Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
  - Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
  - Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.
  - Capital Skills Grant Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were introduced in the fall of 2022.

#### **Dual Enrollment**

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

#### Work-Based Learning Program

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

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

#### **Off-site Work Based Learning**

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

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

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

### **READS** Academy Program Advancement

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

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

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

• **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey was issued to students and families in the fall of 2022. The Emergency Response Team schedules 'table drills' to practice emergency evacuations in the event of an intruder. The leadership team continues to periodically review safety procedures.

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

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

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the program has educated hundreds of children with hearing loss. The program currently **(FY23) serves 51** students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **DHH Services Provided in All Locations**

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

#### Additional services may include:

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

Consultation Services from a Teacher of the Deaf (TOD)

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

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS currently has 2 full time and 2 part-time Consulting Teachers of the Deaf.

## DHH Early Intervention Specialty Service Provider

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

#### READS Collaborative Annual Report 2023

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

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

#### **Educational Audiology Consult**

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 65 in FY22 to 119 for FY23 reflecting a trend of 4 straight years of increased contracts. There were 11 Central Auditory Processing evaluations and 3 Audiological evaluations. These services are billed through the Clinic though many requests are initially received through the DHH program.

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

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic in collaboration with host school districts, Norton Public Schools and Bristol-Plymouth Regional Technical School.
- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award provided funding for an equity review to support a defined action plan for future years.
- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. The READS DHH program continues to have a stable enrollment of students and several new referrals each year. Increased inclusive opportunities are available to students with support from ASL interpreters. In response to the demand for consultation services, the additional need for increased staff to provide services for students in districts is continually being assessed.

## **District Services**

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

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation

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

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 7 to 8 districts and the number of families supported has increased from 75 to 80. Two additional FSP counselors were added this year to meet the consistent growing need. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families and schools. Anecdotal information identified incidences of family intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

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

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

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

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

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

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

### READS Diagnostic Clinic and Ancillary Services Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

### Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

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

The Clinic provided 210 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 270 evaluations of students from Member and non-member districts during the 22-23 school year, up from 256 for FY22. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

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

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school

districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 65 to 119 reflecting a trend of 5 straight years of increased contracts.

### **Professional Development**

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2023 as a hybrid model via ZOOM to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

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

## **MOEC** (Massachusetts Organization of Educational Collaboratives)

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

## Cost Effectiveness of READS Collaborative Programs

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

### READS COLLABORATIVE BUDGET SUMMARY - FY23

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

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

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process.

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

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

### No Membership Fee

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

### **Competitive Tuition Rates**

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

#### READS Collaborative Annual Report 2023

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY24 tuition for Member districts is \$61,200.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

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

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

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

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

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

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

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

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

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



Prepared by: Dina Medeiros, M.Ed. C.A.G.S. Executive Director

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## Appendix A

# Strategic Planning Action Steps 2021-2024

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

## Appendix B Deaf and Hard of Hearing Tuition Comparison FY24

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

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

## Appendix C READS Academy Therapeutic Day Program Tuition Comparison FY23

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

## MARION PUBLIC SCHOOLS

Marion, Massachusetts

TO:Town Clerk, Town of Marion, MassachusettsDATE:November 28, 2023SUBJECT:Meeting Notice

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

#### Thursday, November 30, 2023 at 6:30 p.m.

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

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

Respectfully submitted, Melissa Wilcox, Executive Assistant to the Superintendent

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

November 30, 2023 ZOOM LINK:

https://oldrochester-org.zoom.us/j/96815845547?pwd=MlJtRVFXOVIPTWVHaUILcEg3U21IQT09

Meeting ID: 968 1584 5547

Passcode: 146869

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TIME: 6:30 p.m.

#### MEETING TO ORDER

#### **RECOGNITION PRESENTATION**

- I. Approval of Minutes
  - A. Minutes
    - 1. Regular Minutes: September 14, 2023
    - 2. Executive Session Minutes: September 14, 2023
    - 3. Budget Subcommittee Minutes: October 30, November 13 and November 27, 2023
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General
  - A. MCAS Presentation
  - B. Approval of School Improvement Plan
  - C. 2024-2025 Draft School Calendar
  - **D.** Approval of Donation(s)
  - E. Acceptance of New Member Districts to READS Collaborative
- 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
  - 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