

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

**September 19, 2024
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, September 19, 2024 and called to order by Chairperson Nye, at 6:03pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (in-person); Jaime Curley, Assistant Superintendent of Student Services (in-person); Lynn Dessert, Principal (in-person); Greg Thomas, Assistant Principal (in-person); Melissa Wilcox, Recording Secretary (remote); 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.*

Tour of Building

Mr. Jones, Facilities Director, escorted the school committee members around Sippican School to discuss summer updates and happenings from his standpoint.

Recognition

Superintendent Nelson, Chairperson Nye and the school committee recognized the new staff members joining the Marion Public Schools for the 2024-2025 school year. Please refer to appendix A.

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – May 23, 2024

MOTION: by Ms. Smith to accept the meeting minutes of May 23, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

IV. General

A. Grow Education Update

Recommendation:

That the School Committee hear an update from the Marion Institute about the Grow Education Farm-to-School Program at Sippican School.

Superintendent Nelson introduced Executive Director of the Marion Institute, Liz Wiley. She presented an update after the first year of the Farm to School Program at Sippican School and plans to this year, and moving forward. Please see appendix B.

School Committee Feedback:

Ms. Daniel commended the program as a parent of 3rd grader last year. Her daughter was always talking about what she did in the program and excited about bringing items home that they grew in school. She asked if having a FoodCorp member at Sippican was sustainable year to year or will funding be needed. Ms. Wiley explained that eventually, in other districts, the salary does come out of the food service budget, but it is a part-time employee in the district two days a week for about \$15,000.

Superintendent Nelson shared that he can already see how this will lead to future opportunities and currently discussions are underway to also incorporate the Farm to School Program in Rochester and Mattapoisett.

B. Opening Day Update

Recommendation:

That the School Committee hear an update from administration.

Superintendent Nelson shared his welcome back message to staff and opening day schedule, which included a meet and greet breakfast for staff to reconnect, and opening remarks in which he recognized the years of service of staff. Dr. Fedorowicz also provided a recap of the work completed thus far for Vision2028 and plans for the coming years. Superintendent Nelson then shared that a keynote presentation 'Every Kid Deserves a Champion' was provided by Steve Maguire, M.Ed. Steve has been a full-time teacher for 24 years. He teaches Meteorology, Astronomy, Environmental Science, Forensics, Oceanography and Ornithology at Scituate High School in Scituate, MA and he was well received by the faculty and staff. Then the faculty and staff returned to their respective school buildings in which the principals took the lead with faculty meetings and more in preparation for the start of the school year.

C. Approval of Student Handbook

Recommendation:

That the School Committee review the 2024-2025 Student Handbook.

Assistant Principal Thomas reviewed the proposed changes to the student handbook. Please see appendix C.

School Committee Feedback:

Ms. Daniel asked if 8:30-8:40am is an adequate amount of time for students to get and eat breakfast. Mr. Thomas explained that they may take the items to class with them and breakfast is designed as a 'grab and go'.

MOTION: by Ms. Smith to approve the 2024-2025 Student Handbook as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

D. Approval of School Improvement Plan

Recommendation:

That the School Committee review the 2024-2026 School Improvement Plan for Sippican School.

Superintendent Nelson explained that the first year of Vision2028 concluded in June, along with one-year school improvement plans. A new, two-year school improvement plan was shared in the back-up information, which aligns with the next two years of the strategic plan, Vision2028.

Principal Dessert presented the 2024-2026 School Improvement Plan and highlighted on-going efforts throughout the plan. She shared that the plan was also reviewed by the school council and aligns with the other elementary schools in the tri-town. Please see appendix D.

MOTION: by Ms. Nye McGaffey to approve 2024-2026 School Improvement Plan as presented.

SECONDED: Ms. Smith

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

E. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- FY25 Fund Code 589 Civics Teaching and Learning Grant in the revised amount of \$32,000

Superintendent Nelson shared this was approved in the spring for \$16,000 but an additional \$16,000 was received so it is on the agenda again for the school committee to review.

MOTION: by Ms. Smith to approve Fund Code 589 Civics Teaching and Learning Grant MTA as presented

SECONDED: Ms. Daniel

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

- Tri-Town Education Foundation Fund Grant in the amount of \$689.47 to Ashley Sweatland.

Superintendent Nelson shared that this grant from the Tri-Town Education Foundation Fund will support Ms. Sweatland's annual family heritage project.

MOTION: by Ms. Smith to approve the \$689.47 from the Tri-Town Education Foundation Fund as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

V. New Business

C. Business

1. Financial Report

Superintendent Nelson reported the following information to the school committee on behalf of Mr. Barber:

The Marion School District closed the Fiscal Year June 30, 2024 operating budget. The total of \$6,662,537 in expenditures was expended for the fiscal year budget. Recognizing this amount of spending, there is \$3,656 of the overall \$6,666,193 approved budget remaining.

For the purpose of our Financial Forecasting:

The Marion School District currently has \$1,540,895 available of the general funds appropriated for the 2025 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$7,080,780 appropriated to the Marion School District.

\$ 7,080,780 - General Funds Approved

\$ 5,539,885 – Obligations Paid or Encumbered Year to Date

\$ 1,540,895 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record warrant(s) since July 1, 2024.

3. Food Service Report

Superintendent Nelson reported the following from Food Service Director Jill Henesey:

- Meals continue to be free for all students. Each student will receive one free breakfast and one
- free lunch, per day.
- Sippican School has been identified and designated, by DESE, as a school that meets the requirements for the Community Eligibility Provision, also referred to as CEP.
 - This is a provision to the National School Breakfast/Lunch Program, where the school meets the Federal threshold to qualify the entire school for universal free meals.
 - Even though meals are free to all students, this was done on the state level not the federal level. This simply means that the majority of the cost of universal free meals shifts to the Federal government.
 - All students will continue to receive free meals.
 - In addition, as part of CEP our Sippican Families will no longer need to complete a meal application.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- We had a successful summer feeding all of the district students during the Acceleration Academy.
- The Food service team participated in a full day of professional development training on 08/27.
- Freezers 1 & 2 had repair work done.
- Fun Facts: in SY 23-24 Sippican Cafe served: 11,748 School Breakfast and 39,063 School Lunches.

4. Facilities Report

Superintendent Nelson reported 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.
- Replaced flooring in Community room, conference room, student services room and office.
- Conducted mosquito spraying of grounds by Plymouth County Mosquito Control.
- Solicited bid/quotes for approved Capital Projects.
- Conducted routine maintenance on all facility systems.

VI. CHAIRPERSON'S REPORT:

The start of the new school year is always filled with NEW BEGINNINGS! These new beginnings are for the families of our students, and also for our faculty and support staff and Sippican community. New school years equal all sorts of new beginnings that are filled with joy and excitement for students! Our young learners have new teachers and are in new classrooms: they are studying and being taught new subjects and have new lesson plans, with all sorts of new school routines. And of course let's not forget the many new school friends that will be made! Each school year is filled with exciting new beginnings that we all get to experience in our own way.

This year more than ever, Sippican is filled with so many new beginnings and I for one am beyond excited for ALL of them! We have several new teachers and staff members in the building that have joined our amazing Sippican family. We welcome all of you and want to say congratulations on your new beginnings here at Sippican! We have lots of new students and their families that have joined the Sippican learning community and we are thrilled to have you all here! We welcome all of you to your new beginning of amazing learning adventures that you will have here at Sippican! We have a new Assistant Superintendent of Student Services, Dr. Jaime Curley. We welcome you Dr. Curley to your new beginning here within our school district and here at Sippican. We are so thankful to have you as part of the Administrative Team for our District! Congratulations on your new beginning! And of course I am beyond excited to welcome our new Principal, Lynn Dessert and our new Assistant Principal Greg Thomas to Sippican! Welcome, welcome, WELCOME to the Sippican family! We are thrilled to have you both here and to have you now as an integral part of our school community! We are excited to work with you both for what is best for all of our young learners. Again, welcome to your new beginnings here at Sippican! The school committee and I are as excited about this new beginning as all of you and look forward to this school year and journey! We cannot wait to hear of all the amazing happenings that will transpire at Sippican as the school year progresses! And I have a message for all of our young learners to help kick off the start of your new beginning this year. I leave you with the wise words of Winnie the Pooh... "You are braver than you believe, stronger than you seem, and smarter than you think." Have a great school year everybody!

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson thanked Chairperson Nye for her remarks. He thanked the community for their on-going support as shown at recent open house events, here at Sippican and throughout the districts. He added that important information was highlighted in the most recent Superintendent's newsletter. He shared some of the many great things already taking place with faculty, staff and students this year including spending time in Ms. Cruise's first grade class, dragonfly art with Ms. Kirk's class, witnessing students trying to break records in gym class and Ms. Boussy diving deep in IntoReading.

Dr. Fedorowicz reported the following: 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. So fun to meet the new teachers! 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.

Our full PD day was held on Tuesday, August 27 to start the year. We had targeted PD to start the year around curriculum. Science focused on training from Amplify Science and also teachers had time to collaborate on OSE units. Our Social Studies teachers dove into the Investigating History units in preparation for the school year. And our literacy teachers were able to do the next unit of Science of Reading, worked on DIBELS data analysis and had horizontal collaborative planning time together across all districts- grade 3 from RMS collaborated with grade 3 in Marion and Mattapoisett to share ideas.

Literacy is in year two this year. We are continuing to partner with the HILL to work on DIBELS assessments, which has the dyslexia screener embedded in it, and data to align and improve our instructional strategies to meet the various needs of students.

This is where we are starting the year and we are off to a great start! I was here on opening day with Heidi and Charley and they did a marvelous job having the school ready to go! Kids and teachers were excited to be back and it is just a warm and welcoming place to go to school. I am looking forward to the continued work and support with all of you for this coming year! I think it will be a wonderful year!

Dr. Curley reported the following: Thank you for your warm welcome. I feel very fortunate to be here. Great meeting staff on Monday and welcoming students yesterday. To share a little about myself, I spent 18 years in Dennis-Yarmouth working as a para, special education teacher, school psychologist and then two years as the Director of Pupil Services. The last seven years I worked in Mashpee Public Schools as the Director of Special Education.

This year I plan to continue meeting with principals and special education teams to learn the strengths of the districts and the areas for improvement. I will also be working with principals to set up Meet & Greets for parents at each building. I plan to be visible throughout the district (open houses, events, etc.), spend time meeting and getting to know staff and students and to learn about the communities of Marion, Mattapoisett, and Rochester.

On Tuesday, August 27th I conducted a new IEP training with staff which will be ongoing throughout the year. I know a training was offered for families last year through SMEC, but we do plan to offer additional parent trainings this year

as well regarding the new IEP. I will also be at Sippican for a meet and greet with families on October 2nd.

PRINCIPAL'S REPORT

Principal Dessert reported the following:

I am pleased to present this Principal's Report to the Marion School Committee. This report highlights key initiatives, accomplishments, and updates at Sippican School.

As the new administration, we're thrilled to join the Sippican community. Our goal is to create a school environment that is safe, inclusive, and enriching for all students and staff. We're excited to work together to build a positive and supportive learning community.

Welcome to the Sippican Elementary School family, new staff members! We're excited to have you join our team and contribute to our school community. We look forward to working together to create a positive and enriching learning experience for all our students.

Julia Bandera - Grade 3

Melanie Smeaton - Special Education Grade 6

Karen Bertram - Nurse

Sarah Bennett - School Psychologist

Rebecca Densberger - School Adjustment Counselor

William Erickson - Instructional Assistant

I would also like to express my sincere gratitude to the Town of Marion, Cody Leonardo, and our dedicated maintenance staff. Their hard work and dedication in preparing our school for the new school year have been invaluable. Our school community is truly fortunate to have such a supportive community that values our learning environment. Thank you for everything you do.

Our open house was a success, with a large turnout of Sippican families. Teachers welcomed families, and students enjoyed reconnecting with friends and classmates. We appreciate the support from our VASE volunteers.

Our recent three-day week was filled with exciting events. The first day of school was a fantastic kickoff, and we were delighted to host our Kindergarten Orientation. It was heartwarming to witness the young students' curiosity and enthusiasm as they explored the school.

We are excited to welcome Norman, our new comfort dog, to Sippican School, joining Officer Tracy. Norman has quickly become a beloved member of our school community and is already making a positive impact on our students' well-being.

The first weeks of school have been dedicated to setting a strong foundation for our learning community. We've focused on key initiatives like the Hill Literacy, OpenSciEd curriculum and the Sippican 3 to Be Campaign. Our school's core values of respect, responsibility, and kindness have been emphasized throughout these early days.

- Mission Statement: The Sippican School community will be responsible, respectful, and kind to ensure a nurturing learning and safe environment.
- School-Wide Expectations: Be Respectful, Be Responsible, Be Kind.

Great news! Our school has been accepted into the Feinstein Leadership Academy! This prestigious program will provide our students with invaluable leadership training, mentorship opportunities, and community service projects. It's a testament to our school's commitment to fostering the next generation of leaders. The Golden Ticket adds an extra layer of excitement and benefits to being accepted into the Feinstein Leadership Academy. Not only does the school receive \$5,000, but a student ticket holder gets to choose a charity to receive \$500. It's a win-win situation that promotes both leadership development and community giving.

Our collaboration with the Marion Institute on the Sippican Garden is progressing well. The team has been working hard to maintain the garden and build raised beds. We will soon begin planning instructional activities for our third graders. We have also met with the Food Corps to discuss incorporating various aspects of their program into our curriculum.

We are excited to announce that Sippican School will continue to participate with Project 351. This program empowers students to foster leadership and build community through meaningful dialogue and interaction.

I am confident that Sippican School is well-positioned for a successful year. Our dedicated staff, supportive community, and engaged students are committed to providing a high-quality education for all. Thank you for your continued support.

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 had a very similar agenda to this evening's meeting along with approval of the prom location in Newport.
4. SMEC – no report.
5. Early Childhood Council- no report.

6. READS – Superintendent Nelson reported they met earlier in the day and Dr. Curley joined him and was introduced to the group. This was one of the joint meetings of the year, which included the Board of Directors and Special Education administrators. They reviewed minutes, subcommittee members and new hires.
7. Tri-Town Education Foundation Fund – no report.
8. Policy Subcommittee – no report.
9. School Council – Principal Dessert reported that the school council met earlier this week and discussed the student handbook, school improvement plan and changes to the FLEX & RTI in the student schedules. She also shared that there are two parent spots open on school council and VASE's first event is a car wash on September 28th.
10. Equity Subcommittee- no report.

B. School Committee Reorganization:

Superintendent Nelson asked for nominations for the Chairperson as part of the school committee's annual obligation to reorganize.

MOTION: by Ms. Daniel to nominate Ms. Nye as Chairperson

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

MOTION: by Ms. Nye to nominate Ms. Daniel as Chairperson

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

The following changes were discussed for the remainder of the subcommittee list.

School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox/ Diana Russo /Toni Bailey
ORR District School Committee	Michelle Smith
Mass. School Supt. Union No. 55	Nichole Daniel Mary Beauregard Nichole Nye McGaffey
Building Committee	Nichole Nye McGaffey April Nye
READS	Michael S. Nelson
Sick Leave Bank	Mary Beauregard Michelle Smith
SMEC	Michelle Smith
Early Childhood Council	Nichole Daniel
Sole Signatory	April Nye Nichole Daniel (alternate)
MASC Delegate/Legislative Liaison	Mary Beauregard
Budget Subcommittee	April Nye Nichole Nye McGaffey
School Physician	Dr. Mendes Dr. Reynolds

Policy Review Subcommittee

Mary Beauregard

Tri-Town Education Foundation Fund

~~Nichole Daniel~~ Nichole Nye McGaffey

Town Liaison

April Nye

Superintendent's Goals Subcommittee

Michelle Smith
Nichole Daniel

Equity Subcommittee

Mary Beauregard

MOTION: by Ms. Smith to approve the subcommittee list with the proposed changes as discussed

SECONDED: Ms. Daniel

MOTION PASSED 5:0

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

IX. Future Business

A. Timeline

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

Marion School Committee

Joint School Committee

October 24, 2024 @ 6:30pm

September 26, 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.

XI. Information Items

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report – September 2024 and the READS Collaborative amended collaborative agreement effective July 1, 2024.

XII. Executive Session

Recommendation:

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

MOTION: by Ms. Smith to enter Executive Session at 7:50pm 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. Daniel

MOTION PASSED 5:0

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

MOTION: by Ms. Smith to exit executive session at 7:59pm only to return to adjourn.

SECONDED: Ms. Beauregard

MOTION PASSED 5:0

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

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 8:00pm

SECONDED: Ms. Daniel

MOTION PASSED 5:0

Nye; yes, Daniel; yes, Smith; yes, Nye McGaffey; yes, Beauregard; yes

Respectfully Submitted,

Melissa Wilcox

Welcome Back to School Educators and Staff!



August 26, 2024

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Vision 2028

New Strategic Plan

Mission Statement

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 an equitable, rigorous, 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 equitable climate and culture for all school community members...

AND...

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

THEN WE WILL...

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



STRATEGIC OBJECTIVES

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

Support Systems

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

Climate & Culture

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

Safe Schools

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

Professional Development

1. Strategic Plans: A main objective focuses on teaching and learning
1. Professional Development Feedback Survey (top priorities)
 - ES: Literacy and Writing; Social Emotional Learning
 - Secondary: Content-based teaching strategies; Instructional Technology
1. Curriculum Review Cycle
 - Developed by Instructional Council
 - Content-based starting point - State of the State
 - Consistent conversations and approaches to curriculum, instruction, and assessment

Strategic Plan, PD Feedback, Curriculum Review Cycle will steer PD in curriculum, instruction, and assessment this year



New Administrators





Jaime Curley

Assistant Superintendent of Student Services



SUMMER HIGHLIGHT:

Getting together with my college roommates in Newport.

FUN FACTS:

- I love to read in my spare time.
- I've worked on Cape Cod my whole life until coming to ORR.
- I love to take long walks with my dog.





Lynn Dessert

Principal

Sippican School



SUMMER HIGHLIGHT:

I had an amazing trip to Martha's Vineyard spending days boating with my husband and friends. We enjoyed delicious food, lazy float time, and fun nights on the island.

FUN FACT:

Spending quality time with my grown kids and grandkids is my favorite way to recharge. There's nothing quite like sharing laughs and making memories.





Gregory Thomas

Assistant Principal Sippican School



SUMMER HIGHLIGHT:

My oldest daughter got married at the end of June. My son closes out our summer by getting married over Labor Day weekend.

FUN FACTS:

- New England Patriots Fanatic
- Loves Golf, but really bad at it.
- Stand up Comic after school hours





Norman

Comfort Dog

Sippican School



SUMMER HIGHLIGHT:

Chewing household items
and shopping at Shaws.

FUN FACTS:

- I dislike most cats.
- I love sleeping.
- I'm more handsome
than a bulldog!



New Educators and Staff





Julia Bandera

3rd Grade Teacher

Sippican School



SUMMER HIGHLIGHT:

Spending lots of time with my nephew
and going to the beach.

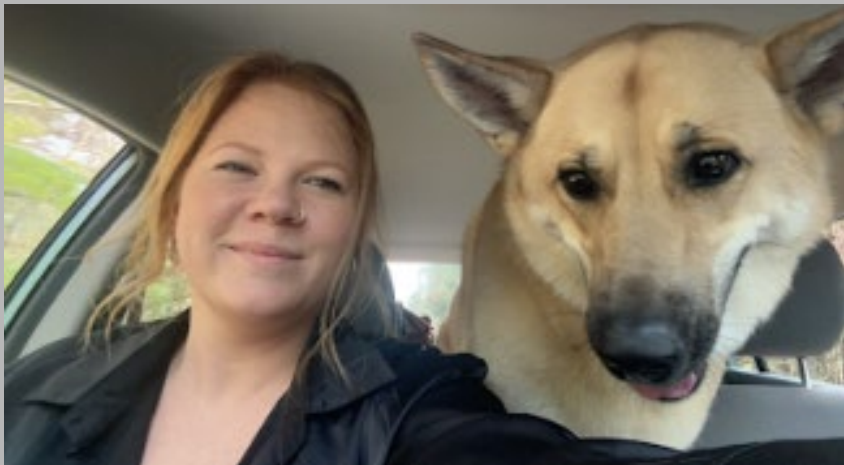
FUN FACTS:

- This will be my second year teaching.
- I am an identical twin.
- I just became an aunt.





Sarah Bennett
School Psychologist
Sippican School



SUMMER HIGHLIGHT:

Bought a house in Bridgewater with my boyfriend!

FUN FACTS:

- I love to do ceramics.
- I like watching football.
- Doing puzzles is my favorite pastime.





Karen Bertram

School Nurse Sippican School



SUMMER HIGHLIGHT:

Spending time with my grandchildren.

FUN FACTS:

- I'm a Mom, Grandmom & Nurse for over 30 years.
- I have been a school nurse for over 20 years.





Rebecca Densberger

School Adjustment Counselor/Social Worker

Sippican School



SUMMER HIGHLIGHT:

Celebrating my 28th birthday and spending time with my family!

FUN FACTS:

- I am a triplet.
- I've read 30 books so far this year.
- I graduated from ORR in 2014.





William Erickson

Instructional Assistant

Sippican School



SUMMER HIGHLIGHT:

I got married in June at Ned's point.

FUN FACTS:

- I have a corgi named Cornelius De'Corgi.
- Music, traveling, and history have got to be my top 3 favorite passions.





Melanie Smeaton

Special Education Teacher

Sippican School



SUMMER HIGHLIGHT:

I witnessed my twin sister get married!

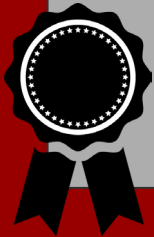
FUN FACTS:

- I am a twin.
- I love watching sunsets.
- I won the three-point shooter contest on field day at my previous school.





Years of Service Recognition





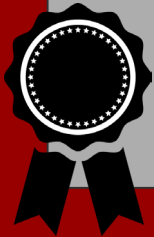
ORR Recognition

10 Years

Erin Bednarczyk
Website Coordinator

Mary Rachel Lynch
Cafeteria Staff

Michael S. Nelson
Superintendent of Schools





ORR Recognition

25 Years

John Ashley
Technology Coordinator

Susan Wheeler
Technology Coordinator





Sippican School Recognition

10 Years

Chelsey Lawrence
Enrichment Teacher

Susan Swoish
Grade 4 Teacher

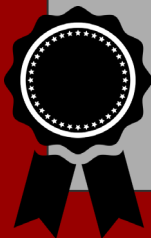
15 Years

Jessica Barrett
Media Specialist

Denise Bouvette
Special Education Teacher

Heidi Kilpatrick
Paraprofessional

Amy Wiggin
Special Education Teacher





Sippican School Recognition

20 Years

Sarah Goerges
Project Grow Teacher

25 Years

Lynne Frade
Paraprofessional

35 Years

Patricia Richard
Music Teacher





Welcome Back!

**Wishing you a
successful
year ahead!**

**Thank you for
all you do!**





MARION INSTITUTE

Advancing a Culture of Health Through Food Equity

CONNECTOR
SERIES

FROGFOOT FARM
NEIGHBORS FEEDING
NEIGHBORS

GROW
EDUCATION

SOUTHCOAST
FOOD POLICY COUNCIL

BIOMED
PROGRAMS

GREENHOUSE
INITIATIVES

Meet Liz Wiley & Nate Sander

Liz Wiley

Executive
Director at the
Marion
Institute



Nate Sander

Grow
Education
Program
Manager at
the Marion
Institute





Building Outdoor Classrooms/Gardens
at Each Elementary School



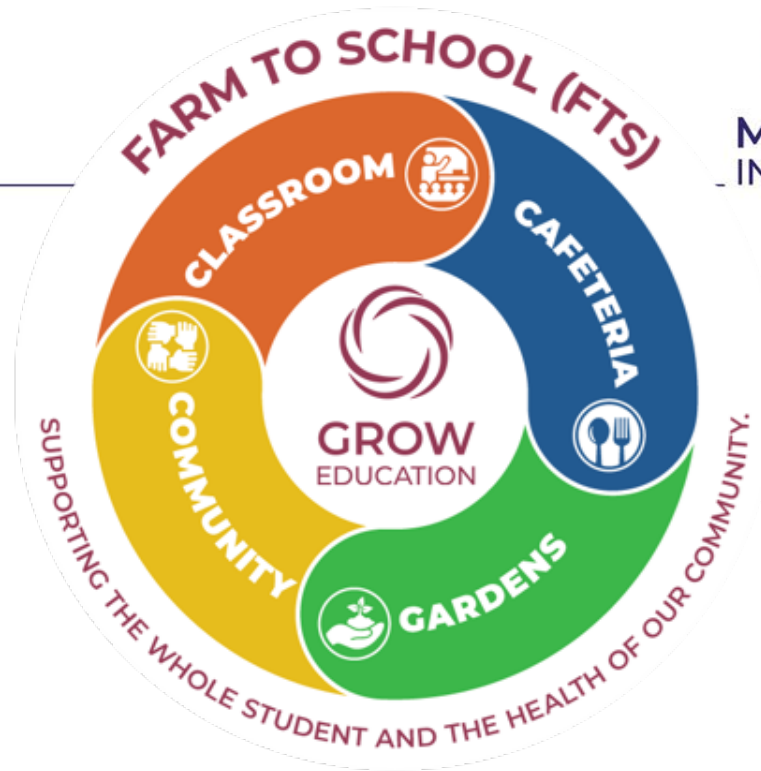
Partnering with Food Service
to Rebuild Cafeterias



Implementing Educational
Programming



Bridging Program Development
with the Community



MARION
INSTITUTE

Grow Education supports teachers, engages families, and educates students in creating healthier eating and living habits. In partnership with school districts, we are building a more equitable food system that promotes ecological literacy, health and sustainability.

Farm to School - Regional Model



FoodCorps:

- HR and Recruiting
- Training
- AmeriCorps
- Member Support
- Policy & Advocacy



Marion Institute:

- Grow Education Programing
- Oversight
- Curriculum Building
- Personnel Management
- Professional Development

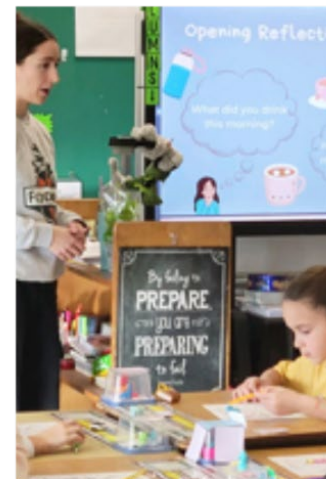


School Districts:

- Students
- Teachers & Staff
- Food Service Dept.
- Gardens & Facilities
- 4 School Districts

Grow Education Snapshot:

- Farm to School Program at 23 Regional Elementary Schools
- Partnering with 4 Southcoast Districts
- Focused on 3rd and 4th grade, STEAM, and Afterschool Clubs
- Marion Institute, 5 FoodCorps Members, School staff



MARION INSTITUTE'S GROW EDUCATION PROGRAM

Planting Knowledge, Cultivating Community



**MARION
INSTITUTE**

DECEMBER:

- Beekeeping and Pollination Virtual Field trip film
- Demo Hive Lesson
- "Mindful Bites" Lesson
- Root Vegetables and/ or Apple (harvest of the month) taste test

NOVEMBER:

- Sow cover crops
- "Connecting Food and Culture of the Wampanoag Tribe" Lesson
- "Cranberries" Lesson
- Three sisters soup (optional taste test)

OCTOBER:

- Manage fertility; amend soil add compost as needed
- "Garlic" Lesson
- Garlic planting workshop

SEPTEMBER:

- Prep and clear out garden, first garden taste test
- "Soil under the lens" Lesson
- "Square gardens" Lesson
- Farm Field trip

AUGUST-SEPTEMBER:

- Plan for saving crops for introduction to garden/ Welcome Back harvest celebration.
- Garden safety Lesson
- Teacher & Food service professional dev. (orientation for new staff)

AUGUST: (FIRST TWO WEEKS)

- Summer garden maintenance cont.
- Cull any spent plants and sow seeds for fall crops, (broccoli, pumpkins, swiss chard beets, cauliflower)

First day of school - 8/31
Vacation - 12/25-1/1
Vacation - 2/19-2/23

Vacation - 4/15-4/19
Last day of school - 6/14
Summer programs - 7/5-7/30



JANUARY:

- Garlic check in Garden
- "Diversity and resilience of Seeds" Lesson
- Seed Saving Virtual Field Trip film
- Dairy (harvest of the month) Butter making

FEBRUARY:

- Black History Lesson
- Herbiology Virtual Field Trip film
- Boston Tea Party Lesson and taste test

MARCH:

- Food Waste and Composting Virtual Field trip film
- "Microbes and Me" Lesson
- Animal Husbandry Virtual Field Trip film
- "The people in our food system" Lesson

APRIL:

- "Sowing seeds for thriving plants" Lesson
- Plant peas, radish, cilantro, dill, from seed
- Plant kale and lettuce seedlings
- Regular watering and weeding as needed

MAY-END OF SCHOOL YEAR:

- Thin radish, trellis peas
- Harvest and taste radish and snow peas
- Class harvest and salad making day with lettuce, kale, dill and cilantro
- Plant tomatoes, peppers and potatoes, 2nd succession of radish and cilantro (optional)
- Clear lettuce bed and plant three sisters
- Harvest celebration, FTS/Grow component for end of year events
- Farm field trip

JUNE-JULY:

- Summer garden maintenance
- Project based integration for summer programs
- Harvest and distribute crops throughout the district's communities



Theory of Change

FoodCorps' theory of change lays out the pathway we will take to accomplish our 2030 goal: that all kids have access to food education and nourishing school meals.

OUR VISION
Every child, in every school,
experiences the joy and power of food.

OUR 2030 GOAL
All kids have access to food
education and free, nourishing
school meals.

What we mean when we say...



Food Education: Experiential lessons that invite children into lifelong conversations about food—including its nutritional value, ecology, cultural, and social significance, and develop skills to grow and prepare it.



Free, Nourishing School Meals: Meals that are student-driven and contain nutritious, scratch-cooked, locally-sourced, culturally-responsive items.



**MARION
INSTITUTE**

Anti-Racism in Action

OUTCOMES

FoodCorps operates as an anti-racist and social justice organization



Partner-Driven Work

OUTCOMES

FoodCorps programs reflect partner and community goals, demographics, and visions



Centering Justice



Power Building



AmeriCorps Members in Schools and Districts

OUTCOMES

Students make informed decisions about their health and take action to influence school meals
Partners adopt and sustain food education and nourishing school meals
Families value and support food education and nourishing school meals



Leadership Development

OUTCOMES

AmeriCorps members, alumni, BIPOC school nutrition professionals, and clients grow as justice leaders and create change in their fields



Movement Building



Policy and Advocacy

OUTCOMES

Lawmakers pass and implement state and federal policies prioritizing food education and free, nourishing school meals



Public Participation

OUTCOMES

Families and educators care about our causes and advocate for policy change



Creating impact in more school communities in the Southcoast Region



"The incredible partnership between FoodCorps and the Marion Institute has spent the past four years transform ing New Bedford's kids and school com munities with nourishing meals and hands-on food education through farm -to- school program ming. We're excited to take the next leap and expand these life-changing opportunities to four more com munities in the South Coast. Here's to a future of even more connected, empowered, and nourished com munities!"

- Rebecca Kelley, Im pact Partnerships Lead, MA, RI & CT

What was accomplished Year 1

Grow at Sippican

- CPA Funded
- Demo and Rebuild of Garden
- Native/Pollinator Plant Garden
- Teacher Professional Development
- Full Year of Grow Education Programming
- 9 Classroom Lessons
- 9 Garden Workshops
- 562 Student Experiences
- 30 Volunteer Sessions



Garden Before:



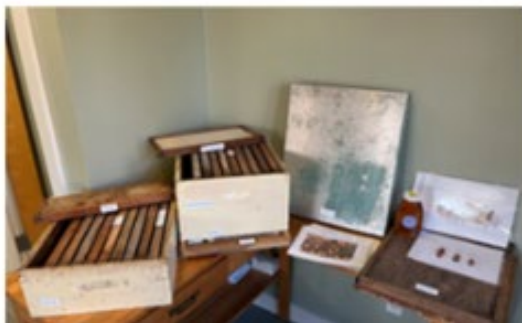
Garden Now!



Teacher Professional Development



In the Classroom



Garden Workshop



Looking Towards the Future...

- Building a Community of Practice with Regional Food Service Directors
- Program Integration and Sustainability
- Expansion to More Schools
- Increased Local Food Procurement
- Ongoing Professional Development and Curriculum Development
- Strengthening our Food System and Improving Food Equity



State Leaders, Local Change Makers



- Almost 7 out of 10 students are eating the healthiest meal available to children (according to USDA research) every school day.
- 12 million more lunches and 9 million more breakfasts are being served annually compared to SY 2018-2019.
- DESE is your partner, we will strive to elevated school meals as a profession.



Sippican School 2024-2025 **DRAFT** Student Handbook



Our Mission:

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

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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

Assistant Superintendent of Student Services:

Dr. Jaime Curley

Marion School Committee

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

The **Marion School Committee** meets regularly 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 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 21st 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,

Lynn Dessert, Principal

Gregory Thomas, 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)758-2772 ext.1948

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

All visitors to the school must 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

2024-2025 Administrative Staff

- Lynn Dessert - Principal • Gregory Thomas - Assistant Principal
- Principal's Secretary - Kristin Rego • Special Education Secretary-Lisa Daniels • Karen Bertram, RN-School Nurse

Classroom Teachers

Project Grow: Sarah Goerges

Kindergarten: Lisa Horan, Melissa Rogers, Marti Medeiros

Grade One: Molly Cruise, Jean Roseman

Grade Two: Julie Bangs, Emily Bourgeois, Ashley Sweatland

Grade Three: Julia Bandera, Tracy Feeney, Kimberly Souza

Grade Four: Leanne Dineen, Amanda LeMarier, Susan Swoish

Grade Five: Cathleen Furtado, Debra Smith, 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 Kirk - Art • Hannah Moore - Instrumental Music • Patricia Richard - General Music • Chelsey Lawrence - Enrichment

Student Support Staff: • Mackenzie Emmons - Behavior Specialist • Sarah Bennett- School Psychologist • Rebecca Densberger - School Adjustment Counselor • Tracy Anthony - Special Education • Denise Bouvette - Special Education • Emilee Cote - Special Education • Jaryd Gioiosa - Special Education • Taylor Nelson - Special Education • Amy Wiggins - Special Education • Melanie Smeaton - Special Education • MaryJayne Couet - Reading Specialist • Stacey Riquinha - Reading Specialist • Sarah Jacques - Speech & Language • Doreen Lopes – Early Childhood Coordinator

School Assistants / Special Needs Assistants: • Meghan Allen • Sydney Arruda • Heather Austin-Ripley • Makayla Bumpus • Donna Dunn • William Erickson • Lynne Frade • Heidi Kilpatrick • Taylor Mitchell • Jennifer Nye-Denham • Jenna Sylvia • Tammy Szteliga • Pamela Waugh-Wagoner

Title I: • Lynn-Ann Dixon • Nadeen Mardo

Cafeteria Staff: • Paula White • Julie Best • Noreen Mackie

Supervisor of Building Maintenance: • Cody Leonardo

School Resource Officer (SRO)

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 or 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 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 Routine:

- **Breakfast:** Available from 8:30 AM to 8:40 AM in the cafeteria.
- **For the safety of all students, please ensure that dropped-off students and independent walkers enter the building through the main office doors in the morning.**
- **Arrival Time:** Please ensure your child arrives between 8:40 AM and 8:49 AM. Students should be in their class by 8:50 AM.
- **Tardy:** Tardy will be recorded at 8:51 AM.

Dismissal Routines:

- **Kindergarten:** Students are dismissed at 2:50 PM.
- **Grades 1-6:** Students are called and dismissed at 2:55 PM.
- **For the safety of our dismissal routines, please notify us by 2:00 PM if you need to make any changes to your child's dismissal plans.** This includes situations like needing to pick up your child early from the bus. Please try to make these changes as early as possible to ensure a smooth dismissal process.

Dismissal Locations:

- **Independent Walkers and Parent Pick-Ups:** Students will be dismissed to their grade level doors.
 - **Grades K & 6:** First door on the left side of the building (**pink sign**)
 - **Grades 1 & 2:** Last door on the right at the front of the building (**nearest to the playground**) (**blue sign**)
 - **Grades 3 & 4:** Main entrance at the front of the building (**yellow sign**)
 - **Grade 5:** Middle door at the front of the building (**near the bird feeder**) (**orange sign**)

Bus Departure:

- Buses will leave the building no later than 3:08 PM.

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. 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 (CRA) 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 Titan 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.

Decorative footwear and flip-flops can create a safety issue when students play at recess and during Physical Education classes. Therefore, flip-flops or any other type of open-toed shoes are strongly discouraged for safety reasons.

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.

Recess

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 and Smartwatches

A student may carry or keep a cell phone or Smartwatch in his/her backpack **if authorized by the school office**. The phone or Smartwatch 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 or Smartwatch may not be used to receive or send messages anytime during school hours **or on school buses**. Student phones or Smartwatches 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 complete the online forms or make this request in writing by completing a FERPA Privacy Form, included in this packet, and returning it to the Principal before September 10th.** If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website.

Opt Out for Library Books

If you prefer that your child does not check out a specific library book, you may opt out of having your child check out the book by emailing your school's librarian with the exact title of the book and the author's full name. If no email was sent to opt out, your student will have full access to the variety of books available in the library. Here is the link to the library book platform Alexandria: <https://sippican.goalexandria.com/>

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 these meetings are typically in the evening (6:30pm). Meetings are held in person and over Zoom at the Sippican School and are televised. School committee schedules, meeting resources and meeting minutes are available online here: <https://www.olderochester.org/district/sc>

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 and vice principal are available to all parents. Please call the school office or contact the principal directly via email: lynndessert@olderochester.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 this 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 Testing Window:	March 24–April 18
Math Testing Window:	April 28–May 23
Science Testing Window:	April 28–May 23

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.

Sippican School operates on a three-term grading cycle.

Marking Periods	Report Cards go home
Term 1: Marks Close 11/27/24	12/6/24
Term 2: Marks Close 3/5/25	3/14/24
Term 3: Marks Close 6/5/25	6/10/24 (Day 180)

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.

Classroom teachers implement the Responsive Classroom curriculum to proactively teach and reinforce courtesy, assertion, responsibility, empathy, and self-control (CARES).

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.

Sippican School Wide Behavior Expectations

School-Wide Rules/Expectations	Typical Settings/ Contexts						
	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

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.

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 PREVENTION

The Old Rochester/MA School Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations

SOURCE: MASC Updated 2023

Approved by the Joint School Committee on September 28, 2023.

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.

https://z2policy.ctspublish.com/masc/browse/oldrochesterset/rochester/EEAE/z2Code_EEAE

Student Behavior Expectations

Old Rochester Regional School District's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

The ultimate goal of our school discipline philosophy, including restorative practices, is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction and learning.

Rules for behavior in school are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Sippican Elementary School discipline policy is corrective; it is to encourage students to improve their conduct.

The school's discipline code is designed to assist students to show respect for others and their property, as well as for themselves. We ask our students to take a look at themselves and their actions. Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals throughout their school day. Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to address behavior at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during after school activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles

Our intentions for school discipline are aligned with the following objectives:

- Students, parents/guardians/caregivers, and school personnel, are provided with a clear understanding of the various administrative responses to discipline as described in the student handbook.
- Utilization of discipline practices that are progressive and tiered by design.
- The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
- No student has the right to disrupt the educational process within a school or designated learning environment.
- Provide students with ample restorative opportunities to change behavior and nurture relationships when possible.
- Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.
- Every reasonable effort will be made to keep students actively engaged in their learning environment as much as possible.
- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

Each day in our schools, we support our students' social emotional learning and development, while employing practices to help strengthen our learning community. We are focused on building healthy, positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups, and fostering a positive and inclusive learning environment.

We value open dialogue to repair relationships, and we remain committed to the idea that harmful and disruptive behavior shall not be permitted to interfere with other students' access to learning. Families are encouraged to reach out to classroom teachers, school social workers or school administration with any questions or concerns.

File: JK - STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.: M.G.L. [71:37H](#) and [37L](#); [76:16](#) and [17](#)

Chapter 380 of the Acts of 1993

Chapter 766 Regulations, S. 338.0

Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994

File: JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee,

shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the Principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to

an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary

offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

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.

Appeal from Principal's Decision:

- 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.

Provision of Education Services:

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to makeup assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and parent with a list of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

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 of expulsions in Massachusetts for more than 10 cumulative days in a school year.

See 603 CMR 53.14 for details.

G.L. Chapter 71, §37H ½

Offenses:

1. A felony charge or felony delinquency complaint against a student.

2. Conviction, adjudication, or admission of guilt with respect to such felony.

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.

Appeal from Principal's Decision to Suspend or to Expel:

- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold a hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- 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.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

G.L. Chapter 71, §37H ³/₄

Offenses: Any offense that is not addressed in 37H or 37H ¹/₂.

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 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.
- Principal must make 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.
- Following hearing, 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.

Appeal from Principal's Decision:

- Timeline for requesting appeal: written request 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 a 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: Same as above

Discipline Collection and Reporting: Same as above

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>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 SIPPICAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION**IF WE...**

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	1.1 <ul style="list-style-type: none">Engage in professional development work to create an elementary Portrait of a Graduate in alignment with the Jr. High School and High School Portrait of the Graduate (POG)	1.1 <ul style="list-style-type: none">Staff can explain what a Portrait of a Graduate is, why we have it, and our part	1.1 <ul style="list-style-type: none">Elementary administration will have outlined the meaning and purpose of Portrait of the Graduate for faculty and staff to begin this work at the elementary level
	1.2 <ul style="list-style-type: none">Implement a curriculum review cycle in accordance with the identified Phases in the “2024	1.2 <ul style="list-style-type: none">The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such	1.2 <ul style="list-style-type: none">Identified faculty are participating in the math curriculum review work

	<p>Curriculum Review Cycle Plan”</p> <ul style="list-style-type: none"> Continue the implementation of the Literacy Action Plan 	<p>as reviewing the math curriculum</p> <ul style="list-style-type: none"> Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate 	<ul style="list-style-type: none"> The Literacy Action Plan is implemented and reviewed annually for updates
	<p>1.3</p> <ul style="list-style-type: none"> Continue monthly meetings with the Instructional Council Establish elementary curriculum leaders by grade span/department 	<p>1.3</p> <ul style="list-style-type: none"> Monthly Instructional Council meetings are scheduled with clear objectives Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted 	<p>1.3</p> <ul style="list-style-type: none"> Instructional Council meetings continue to be an active committee outlining professional development needs for the district The Curriculum Leaders are identified and are engaged in curriculum work at Sippican as well as district-wide
	<p>1.4</p> <ul style="list-style-type: none"> Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction 	<p>1.4</p> <ul style="list-style-type: none"> Common assessment data is analyzed to inform instruction Grade-level data meetings take place in accordance with the assessment schedule Professional development time is allocated for vertical and horizontal data analysis 	<p>1.4</p> <ul style="list-style-type: none"> Time is given to analyze student data and make informed instructional focus areas Common Assessment practices are established and implemented in PreK-6 for literacy and math Data analysis professional development is provided to highlight areas needing improvement and areas that are working
	<p>1.5</p> <ul style="list-style-type: none"> Maintain, enhance, and utilize a curriculum management system 	<p>1.5</p> <ul style="list-style-type: none"> Additions and edits to curriculum are documented in a 	<p>1.5</p> <ul style="list-style-type: none"> Educators utilize a curriculum management system to inform

	containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments	curriculum management system and shared with appropriate grade level/content areas faculty	curriculum, instruction, and assessment in literacy and math
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Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#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.	2.1 <ul style="list-style-type: none"> Implement the professional development plan that supports effective and equitable teaching and learning 	2.1 <ul style="list-style-type: none"> Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session Educators complete the survey at the end of each professional development day The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators 	2.1 <ul style="list-style-type: none"> Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan Instructional Council agendas reflect discussion on survey results from PD offerings PD plans reflect input from the survey results
	2.2 <ul style="list-style-type: none"> Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models 	2.2 <ul style="list-style-type: none"> The curriculum leadership team guides and develops district-wide curriculum initiatives 	2.2 <ul style="list-style-type: none"> The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives Professional development for the adoption of high quality instructional materials is provided based on the curriculum review cycle in math, science, ELA and social studies

	2.3 <ul style="list-style-type: none"> • Provide educational leaders/teacher leaders with ongoing professional development in curriculum writing such as Understanding by Design (UbD) to support consistent curriculum implementation and instructional practices 	2.3 <ul style="list-style-type: none"> • Professional development will be provided in curriculum writing such as Understanding by Design (UbD) model with applicable educators 	2.3 <ul style="list-style-type: none"> • Educational leaders/teacher leaders will be engaged in purposeful professional development, which is aligned with curriculum initiatives and lessons reflect the UbD planning model
	2.4 <ul style="list-style-type: none"> • Support implementation of the Portrait of a Graduate (POG), with dedicated time and resources 	2.4 <ul style="list-style-type: none"> • Building-based discussions/ teams will begin Portrait of a Graduate work by collaborating across the district 	2.4 <ul style="list-style-type: none"> • Professional development time has been provided with school schedules for professional development and educator collaboration that focuses on the POG
	2.5 <ul style="list-style-type: none"> • Provide Professional Development to support and implement adoptions of the current Literacy Action Plan 	2.5 <ul style="list-style-type: none"> • Continue to provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program • PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy • Data meetings take place 3-5 times a year • Science of Reading training modules are offered during PD Days, and/or PLC time 	2.5 <ul style="list-style-type: none"> • Professional development is aligned with the Literacy Action Plan • Data meetings have been outlined for the year • Science of Reading Modules are completed by each educator, as applicable

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 <ul style="list-style-type: none"> Review, design, and expand consistent district-wide support systems available to all students through the general education setting 	3.1 <ul style="list-style-type: none"> Identify the systems of support for academics, behavioral and social and emotional learning (SEL) Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly Educators will use the assigned FLEX/RTI block to provide intervention and enrichment to students 	3.1 <ul style="list-style-type: none"> Outline current systems of support in academics and SEL, including Responsive Classroom Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX/RTI Block focus areas for student success and planning for Tiered Instruction
	3.2 <ul style="list-style-type: none"> Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings 	3.2 <ul style="list-style-type: none"> Finalize district DCAP that defines what tiered intervention looks like at the elementary and secondary level 	3.2 <ul style="list-style-type: none"> Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners
	3.3 <ul style="list-style-type: none"> Identify and provide professional development in all schools that foster the full implementation of the systems of support 	3.3 <ul style="list-style-type: none"> Train and support educators on the systems of support at the classroom level while being in alignment with the district plan 	3.3 <ul style="list-style-type: none"> Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners

	3.4 <ul style="list-style-type: none"> Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social-emotional needs, as applicable Implement data collection and screening tools to identify SEL and behavior support needs 	3.4 <ul style="list-style-type: none"> Educators will use assessment data to provide targeted literacy and math interventions in the classrooms and in small groups A school-based data team is identified with an outline of roles and responsibilities Data team meetings are scheduled and agendas outline the purpose of meetings 	3.4 <ul style="list-style-type: none"> Data collection and screening practices are scheduled and analyzed consistently to assess students' academic, behavioral and social-emotional needs
	3.5 <ul style="list-style-type: none"> Provide systems of support that ensure successful grade-level transitions based on students' academic, behavioral, and social-emotional learning needs 	3.5 <ul style="list-style-type: none"> Grade-level transitions are planned and communicated within/between schools 	3.5 <ul style="list-style-type: none"> Transition plans are outlined and scheduled for each grade level/grade span as applicable

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	4.1 <ul style="list-style-type: none"> Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students 	4.1 <ul style="list-style-type: none"> Responsive Classroom techniques including: Morning Meeting, school & classroom rules, behavior supports, and restorative practices, will be implemented school-wide Provide Responsive Classroom resources to faculty Review expectations at the fall staff meeting and throughout the year as applicable Explore SEL resources and lessons within the Into Reading 	4.1 <ul style="list-style-type: none"> Evidence-based practices related to teaching and discipline are implemented to decrease behavioral referrals Responsive Classroom training takes place for faculty and staff needing to be trained Morning Meeting is implemented on a daily basis with a focus on SEL practices as outlined in Responsive Classroom curriculum

		program	
	4.2 <ul style="list-style-type: none"> Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large 	4.2 <ul style="list-style-type: none"> Identify staff to work at the district level to determine the unified brand of the district Determine how the branding of the district will transfer to the school level and identify the who, what, when, why and how this will be shared 	4.2 <ul style="list-style-type: none"> A unified school system brand has been established, embodying the spirit of all districts The unified branding is implemented and reflected in school communications and logos
	4.3 <ul style="list-style-type: none"> Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing 	4.3 <ul style="list-style-type: none"> Weekly newsletters (SMORE) are sent out on Sunday afternoons Blackboard messages are created to inform families, faculty, and staff of important school-related events and/or community events The school website and social media pages are kept up-to-date highlighting school, district and/or community events and happenings 	4.3 <ul style="list-style-type: none"> Schools provide consistent and timely communication to community stakeholders and faculty on a consistent basis School website reflects up to date social media posts and current events
	4.4 <ul style="list-style-type: none"> Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all 	4.4 <ul style="list-style-type: none"> Implement Student Councils Create opportunities to utilize student voice within classrooms and school community Identify Project 351 Influencers in grades 4-6 Hold monthly meetings with Project 351 students Hold bi-monthly meetings with student ambassadors School Influencers attend the four training meetings and attend monthly meetings 	4.4 <ul style="list-style-type: none"> Student voice and student leadership are fostered and highlighted throughout the school year Students meet to share ideas and problem-solve with their peers throughout the year School-based initiatives are identified by Project 351 students and school-based Ambassadors

	4.5 <ul style="list-style-type: none"> • Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> • Provide PD and continue to improve upon behavior reporting system • Continue to improve upon behavior data reporting and analysis • Engage in PD to further support students with social-emotional and behavioral needs 	4.5 <ul style="list-style-type: none"> • Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors
	4.6 <ul style="list-style-type: none"> • Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> • Schedule Open House and Orientation Days • Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> • Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 <ul style="list-style-type: none"> • Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> • Provide faculty and staff training on school safety and cyber security • Conduct safety drills throughout the school year in alignment with the safety manual • Professional training in Crisis Prevention Intervention (CPI) • Invite local police and fire department personnel to visit and walk the schools • Continue to improve upon GoGuardian Use • Continue training staff of 	5.1 <ul style="list-style-type: none"> • Training take place throughout the year on ALICE training • Fire drills are conducted with the support of the Sippican Fire Department • Updated manual shared with The Leadership Council to be followed in emergencies • Staff training in CPI takes place each fall and throughout the year, as needed • Go Guardian is implemented and updated • Health and safety trainings take place annually and/or as

		Heimlich Maneuver, EpiPen, CPR and First Aid as applicable	appropriate
	5.2 <ul style="list-style-type: none"> Establish annual review and audit procedures of all facility systems and related phase replacement plans 	5.2 <ul style="list-style-type: none"> The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	5.2 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
	5.3 <ul style="list-style-type: none"> Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	5.3 <ul style="list-style-type: none"> Maintain classroom, student and staff technology equipment Support maintenance and refurbishment of technology Improve upon tech ticket reporting Support the development of replacement plans 	5.3 <ul style="list-style-type: none"> All instructional technology is updated and functional to support student learning The technology maintenance plan is outlined by the technology department Increase staff submission of technology and maintenance requests within the ticketing system Technology maintenance and replacement plan is in place
	5.4 <ul style="list-style-type: none"> Establish short and long term capital plans for all school buildings, grounds, and facility operations 	5.4 <ul style="list-style-type: none"> School administration will meet with the district administrative department heads to target areas of need in the building School and district administration will meet with town officials to walk the building and view areas of need Items agreed upon will be added to the town's capital 	5.4 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to central administration Long and short-term capital plans for buildings and grounds are outlined Items added to the Capital Plan will be reviewed with town leadership Town capital planning documents reflect the needs

		improvement plan as applicable	identified by the school
	5.5 <ul style="list-style-type: none"> Continue to be engaged and actively involved in the budget process at the building level 	5.5 <ul style="list-style-type: none"> Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment Participate in discussions to identify and prioritize the budget process 	5.5 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to the budget subcommittee

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

September 19, 2024

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUlCeg3U2lIQT09>

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

6:00pm

**MEETING TO ORDER
TOUR OF BUILDING**

6:30pm (approximately)

RECOGNITION – New Staff

I. Approval of Minutes

A. Minutes

- 1. Regular Minutes: May 23, 2024**
- 2. Executive Session Minutes: May 23, 2024**
- 3. Budget Subcommittee Minutes**

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. Grow Education Update

B. Opening Day Update

C. Approval of Student Handbook

D. Approval of School Improvement Plan

E. Approval of Grant(s)

V. New Business

A. Policy Review

B. Curriculum

C. Business

- 1. Financial Report**
- 2. Record of Warrant(s)**
- 3. Food Service Report**
- 4. Facilities Report**
- 5. 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

MARION PUBLIC SCHOOLS
Marion, MA

TO: Marion School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: September 17, 2024
RE: Agenda Items

The following items are on the agenda for September 19, 2024.

Tour of Building

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

Recognition –New Staff

The school committee recognize new staff. Please refer to “MSC 09192024 Opening Day Presentation”.

I. Approval of Minutes

A.1. Regular Minutes –

Recommendation

That the School Committee review and approve the minutes of May 23, 2024. Please refer to “MSC 09192024 May Minutes”

A.2. Executive Session Minutes –

Recommendation

That the School Committee review and approve the minutes of May 23, 2024.

IV. General

A. Grow Education Update

Recommendation:

That the School Committee hear an update from the Marion Institute about the Grow Education Farm-to-School Program at Sippican School.

B. Opening Day Update

Recommendation:

That the School Committee hear an update from administration. Please refer to “MSC 09192024 Welcome Back Message & Opening Day Schedule 2024-2025”.

C. Approval of Student Handbook

Recommendation:

That the School Committee review the 2024-2025 Student Handbook. Please refer to “MSC 09192024 Student Handbook”.

D. Approval of School Improvement Plan

Recommendation:

That the School Committee review the 2024-2026 School Improvement Plan for Sippican School. Please refer to “MSC 09192024 School Improvement Plan 24-26”.

E. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- FY25 Fund Code 589 Civics Teaching and Learning Grant in the revised amount of \$32,000
- Tri-Town Education Foundation Fund Grant in the amount of \$689.47 to Ashley Sweatland

Please refer to “MSC 09192024 FC589 and Tri-Town Education Foundation Fund Grants Memo”.

V. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC09192024 FY24 Financial Reports Memo”, “MSC09192024 FY24 Financial Report”, “MSC09192024 FY24 Financial Reports Memo” and “MSC09192024 FY24 Financial Report”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s). Please refer to “MSC 09192024 Warrant(s)”.

3. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC 09192024 Food Service Report”.

4. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MSC 09192024 Facilities Report”.

D. Personnel

The following staff members were hired for the 2024-2025 school year.

Dr. Jaime Curley – Assistant Superintendent of Student Services

Lynn Dessert – Principal

Gregory Thomas – Assistant Principal

Julia Bandera – Teacher, Grade 3

Karen Bertram – School Nurse

Melanie Smeaton – Special Education Teacher

Rebecca Densberger – School Adjustment Counselor

Sarah Bennett – School Psychologist

Sydney Arruda – Paraprofessional

William Erickson - Paraprofessional

The following staff changed positions.

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>
MJ Couet	Teacher - Grade 3	Reading Specialist

The following staff members retired/resigned/non-renewal.

Pete Crisafulli – Assistant Principal

Elizabeth Milde – Teacher, Grade 5

Meagan Morais – School Nurse

Michelle Ennis – School Adjustment Counselor

Maggie Francisco – School Psychologist

Cassandra Craig – Paraprofessional

Sydney Swoish – Paraprofessional

Tarrah Preusser – Paraprofessional

Jocelyn Healy – Recess/Lunch Monitor

Annette Grady – Recess/Lunch Monitor

Quinn Davidson – Paraprofessional

Anna Laycock - Paraprofessional

IX. Future Business

A. Timeline

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

Marion School Committee

October 24, 2024

16 Spring Street

Marion, MA 02738

Joint School Committee

September 26, 2024

133 Marion Road

Mattapoisett, MA 02739

Future Agenda Items

- MCAS Results Report (November/December)
- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Public Hearing (March)
- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- School Improvement Plan (June)
- Student Handbook Approval (June)
- Approval of Leases (June)

XI. Information Items**Recommendation:**

That the School Committee review the READS Collaborative Quarterly Report – September 2024 and the READS Collaborative amended collaborative agreement effective July 1, 2024. Please refer to “MSC 09192024 READS Quarterly Report” and “MSC 09192024 READS Amended Agreement”.

XII. Executive Session**Recommendation**

That the School Committee enter into executive session for the purposes of exception #3, to discuss strategy with respect to collective bargaining or non-union personnel and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

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

Welcome Back to School Educators and Staff!



August 26, 2024

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Vision 2028

New Strategic Plan

Mission Statement

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 an equitable, rigorous, 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 equitable climate and culture for all school community members...

AND...

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

THEN WE WILL...

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



STRATEGIC OBJECTIVES

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

Support Systems

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

Climate & Culture

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

Safe Schools

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

Professional Development

1. Strategic Plans: A main objective focuses on teaching and learning
1. Professional Development Feedback Survey (top priorities)
 - ES: Literacy and Writing; Social Emotional Learning
 - Secondary: Content-based teaching strategies; Instructional Technology
1. Curriculum Review Cycle
 - Developed by Instructional Council
 - Content-based starting point - State of the State
 - Consistent conversations and approaches to curriculum, instruction, and assessment

Strategic Plan, PD Feedback, Curriculum Review Cycle will steer PD in curriculum, instruction, and assessment this year



New Administrators





Jaime Curley

Assistant Superintendent of Student Services



SUMMER HIGHLIGHT:

Getting together with my college roommates in Newport.

FUN FACTS:

- I love to read in my spare time.
- I've worked on Cape Cod my whole life until coming to ORR.
- I love to take long walks with my dog.





Lynn Dessert

Principal

Sippican School



SUMMER HIGHLIGHT:

I had an amazing trip to Martha's Vineyard spending days boating with my husband and friends. We enjoyed delicious food, lazy float time, and fun nights on the island.

FUN FACT:

Spending quality time with my grown kids and grandkids is my favorite way to recharge. There's nothing quite like sharing laughs and making memories.





Gregory Thomas

Assistant Principal Sippican School



SUMMER HIGHLIGHT:

My oldest daughter got married at the end of June. My son closes out our summer by getting married over Labor Day weekend.

FUN FACTS:

- New England Patriots Fanatic
- Loves Golf, but really bad at it.
- Stand up Comic after school hours





Norman

Comfort Dog

Sippican School



SUMMER HIGHLIGHT:

Chewing household items
and shopping at Shaws.

FUN FACTS:

- I dislike most cats.
- I love sleeping.
- I'm more handsome
than a bulldog!



New Educators and Staff





Julia Bandera

3rd Grade Teacher

Sippican School



SUMMER HIGHLIGHT:

Spending lots of time with my nephew
and going to the beach.

FUN FACTS:

- This will be my second year teaching.
- I am an identical twin.
- I just became an aunt.

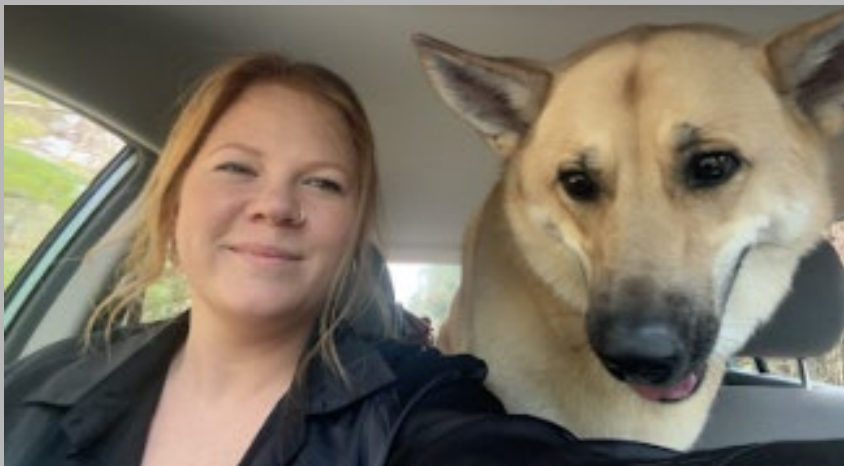




Sarah Bennett

School Psychologist

Sippican School



SUMMER HIGHLIGHT:

Bought a house in Bridgewater with my boyfriend!

FUN FACTS:

- I love to do ceramics.
- I like watching football.
- Doing puzzles is my favorite pastime.





Karen Bertram

School Nurse Sippican School



SUMMER HIGHLIGHT:

Spending time with my grandchildren.

FUN FACTS:

- I'm a Mom, Grandmom & Nurse for over 30 years.
- I have been a school nurse for over 20 years.





Rebecca Densberger

School Adjustment Counselor/Social Worker

Sippican School



SUMMER HIGHLIGHT:

Celebrating my 28th birthday and spending time with my family!

FUN FACTS:

- I am a triplet.
- I've read 30 books so far this year.
- I graduated from ORR in 2014.





William Erickson

Instructional Assistant

Sippican School



SUMMER HIGHLIGHT:

I got married in June at Ned's point.

FUN FACTS:

- I have a corgi named Cornelius De'Corgi.
- Music, traveling, and history have got to be my top 3 favorite passions.





Melanie Smeaton

Special Education Teacher

Sippican School



SUMMER HIGHLIGHT:

I witnessed my twin sister get married!

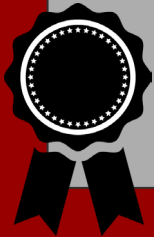
FUN FACTS:

- I am a twin.
- I love watching sunsets.
- I won the three-point shooter contest on field day at my previous school.





Years of Service Recognition





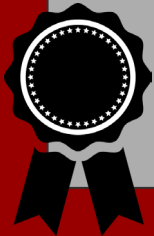
ORR Recognition

10 Years

Erin Bednarczyk
Website Coordinator

Mary Rachel Lynch
Cafeteria Staff

Michael S. Nelson
Superintendent of Schools



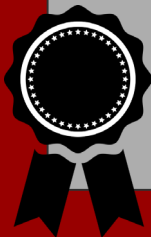


ORR Recognition

25 Years

John Ashley
Technology Coordinator

Susan Wheeler
Technology Coordinator





Sippican School Recognition

10 Years

Chelsey Lawrence
Enrichment Teacher

Susan Swoish
Grade 4 Teacher

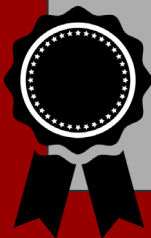
15 Years

Jessica Barrett
Media Specialist

Denise Bouvette
Special Education Teacher

Heidi Kilpatrick
Paraprofessional

Amy Wiggin
Special Education Teacher





Sippican School Recognition

20 Years

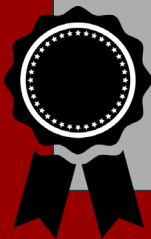
Sarah Goerges
Project Grow Teacher

25 Years

Lynne Frade
Paraprofessional

35 Years

Patricia Richard
Music Teacher





Welcome Back!

**Wishing you a
successful
year ahead!**

**Thank you for
all you do!**



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

**May 23, 2024
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, May 23, 2024 and called to order by Chairperson Nye, at 6:03pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (in-person); Doreen Lopes, Early Childhood Director (as Acting 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

Superintendent Nelson and Chairperson Nye thanked Ms. Milde and congratulated her on her upcoming retirement. A group of faculty present shared the following comments:

Elizabeth Milde has been a part of the Sippican School community for 11 years. In her time as the Enrichment teacher and member of the 5th grade team, she has dedicated her time, energy and effort into her students. Elizabeth looks for the best in her students and encourages them to stretch their thinking, take chances with their learning, overcome challenges, and believe in themselves. She does this with kindness and compassion.

As a colleague, Elizabeth is a team player. She is knowledgeable, hard working, and respectful. When collaborating with her team or discussing student matters, she is child focused and advocates for what is best for all students. Her love for diving into American history with her students in order to have them understand our country's past, as well as showing them that they have a voice in our democracy has been something I've always admired about Elizabeth. It has been a privilege to learn and work alongside her for all of these years.

I especially admire Elizabeth's ability to connect with the most challenging of students. Even the students who admittedly insist that they "hate" writing can actively participate in Elizabeth's classes. One of the ways she does this is by making sure all writing topics have student choice. When they want to write their persuasive essay about how students should be allowed to have unlimited candy during MCAS or wear pajamas everyday to school, she will guide them into a convincing argument, even if she strongly disagrees. In Social Studies, Elizabeth's style appealed to students because she presented the information and then challenged students to draw their own conclusions. I know that students who don't normally participate will raise their hands to explain their position on an issue in her class. She is very savvy to tap into their natural 5th grade argumentative tendencies. Elizabeth is always able to smile and see the humor that oftentimes arises when working with elementary students.

Elizabeth is a mentor. Prior to coming to Marion she worked in the Newton school system and was a Mattapoisett School Committee Member. Her past experiences brought a wealth of knowledge to the team. She is a planner. Always thinking about what comes next and sharing her ideas with the team. I admire her willingness to take charge and spearhead ideas not only on the fifth grade team, but with staff as well. She isn't afraid to ask questions and is reflective in all aspects of her day. It is what makes her a truly great teacher. Most of all, I am proud to call her my friend. The Marion Teachers Association proudly recognizes Elizabeth Milde for the 2023-2024 Merit Award.

Next, Ms. Bourgeois recognized Ms. Barrett for the Merit Award.

Marilyn Johnson said, "Good librarians are natural intelligence operatives. They possess all of the skills and characteristics required for that work: curiosity, wide-ranging knowledge, good memories, organization and

analytical aptitude, and discretion.” This quote describes Jess Barrett accurately, which is why I nominate Jess Barrett for the 2024 merit award. I asked Jess to make me a list of all the committees and projects she is involved with so that I wouldn’t overlook anything. Following that list she wrote, “There really aren’t that many things that I do around the school! Here are a few...” with emphasis on “a few.”

I immediately stopped stressing about how I was going to adequately represent the exemplary work Jess does, as you will soon understand after hearing the list of all of Jess’ commitments, besides working what must be a 50-60 hour week and raising two children! Here is the list.

- 1. VASE rep. This includes attending the monthly meetings, sending out an update to staff, bringing up questions and issues that impact teaching in the building.*
- 2. Character Counts program -Jess researches and selects the books for the year in June before school ends, order them so they are ready to go in September. She gets all the information to teachers, fills the orders from students every Friday morning, and assembles the announcement for the monthly All School Meetings.*
- 3. Jess also organizes R.I.F. - (Reading is Fundamental) Similar to Character Counts, this requires LOTS of pre-planning (selecting 17 options for each grade level), getting orders from every student in grades PreK-6, and then going through to assemble the orders. When a book is out of stock Jess goes with the students' 2nd choice! Clearly this can take a lot of time! Then, when the books arrive Jess sorts them all by student, plans a thank you project for the Braitmayer Family who pays for the books, and then has a RIF Day to distribute the books and give each class a chance to make a final decision about the book they selected.*
- 4. Summer Reading - Jess meets with the public librarian after school hours to develop lists for each grade level for suggested summer reading. She coordinates and facilitates field trips to the Elizabeth Taber Library every June for grades K-5.*
- 5. Vocabulary Day - Jess plans the implementation of Vocabulary Day. Last year this included meeting with and planning with Corinna Raznikov-Wisner, to organize the events for the Day itself along with planning the Gallery Reveal in June, where student pictures were displayed on the bulletin boards. Communicating with VASE regarding photo release and donations for Corinna. This year will be simplified without the photography piece, but Jess is still planning the All School Meeting and creating the promotional material for families and teachers.*
- 6. Retirement/Party Planning - Years ago, Jess began helping with retirement celebration planning. Since then she has maintained the retired staff contact list, and with the assistance of other staff members generated the "how-to" document for planning a retirement celebration. In addition, Jess happily helps with many other community celebrations that require invitations, donations, and coordinating.*
- 7. Winter Reading Challenge - Jess plans the annual Winter Reading Challenge that runs from mid-January until February break. She selects a theme, sets a goal and a purpose, and communicates the message to students and families. Participants are recognized with certificates/awards, along with a public recognition at the next All School Meeting.*
- 8. Annual Hour of Code - The national computer science week is celebrated annually during the first week in December. Jess plans the Hour of Code for all Sippican students, selects new coding challenges and opportunities for students to experience, and writes grants to bring new technology into the library (ex. Jess won a \$2500 grant from MassCUE last spring to order 5 new Marty robots).*
- 9. Spring Book Fair - Jess plans and runs the spring Book Fair. More than making money from this event, her goal is to keep kids excited about finding new things to read and to develop new interests. She ensures that every student who wishes to shop at the Book Fair is able to with the help of our "Book Fairy" program. She reaches out to classroom teachers to ask which students may be in need of a gift from the Book Fairy. At the time of shopping she very nonchalantly makes sure that these students receive an envelope with a \$10 gift card in it. She uses profits earned from running the Fair to finance this opportunity.*
- 10. Additionally, Jess gathers books on a theme classroom teachers need and sets them aside for you.*

Another thing Jess coordinated, that needs to be remembered, even retroactively, are the significant hours Jess spent creating video for teachers, cataloged of course with a table of contents, modeling for teachers the many ways they could manage and operate Google Classroom, during the pandemic. Jess was an amazing asset to staff in this area, as she is incredibly tech savvy. I personally reached out to her on a regular basis for tech support and she always helped with a generous spirit.

After having taught both of her kids, I know where they get these skills from. I recall her daughter, at the age of 6, eagerly solving problems and managing challenges. One time I was one paper short so I gave her a blank paper, knowing she would happily write her math answers on it and not complain. Not only did she not complain, but she recreated the page to look exactly like the one I passed out. It had a ten frame, which required her to use a ruler and make ten squares of equal size and dotted numbers to trace, and objects to circle to match the amount. I

absolutely knew where she gets her resourcefulness from, as well as her composure in managing challenging tasks.

Jess not only inspires her own children, but our students and staff as well. Here are some things kids said about Jess, "I love that she encourages kids to read. She helps me find books. She suggested a Koala book." "She's really nice and I love when she gives me an I Am (famous person) book. I read them at home and asked her if we had any at school. She showed me where they are in the library." "I love how she lets us do Chromebooks and choose books because she has a lot of good books!" It is for these many reasons Jess Barrett is deserving of our Merit Award.

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – April 25, 2024

MOTION: by Ms. Smith to accept the meeting minutes of April 25, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:1

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

IV. General

A. Approval of Grant(s)

Recommendation:

That the School Committee review the following grants:

FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$33,000.

Superintendent Nelson shared that this grant was awarded again from DESE and will be used for summer extended learning opportunities.

MOTION: by Ms. Smith to approve the FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$33,000 as presented

SECONDED: Ms. Daniel

MOTION PASSED 5:0

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

FY24 Fund Code 165 High-Quality Instructional Materials Purchase Grant in the amount of \$27,992.

Superintendent Nelson shared that this grant will be used to purchase additional curriculum materials outside of the operating budget.

MOTION: by Ms. Smith to approve the FY24 Fund Code 165 High-Quality Instructional Materials Grant in the amount of \$27,992 as presented

SECONDED: Ms. Daniel

MOTION PASSED 5:0

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

FY25 Fund Code 589 Civics Teaching and Learning Grant in the amount of \$16,000.

Superintendent Nelson shared that this grant award aligns with the initiative from DESE to support curriculum, development, and/or collaborative planning designed to further students' civic knowledge, skills and dispositions.

MOTION: by Ms. Smith to approve the FY25 Fund Code 589 Civics Teaching and Learning Grant in the amount of \$16,000 as presented

SECONDED: Ms. Daniel

MOTION PASSED 5:0

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

B. Approval of School Committee Dates for the 2024-2025 School Year

Recommendation:

That the School Committee review the following school committee dates: September 19, 2024, October 24, 2024, December 5, 2024, January 30, 2025, March 6, 2025, May 8, 2025 and (Wednesday) June 11, 2025.

MOTION: by Ms. Smith to approve the 2024-2025 Marion School Committee dates as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

C. Approval of Disposal of Library Materials

Recommendation:

That the School Committee review the list of materials to be withdrawn from the Sippican School Library.

The School Committee members thanked Ms. Barrett for putting together the library stats for the school year and the disposal list.

MOTION: by Ms. Daniel to approve Disposal of Library Materials as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0

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

D. Approval of 2024-2025 Leases

Recommendation:

That the School Committee review for approval the leases of YMCA and Countryside for the 2024-2025 School Year.

Superintendent Nelson shared that the relationships with the YMCA and Countryside are important to provide opportunities for Sippican families outside of the normal school day.

Ms. Daniel confirmed there were no major changes to the lease agreements.

MOTION: by Ms. Smith to approve the Memorandum of Agreement between the Marion School Committee and the Southcoast YMCA for the rental of classroom space at the Sippican School for the Fiscal Year ending June 30, 2025.

SECONDED: Ms. Daniel

MOTION PASSED 5:0

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

MOTION: by Ms. Nye McGaffey to approve the Memorandum of Agreement between the Marion School Committee and the Bonnie A. Morrison, Countryside Child Care Center, Inc., for the rental of classroom space at the Sippican School for the Fiscal Year ending June 30, 2025.

SECONDED: Ms. Smith

MOTION PASSED 5:0

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

E. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations to the school library in honor of Elizabeth Milde's retirement:

- From the Volunteers at Sippican Elementary (VASE) the book *Anna Strong* by Sarah Glenn Marsh
- From the Marion School Sunshine Committee the book *Revolutionary Prudence Wright* by Beth Anderson
- From the Marion Teachers Association the book *Her Name was Mary Katherine* by Ella Schwartz

MOTION: by Ms. Daniel to approve the three books donated by VASE, the Sunshine Committee and the MTA as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

V. New Business

C. Business

1. Financial Report

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

The Marion School District currently has \$18,045 available of the general funds appropriated for the 2024 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$6,666,193 appropriated to the Marion School District.

\$ 6,666,193 - General Funds Approved

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

\$ 18,045 - Remaining Available Funds

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

- Meal participation continues to grow strong.
- All is running well and we are gearing up to start the end of year processes.
- Currently have a 3-hour vacancy at the ORR campus.
- Currently working on procuring food and supplies for next year.

Ms. Nye McGaffey asked to highlight the vacancy in the event that anyone in the public is interested.

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

- Hosted annual town meeting.
- Town approved all submitted capital projects for FY25.
- Updated Integrated Pest Management Plan (IPM).
- Completed minor repairs on front playground equipment.
- Conducted routine maintenance on all facility equipment and systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye thanked the town voters on behalf of the school committee for their support at the recent town meeting and for supporting the budget as they put it forward.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson shared that the administration is well underway with the searches for Principal and Assistant Principal of Sippican School. He thanked all those that participated in the hiring process and those that came to meet Ms. Dessert during the site visit. He thanked VASE and Ms. Vergoni for the recent 6th grade field trip along with the parents and guardians. Lastly, he shared that Sippican hosted a special guest yesterday, Lt. Governor Driscoll escorted by Chief Nighelli of the Marion Police Department. She stopped by Sippican after seeing the Harbormaster Building. He thanked Ms. Moore and the students for their performances welcoming Lt. Governor Driscoll and he thanked Chairperson Nye for attending as well.

Dr. Fedoworicz shared the following:

We are wrapping up this first year of implementation with IntoReading. We are finalizing our last trainings and data analysis with the HILL and look forward to additional supports for next year with them going into the classroom and providing coaching supports. We completed 4 of 10 modules in the Science of Reading which will be continued next year. Congratulations to the teachers and support staff for all of their hard work and successful first year...I know it was challenging but what a celebration. We finished learning walks last month and will continue to work with the Instructional Council to plan next year. The last PD day for the year will be on June 5th where teachers will be working on transitions for next year. The TLC and Instructional Council are working together for the final PD plan for next year which will be shared at the Joint SC meeting in June. New teachers and mentors had their last day today, which was a celebration of the year! We asked them to share their success and challenges along with a thank you to the mentors. I personally would like to thank the mentors for supporting the new teachers and helping them navigate a successful year! Project351 is wrapped up. Mike, Lauren and I will be presenting project 351 at the Paul Andrews MASS Summer Institute as a model school. I just want to acknowledge all of the wonderful end of year happenings in the buildings...culminating projects, events, and another successful year.

Ms. Lincoln shared the following:

On May 14th Allan Blume presented on the topic of the New IEP - A Session for Parents, in a virtual format in collaboration with the Southeastern Massachusetts Educational Collaborative. He presented a crosswalk between the form we are currently using and the form we will be updating to in the new school year. After reviewing the main updates such as the student vision, Present Levels of Performance pages and accommodation/modification pages Mr. Blume answered questions from participants.

We are currently preparing for our summer SAIL program. The program will run Tuesdays, Wednesdays, and Thursdays from 8:30 AM to 12:00 PM, with the exception of the first week which will run Monday, Tuesday, and Wednesday adjusting for the Independence Day holiday. There are two three-week sessions which will be held at the ORR High School.

SAIL courses will incorporate the following strategies:

- Problem-solving and critical-thinking
- Writing, reading, and numeracy
- Cooperative learning and student reflection
- Interdisciplinary connections
- Social and emotional engagement
- Synthesis, evaluation, and creative thinking
- Ongoing assessment to monitor growth

Registration will be open through June 4th. The registration link can be found on our website under Families and Students > SAIL Summer Program. Confirmation of enrollment and course(s) will be sent to families in late June.

Ms. Emma Fenton ran a Strengthening and Conditioning program during the winter intersession. Students were recently recognized by Special Olympics for their growth and progress during the 6 week program. Athletes completed a pre-test, mid-season test and post-test of six different exercises (running, planks, power punches, etc.) They placed 3rd overall.

On April 24th some of our students attended a Unified Sports Day at Tabor Academy. Students participated in activities such as frisbee, bean bag toss, running, softball, and bocci to name a few.

Additionally, the Unified Track and Field team coached by Mr. Matt Hoode and assisted by Ms. Fenton had 8 out of 9 athletes qualify for the State Championship. 7 of our athletes will be attending. The event is scheduled to be held May 29th at Natick High School.

PRINCIPAL'S REPORT

Ms. Lopes reported the following:

6th Grade Promotion Ceremony June 11, 2024: Invitations will be going out soon to all families. They are asked to arrive at 9:00am. 6th Grade Breakfast following the Promotion Ceremony and students are welcome to leave after breakfast.

Staff Appreciation: A big thank you to VASE for supporting our staff year-round but especially during Staff Appreciation week! An amazing luncheon was held.

School Council: School Council will meet on June 4th.

Snack Cart: The snack cart has been a great addition to Sippican.

Band & Chorus: The Grade 4 concert took place on May 15th, and many of our students will again be participating in the Memorial Day Parade on May 27th at 9:00am. Saturday, June 1st is the Music in the Parks Festival and Band Blast is June 10th from 5:00-8:00pm.

Field Trips: Many field trips have taken place recently, thanks to the support of VASE again! Students have attended Camp Burgess, Buttonwood Zoo, and Plimoth/Patuxet, Grade 4 will be visit the Cape Cod Natural History Museum on May 29th.

The Sippican Scoop: The next edition of The Sippican Scoop has been shared. Check it out here.

Marcus Monteiro: Marcus Monteiro and company returned May 13th with their amazing tunes, teaching students key points for stellar performances.

Annawon Performances: Native American artist, Annawon Weeden, visited Sippican today to discuss history and culture of the Mashpee Wampanoag Tribe.

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Ms. Nye shared that the budget was approved and Superintendent Nelson added that all capital investments were approved and he is grateful for the community's support.
2. Building Committee – No report.
3. ORR District School Committee- Ms. Smith reported the next meeting is June 12th.
4. SMEC – Ms. Smith reported they met on April 30th and discussed staff appointments and reductions, and approved a 3% increase on leases. Next meeting is May 29th.
5. Early Childhood Council- Ms. Lopes shared the have not met recently but they are looking for a few new recipients for the Parent Child Plus Grant program.
6. READS – Superintendent Nelson shared they have not met.
7. Tri-Town Education Foundation Fund – Ms. Daniel reported they met yesterday and voted to fund six projects and will be announcing the awards soon. Over \$9,000 was awarded this year and Ms. Lopes thanked Tricia Grimes from the Southcoast Community Foundation for all her help this year.
8. Policy Subcommittee – Ms. Beauregard said they meet again on June 6th.
9. School Council – no report.
10. Equity Subcommittee- Ms. Beauregard shared they meet again on June 20th.

IX. Future Business

A. Timeline

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

<u>Marion School Committee</u>	<u>Joint School Committee</u>
September 19, 2024, 2024 @ 6:30pm	June 20, 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.

XI. Information Items

Recommendation:

That the School Committee review the 24-25 school calendar with the addition of the Kindergarten start date. The calendar was provided.

XII. Executive Session

Recommendation:

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

MOTION: by Ms. Smith to enter Executive Session at 6:50pm 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. Daniel

MOTION PASSED 5:0

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

MOTION: by Ms. Smith to exit executive session at 7:03pm only to return to adjourn.

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 7:04pm

SECONDED: Ms. Smith

MOTION PASSED 5:0

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

**Respectfully Submitted,
Melissa Wilcox**



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester
135 Marion Road
Mattapoisett, MA 02739

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Phone: 508-758-2772
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Michael S. Nelson, M.Ed.
Superintendent of Schools

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

Howard Barber, CPA, SFO, MCPPO
Assistant Superintendent of Finance & Operations

Jaime L. Curley, Ed.D.
Assistant Superintendent of Student Services

STATEMENT ON BACK TO SCHOOL 2024-2025

Ideally, the summer days have provided time for each one of you to reflect on the past school year and envision a successful 2024-2025 school year.

Additionally, it is my hope that the summer break provided an opportunity for each one of you to decompress, relax, and rejuvenate your professional mindset.

As I have said many times to our faculty and staff members – the field of education brings with it complex responsibilities, an assortment of challenges, and the highest of expectations.

Nevertheless - no occupation is more important or rewarding than being an educator.

Educators are skilled leaders who care about the intricate needs of our students and work tirelessly to ensure that our students make academic progress, along with social and emotional gains.

This coming year our school community will continue to follow our strategic plan known as Vision2028.

During the next 180 school days, we will build upon the progress and achievements that were made during year one of Vision2028 and pursue the objectives and initiatives that are called for during year two.

Collectively, we will continue to enhance our teaching and learning practices, improve our support systems, and our climate and culture, while ensuring that our schools are safe for all of our students and their families.

The mission of our school system remains consistent and as appropriate as ever.

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

Thank you for being educators – our work matters.

Michael S. Nelson
Superintendent of Schools

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



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Assistant Superintendent of Student Services

OPENING DAY AGENDA

August 26, 2023

Breakfast (7:30am – 8:30am) – Meet & Greet

Coffee and breakfast food items will be made available during this time in the Old Rochester Regional School District's Cafeteria. Please also use this time to reconnect with your colleagues.

Opening Remarks, Introductions, & Recognitions (8:30am) – The Leadership Council

All staff members are expected to report to the high school auditorium for opening remarks and to listen to our keynote speaker.

Keynote Presentation (9:15am) – Every Kid Deserves a Champion

Mr. Steve Maguire, M.Ed.

Keynote Presentation Overview

Steve is a father, teacher, and professional speaker. He has spoken to thousands of teachers, parents, and camp staff across the US and Canada and is known for his energy, simple takeaways, and ability to fire up a room. He makes every effort to help people get more awesome at working with kids so they can make the impact they believe in. Steven's goal is to give a few wicked simple tools and a boatload of energy so all the kids get the best version of their educators.

Biography of Keynote Speaker

Steve has been a full-time school teacher for 24 years. He teaches Meteorology, Astronomy, Environmental Science, Forensics, Oceanography and Ornithology at Scituate High School in Scituate, MA. In his teaching career, he has taught high school and middle school. Teaching in a classroom and being on the "front lines" with kids is part of what makes Steve so credible to his audiences. Participants in Steve's work consistently say he "gets it" when it comes to working with kids. Steve and Jess, his wife, are the parents of four children...Nolan (11), Emmitt (9), Greta (8), and Scotia (6).



Dismissal – Return to School Buildings

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

Sippican School 2024-2025 **DRAFT** Student Handbook



Our Mission:

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

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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

Assistant Superintendent of Student Services:

Dr. Jaime Curley

Marion School Committee

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

The **Marion School Committee** meets regularly 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 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 21st 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,

Lynn Dessert, Principal

Gregory Thomas, 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)758-2772 ext.1948

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

All visitors to the school must 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

2024-2025 Administrative Staff

- Lynn Dessert - Principal • Gregory Thomas - Assistant Principal
- Principal's Secretary - Kristin Rego • Special Education Secretary-Lisa Daniels • Karen Bertram, RN-School Nurse

Classroom Teachers

Project Grow: Sarah Goerges

Kindergarten: Lisa Horan, Melissa Rogers, Marti Medeiros

Grade One: Molly Cruise, Jean Roseman

Grade Two: Julie Bangs, Emily Bourgeois, Ashley Sweatland

Grade Three: Julia Bandera, Tracy Feeney, Kimberly Souza

Grade Four: Leanne Dineen, Amanda LeMarier, Susan Swoish

Grade Five: Cathleen Furtado, Debra Smith, 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 Kirk - Art • Hannah Moore - Instrumental Music • Patricia Richard - General Music • Chelsey Lawrence - Enrichment

Student Support Staff: • Mackenzie Emmons - Behavior Specialist • Sarah Bennett- School Psychologist • Rebecca Densberger - School Adjustment Counselor • Tracy Anthony - Special Education • Denise Bouvette - Special Education • Emilee Cote - Special Education • Jaryd Gioiosa - Special Education • Taylor Nelson - Special Education • Amy Wiggins - Special Education • Melanie Smeaton - Special Education • MaryJayne Couet - Reading Specialist • Stacey Riquinha - Reading Specialist • Sarah Jacques - Speech & Language • Doreen Lopes – Early Childhood Coordinator

School Assistants / Special Needs Assistants: • Meghan Allen • Sydney Arruda • Heather Austin-Ripley • Makayla Bumpus • Donna Dunn • William Erickson • Lynne Frade • Heidi Kilpatrick • Taylor Mitchell • Jennifer Nye-Denham • Jenna Sylvia • Tammy Szteliga • Pamela Waugh-Wagoner

Title I: • Lynn-Ann Dixon • Nadeen Mardo

Cafeteria Staff: • Paula White • Julie Best • Noreen Mackie

Supervisor of Building Maintenance: • Cody Leonardo

School Resource Officer (SRO)

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 or 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 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 Routine:

- **Breakfast:** Available from 8:30 AM to 8:40 AM in the cafeteria.
- **For the safety of all students, please ensure that dropped-off students and independent walkers enter the building through the main office doors in the morning.**
- **Arrival Time:** Please ensure your child arrives between 8:40 AM and 8:49 AM. Students should be in their class by 8:50 AM.
- **Tardy:** Tardy will be recorded at 8:51 AM.

Dismissal Routines:

- **Kindergarten:** Students are dismissed at 2:50 PM.
- **Grades 1-6:** Students are called and dismissed at 2:55 PM.
- **For the safety of our dismissal routines, please notify us by 2:00 PM if you need to make any changes to your child's dismissal plans.** This includes situations like needing to pick up your child early from the bus. Please try to make these changes as early as possible to ensure a smooth dismissal process.

Dismissal Locations:

- **Independent Walkers and Parent Pick-Ups:** Students will be dismissed to their grade level doors.
 - **Grades K & 6:** First door on the left side of the building (**pink sign**)
 - **Grades 1 & 2:** Last door on the right at the front of the building (**nearest to the playground**) (**blue sign**)
 - **Grades 3 & 4:** Main entrance at the front of the building (**yellow sign**)
 - **Grade 5:** Middle door at the front of the building (**near the bird feeder**) (**orange sign**)

Bus Departure:

- Buses will leave the building no later than 3:08 PM.

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. 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 (CRA) 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 Titan accounts in good standing with a debit 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.

Decorative footwear and flip-flops can create a safety issue when students play at recess and during Physical Education classes. Therefore, flip-flops or any other type of open-toed shoes are strongly discouraged for safety reasons.

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.

Recess

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 and Smartwatches

A student may carry or keep a cell phone or Smartwatch in his/her backpack **if authorized by the school office**. The phone or Smartwatch 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 or Smartwatch may not be used to receive or send messages anytime during school hours **or on school buses**. Student phones or Smartwatches 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 complete the online forms or make this request in writing by completing a FERPA Privacy Form, included in this packet, and returning it to the Principal before September 10th.** If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website.

Opt Out for Library Books

If you prefer that your child does not check out a specific library book, you may opt out of having your child check out the book by emailing your school's librarian with the exact title of the book and the author's full name. If no email was sent to opt out, your student will have full access to the variety of books available in the library. Here is the link to the library book platform Alexandria: <https://sippican.goalexandria.com/>

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 these meetings are typically in the evening (6:30pm). Meetings are held in person and over Zoom at the Sippican School and are televised. School committee schedules, meeting resources and meeting minutes are available online here: <https://www.olderochester.org/district/sc>

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 and vice principal are available to all parents. Please call the school office or contact the principal directly via email: lynndessert@olderochester.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 this 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 Testing Window:	March 24–April 18
Math Testing Window:	April 28–May 23
Science Testing Window:	April 28–May 23

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.

Sippican School operates on a three-term grading cycle.

Marking Periods	Report Cards go home
Term 1: Marks Close 11/27/24	12/6/24
Term 2: Marks Close 3/5/25	3/14/24
Term 3: Marks Close 6/5/25	6/10/24 (Day 180)

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.

Classroom teachers implement the Responsive Classroom curriculum to proactively teach and reinforce courtesy, assertion, responsibility, empathy, and self-control (CARES).

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.

Sippican School Wide Behavior Expectations

School-Wide Rules/Expectations	Typical Settings/ Contexts						
	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

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.

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 PREVENTION

The Old Rochester/MA School Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations

SOURCE: MASC Updated 2023

Approved by the Joint School Committee on September 28, 2023.

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.

https://z2policy.ctspublish.com/masc/browse/oldrochesterset/rochester/EEAE/z2Code_EEAE

Student Behavior Expectations

Old Rochester Regional School District's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

The ultimate goal of our school discipline philosophy, including restorative practices, is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction and learning.

Rules for behavior in school are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Sippican Elementary School discipline policy is corrective; it is to encourage students to improve their conduct.

The school's discipline code is designed to assist students to show respect for others and their property, as well as for themselves. We ask our students to take a look at themselves and their actions. Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals throughout their school day. Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to address behavior at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during after school activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles

Our intentions for school discipline are aligned with the following objectives:

- Students, parents/guardians/caregivers, and school personnel, are provided with a clear understanding of the various administrative responses to discipline as described in the student handbook.
- Utilization of discipline practices that are progressive and tiered by design.
- The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
- No student has the right to disrupt the educational process within a school or designated learning environment.
- Provide students with ample restorative opportunities to change behavior and nurture relationships when possible.
- Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.
- Every reasonable effort will be made to keep students actively engaged in their learning environment as much as possible.
- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

Each day in our schools, we support our students' social emotional learning and development, while employing practices to help strengthen our learning community. We are focused on building healthy, positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups, and fostering a positive and inclusive learning environment.

We value open dialogue to repair relationships, and we remain committed to the idea that harmful and disruptive behavior shall not be permitted to interfere with other students' access to learning. Families are encouraged to reach out to classroom teachers, school social workers or school administration with any questions or concerns.

File: JK - STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.: M.G.L. [71:37H](#) and [37L](#); [76:16](#) and [17](#)

Chapter 380 of the Acts of 1993

Chapter 766 Regulations, S. 338.0

Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994

File: JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee,

shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the Principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to

an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary

offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

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.

Appeal from Principal's Decision:

- 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.

Provision of Education Services:

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to makeup assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and parent with a list of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

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 of expulsions in Massachusetts for more than 10 cumulative days in a school year.

See 603 CMR 53.14 for details.

G.L. Chapter 71, §37H ½

Offenses:

1. A felony charge or felony delinquency complaint against a student.

2. Conviction, adjudication, or admission of guilt with respect to such felony.

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.

Appeal from Principal's Decision to Suspend or to Expel:

- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold a hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- 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.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

G.L. Chapter 71, §37H ³/₄

Offenses: Any offense that is not addressed in 37H or 37H ¹/₂.

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 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.
- Principal must make 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.
- Following hearing, 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.

Appeal from Principal's Decision:

- Timeline for requesting appeal: written request 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 a 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: Same as above

Discipline Collection and Reporting: Same as above

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>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 SIPPICAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION**IF WE...**

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#1: Teaching & Learning Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	1.1 <ul style="list-style-type: none">Engage in professional development work to create an elementary Portrait of a Graduate in alignment with the Jr. High School and High School Portrait of the Graduate (POG)	1.1 <ul style="list-style-type: none">Staff can explain what a Portrait of a Graduate is, why we have it, and our part	1.1 <ul style="list-style-type: none">Elementary administration will have outlined the meaning and purpose of Portrait of the Graduate for faculty and staff to begin this work at the elementary level
	1.2 <ul style="list-style-type: none">Implement a curriculum review cycle in accordance with the identified Phases in the “2024	1.2 <ul style="list-style-type: none">The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such	1.2 <ul style="list-style-type: none">Identified faculty are participating in the math curriculum review work

	<p>Curriculum Review Cycle Plan”</p> <ul style="list-style-type: none"> Continue the implementation of the Literacy Action Plan 	<p>as reviewing the math curriculum</p> <ul style="list-style-type: none"> Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate 	<ul style="list-style-type: none"> The Literacy Action Plan is implemented and reviewed annually for updates
	<p>1.3</p> <ul style="list-style-type: none"> Continue monthly meetings with the Instructional Council Establish elementary curriculum leaders by grade span/department 	<p>1.3</p> <ul style="list-style-type: none"> Monthly Instructional Council meetings are scheduled with clear objectives Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted 	<p>1.3</p> <ul style="list-style-type: none"> Instructional Council meetings continue to be an active committee outlining professional development needs for the district The Curriculum Leaders are identified and are engaged in curriculum work at Sippican as well as district-wide
	<p>1.4</p> <ul style="list-style-type: none"> Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction 	<p>1.4</p> <ul style="list-style-type: none"> Common assessment data is analyzed to inform instruction Grade-level data meetings take place in accordance with the assessment schedule Professional development time is allocated for vertical and horizontal data analysis 	<p>1.4</p> <ul style="list-style-type: none"> Time is given to analyze student data and make informed instructional focus areas Common Assessment practices are established and implemented in PreK-6 for literacy and math Data analysis professional development is provided to highlight areas needing improvement and areas that are working
	<p>1.5</p> <ul style="list-style-type: none"> Maintain, enhance, and utilize a curriculum management system 	<p>1.5</p> <ul style="list-style-type: none"> Additions and edits to curriculum are documented in a 	<p>1.5</p> <ul style="list-style-type: none"> Educators utilize a curriculum management system to inform

	containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments	curriculum management system and shared with appropriate grade level/content areas faculty	curriculum, instruction, and assessment in literacy and math
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Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#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.	2.1 <ul style="list-style-type: none"> Implement the professional development plan that supports effective and equitable teaching and learning 	2.1 <ul style="list-style-type: none"> Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session Educators complete the survey at the end of each professional development day The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators 	2.1 <ul style="list-style-type: none"> Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan Instructional Council agendas reflect discussion on survey results from PD offerings PD plans reflect input from the survey results
	2.2 <ul style="list-style-type: none"> Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models 	2.2 <ul style="list-style-type: none"> The curriculum leadership team guides and develops district-wide curriculum initiatives 	2.2 <ul style="list-style-type: none"> The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives Professional development for the adoption of high quality instructional materials is provided based on the curriculum review cycle in math, science, ELA and social studies

	<p>2.3</p> <ul style="list-style-type: none"> • Provide educational leaders/teacher leaders with ongoing professional development in curriculum writing such as Understanding by Design (UbD) to support consistent curriculum implementation and instructional practices 	<p>2.3</p> <ul style="list-style-type: none"> • Professional development will be provided in curriculum writing such as Understanding by Design (UbD) model with applicable educators 	<p>2.3</p> <ul style="list-style-type: none"> • Educational leaders/teacher leaders will be engaged in purposeful professional development, which is aligned with curriculum initiatives and lessons reflect the UbD planning model
	<p>2.4</p> <ul style="list-style-type: none"> • Support implementation of the Portrait of a Graduate (POG), with dedicated time and resources 	<p>2.4</p> <ul style="list-style-type: none"> • Building-based discussions/ teams will begin Portrait of a Graduate work by collaborating across the district 	<p>2.4</p> <ul style="list-style-type: none"> • Professional development time has been provided with school schedules for professional development and educator collaboration that focuses on the POG
	<p>2.5</p> <ul style="list-style-type: none"> • Provide Professional Development to support and implement adoptions of the current Literacy Action Plan 	<p>2.5</p> <ul style="list-style-type: none"> • Continue to provide resources, materials, and training that support the implementation of the <i>Into Reading</i> program • PD time is designated for <i>Into Reading</i> training through Houghton Mifflin Harcourt (HMH) and Hill for Literacy • Data meetings take place 3-5 times a year • Science of Reading training modules are offered during PD Days, and/or PLC time 	<p>2.5</p> <ul style="list-style-type: none"> • Professional development is aligned with the Literacy Action Plan • Data meetings have been outlined for the year • Science of Reading Modules are completed by each educator, as applicable

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#3: Support Systems Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	3.1 <ul style="list-style-type: none"> Review, design, and expand consistent district-wide support systems available to all students through the general education setting 	3.1 <ul style="list-style-type: none"> Identify the systems of support for academics, behavioral and social and emotional learning (SEL) Targeted staff will participate in the development and implementation of the Safe and Supportive Schools grant Building-based Support Team (BBST) team will meet weekly to ensure that student intervention needs are being addressed and Student Resource Study Team (SRST) meetings will take place bi-weekly Educators will use the assigned FLEX/RTI block to provide intervention and enrichment to students 	3.1 <ul style="list-style-type: none"> Outline current systems of support in academics and SEL, including Responsive Classroom Safe and Supportive Schools Grant initiatives will be shared at the building level and reported out to staff, as applicable BBST/SRST meetings are attended and action steps are identified to support students PLC and grade level meeting time is used to plan FLEX/RTI Block focus areas for student success and planning for Tiered Instruction
	3.2 <ul style="list-style-type: none"> Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings 	3.2 <ul style="list-style-type: none"> Finalize district DCAP that defines what tiered intervention looks like at the elementary and secondary level 	3.2 <ul style="list-style-type: none"> Intervention systems of support are identified and implemented to address the academic, behavioral, and social-emotional needs of all learners
	3.3 <ul style="list-style-type: none"> Identify and provide professional development in all schools that foster the full implementation of the systems of support 	3.3 <ul style="list-style-type: none"> Train and support educators on the systems of support at the classroom level while being in alignment with the district plan 	3.3 <ul style="list-style-type: none"> Educators have participated in training in the tiered levels of support aligned to the DCAP to address the academic, behavioral, and social-emotional needs of all learners

	3.4 <ul style="list-style-type: none"> Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social-emotional needs, as applicable Implement data collection and screening tools to identify SEL and behavior support needs 	3.4 <ul style="list-style-type: none"> Educators will use assessment data to provide targeted literacy and math interventions in the classrooms and in small groups A school-based data team is identified with an outline of roles and responsibilities Data team meetings are scheduled and agendas outline the purpose of meetings 	3.4 <ul style="list-style-type: none"> Data collection and screening practices are scheduled and analyzed consistently to assess students' academic, behavioral and social-emotional needs
	3.5 <ul style="list-style-type: none"> Provide systems of support that ensure successful grade-level transitions based on students' academic, behavioral, and social-emotional learning needs 	3.5 <ul style="list-style-type: none"> Grade-level transitions are planned and communicated within/between schools 	3.5 <ul style="list-style-type: none"> Transition plans are outlined and scheduled for each grade level/grade span as applicable

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#4: Climate & Culture Provide an inclusive, equitable, and positive climate and culture in all schools that promotes a sense of belonging for all school community members.	4.1 <ul style="list-style-type: none"> Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students 	4.1 <ul style="list-style-type: none"> Responsive Classroom techniques including: Morning Meeting, school & classroom rules, behavior supports, and restorative practices, will be implemented school-wide Provide Responsive Classroom resources to faculty Review expectations at the fall staff meeting and throughout the year as applicable Explore SEL resources and lessons within the Into Reading 	4.1 <ul style="list-style-type: none"> Evidence-based practices related to teaching and discipline are implemented to decrease behavioral referrals Responsive Classroom training takes place for faculty and staff needing to be trained Morning Meeting is implemented on a daily basis with a focus on SEL practices as outlined in Responsive Classroom curriculum

		program	
	4.2 <ul style="list-style-type: none"> Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large 	4.2 <ul style="list-style-type: none"> Identify staff to work at the district level to determine the unified brand of the district Determine how the branding of the district will transfer to the school level and identify the who, what, when, why and how this will be shared 	4.2 <ul style="list-style-type: none"> A unified school system brand has been established, embodying the spirit of all districts The unified branding is implemented and reflected in school communications and logos
	4.3 <ul style="list-style-type: none"> Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing 	4.3 <ul style="list-style-type: none"> Weekly newsletters (SMORE) are sent out on Sunday afternoons Blackboard messages are created to inform families, faculty, and staff of important school-related events and/or community events The school website and social media pages are kept up-to-date highlighting school, district and/or community events and happenings 	4.3 <ul style="list-style-type: none"> Schools provide consistent and timely communication to community stakeholders and faculty on a consistent basis School website reflects up to date social media posts and current events
	4.4 <ul style="list-style-type: none"> Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all 	4.4 <ul style="list-style-type: none"> Implement Student Councils Create opportunities to utilize student voice within classrooms and school community Identify Project 351 Influencers in grades 4-6 Hold monthly meetings with Project 351 students Hold bi-monthly meetings with student ambassadors School Influencers attend the four training meetings and attend monthly meetings 	4.4 <ul style="list-style-type: none"> Student voice and student leadership are fostered and highlighted throughout the school year Students meet to share ideas and problem-solve with their peers throughout the year School-based initiatives are identified by Project 351 students and school-based Ambassadors

	4.5 <ul style="list-style-type: none"> Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> Provide PD and continue to improve upon behavior reporting system Continue to improve upon behavior data reporting and analysis Engage in PD to further support students with social-emotional and behavioral needs 	4.5 <ul style="list-style-type: none"> Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors
	4.6 <ul style="list-style-type: none"> Plan transition days and activities to support students entering RMS at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> Schedule Open House and Orientation Days Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 <ul style="list-style-type: none"> Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> Provide faculty and staff training on school safety and cyber security Conduct safety drills throughout the school year in alignment with the safety manual Professional training in Crisis Prevention Intervention (CPI) Invite local police and fire department personnel to visit and walk the schools Continue to improve upon GoGuardian Use Continue training staff of 	5.1 <ul style="list-style-type: none"> Training take place throughout the year on ALICE training Fire drills are conducted with the support of the Sippican Fire Department Updated manual shared with The Leadership Council to be followed in emergencies Staff training in CPI takes place each fall and throughout the year, as needed Go Guardian is implemented and updated Health and safety trainings take place annually and/or as

		Heimlich Maneuver, EpiPen, CPR and First Aid as applicable	appropriate
	5.2 <ul style="list-style-type: none"> Establish annual review and audit procedures of all facility systems and related phase replacement plans 	5.2 <ul style="list-style-type: none"> The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	5.2 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
	5.3 <ul style="list-style-type: none"> Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	5.3 <ul style="list-style-type: none"> Maintain classroom, student and staff technology equipment Support maintenance and refurbishment of technology Improve upon tech ticket reporting Support the development of replacement plans 	5.3 <ul style="list-style-type: none"> All instructional technology is updated and functional to support student learning The technology maintenance plan is outlined by the technology department Increase staff submission of technology and maintenance requests within the ticketing system Technology maintenance and replacement plan is in place
	5.4 <ul style="list-style-type: none"> Establish short and long term capital plans for all school buildings, grounds, and facility operations 	5.4 <ul style="list-style-type: none"> School administration will meet with the district administrative department heads to target areas of need in the building School and district administration will meet with town officials to walk the building and view areas of need Items agreed upon will be added to the town's capital 	5.4 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to central administration Long and short-term capital plans for buildings and grounds are outlined Items added to the Capital Plan will be reviewed with town leadership Town capital planning documents reflect the needs

		improvement plan as applicable	identified by the school
	5.5 <ul style="list-style-type: none"> Continue to be engaged and actively involved in the budget process at the building level 	5.5 <ul style="list-style-type: none"> Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment Participate in discussions to identify and prioritize the budget process 	5.5 <ul style="list-style-type: none"> The needs of the school will be documented, prioritized, and reported to the budget subcommittee



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**

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

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

Howard Barber, CPA, MCPPO
Assistant Superintendent of Finance & Operations

Jaime L. Curley, Ed.D.
Assistant Superintendent of Student Services

Memo

To: School Committee Members of Marion Public Schools

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: September 19, 2024

Re: Motion – Grants Approval

Motion 1:

To approve the FY25 Fund Code 589 Civics Teaching and Learning Grant in the revised amount of \$32,000 from the Department of Elementary and Secondary Education as presented.

Motion 2:

To approve the Tri-Town Education Foundation Fund Grant in the amount of \$689.47 to Ashley Sweatland for the Family Heritage Project: 33 Multi-Cultural Books (grade 2).

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



Old Rochester Regional School District
Massachusetts 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: September 12, 2024

Re: Final Financial Report – Fiscal Year 2024

Financial Report:

The Marion School District closed the Fiscal Year June 30, 2024 operating budget. The total of \$6,662,537 in expenditures was expended for the fiscal year budget. Recognizing this amount of spending, there is \$3,656 of the overall \$6,666,193 approved budget remaining.

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

- Budget Report – Detail Based for June 30, 2024

Marion Public Schools

FY23-24 APPROVED BUDGET

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2023

To Date: 6/30/2024

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.001.1110.04.33	MEMBERSHIPS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.001.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.302.001.1110.04.36	DOE AUDIT	\$2,000.00	\$5,735.26	\$5,735.26	(\$3,735.26)	\$0.00	(\$3,735.26)	-186.76%
01.302.001.1110.05.36	SUPPLIES	\$1,600.00	\$1,429.68	\$1,429.68	\$170.32	\$0.00	\$170.32	10.65%
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$1,294.90	\$1,294.90	(\$294.90)	\$0.00	(\$294.90)	-29.49%
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	\$8,459.84	\$8,459.84	\$15.16	\$0.00	\$15.16	0.18%
01.302.004.1110.04.35	CENSUS	\$0.00	\$875.00	\$875.00	(\$875.00)	\$0.00	(\$875.00)	0.00%
01.302.004.1210.01.02	SUPERINTENDENT	\$30,712.00	\$33,867.48	\$33,867.48	(\$3,155.48)	\$0.00	(\$3,155.48)	-10.27%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,762.00	\$10,654.52	\$10,654.52	\$1,107.48	\$0.00	\$1,107.48	9.42%
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$1,926.88	\$1,926.88	\$373.12	\$0.00	\$373.12	16.22%
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	\$1,027.68	\$1,027.68	(\$427.68)	\$0.00	(\$427.68)	-71.28%
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$8,481.87	\$8,481.87	(\$6,981.87)	\$0.00	(\$6,981.87)	-465.46%
01.302.004.1210.06.36	MISCELLANEOUS	\$0.00	\$4,341.08	\$4,341.08	(\$4,341.08)	\$0.00	(\$4,341.08)	0.00%
01.302.004.1210.06.37	TRAVEL & CONFERENCES	\$3,660.00	\$3,500.12	\$3,500.12	\$159.88	\$0.00	\$159.88	4.37%
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$20,764.00	\$23,358.96	\$23,358.96	(\$2,594.96)	\$0.00	(\$2,594.96)	-12.50%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$7,906.00	\$8,138.71	\$8,138.71	(\$232.71)	\$0.00	(\$232.71)	-2.94%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$25,265.00	\$26,024.63	\$26,024.63	(\$759.63)	\$0.00	(\$759.63)	-3.01%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$29,730.00	\$29,542.52	\$29,542.52	\$187.48	\$0.00	\$187.48	0.63%
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$1,883.72	\$1,883.72	(\$1,883.72)	\$0.00	(\$1,883.72)	0.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,318.00	\$10,360.37	\$10,360.37	\$1,957.63	\$0.00	\$1,957.63	15.89%
01.302.004.1450.04.27	COMPUTER SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$500.00	\$303.96	\$303.96	\$196.04	\$0.00	\$196.04	39.21%
01.302.004.4130.04.15	TELEPHONE	\$3,000.00	\$1,633.73	\$1,633.73	\$1,366.27	\$0.00	\$1,366.27	45.54%
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	\$644.15	\$644.15	\$855.85	\$0.00	\$855.85	57.06%
	Dept: SUPERINTENDENTS OFFICE - 004	\$161,077.00	\$166,565.38	\$166,565.38	(\$5,488.38)	\$0.00	(\$5,488.38)	-3.41%
01.302.007.2210.01.02	PRINCIPAL	\$124,656.00	\$120,374.81	\$120,374.81	\$4,281.19	\$0.00	\$4,281.19	3.43%
01.302.007.2210.01.05	ASST PRINCIPAL	\$108,215.00	\$104,498.65	\$104,498.65	\$3,716.35	\$0.00	\$3,716.35	3.43%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$41,886.00	\$36,705.47	\$36,705.47	\$5,180.53	\$4,787.68	\$392.85	0.94%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,087.00	\$14,220.56	\$14,220.56	(\$6,133.56)	\$1,256.92	(\$7,390.48)	-91.39%
01.302.007.2210.04.02	CONTRACTED SCHOOL ADMIN	\$0.00	\$45,000.00	\$45,000.00	(\$45,000.00)	\$0.00	(\$45,000.00)	0.00%
01.302.007.2210.04.33	ASSOCIATION DUES	\$1,300.00	\$1,078.00	\$1,078.00	\$222.00	\$0.00	\$222.00	17.08%
01.302.007.2210.05.22	SUPPLIES ADMINISTRATION	\$3,000.00	\$3,073.77	\$3,073.77	(\$73.77)	\$0.00	(\$73.77)	-2.46%
01.302.007.2210.05.23	SUPPLIES COPYING	\$4,800.00	\$4,607.50	\$4,607.50	\$192.50	\$0.00	\$192.50	4.01%
01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$6,000.00	\$6,800.88	\$6,800.88	(\$800.88)	\$0.00	(\$800.88)	-13.35%
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$1,481.64	\$1,481.64	\$418.36	\$0.00	\$418.36	22.02%
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	\$237.98	\$237.98	\$12.02	\$0.00	\$12.02	4.81%
01.302.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$2,000.00	\$2,715.30	\$2,715.30	(\$715.30)	\$0.00	(\$715.30)	-35.77%
01.302.007.5260.06.38	POSITION BONDS	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.007.5300.04.28	COPIER RENTAL	\$14,000.00	\$13,888.86	\$13,888.86	\$111.14	\$0.00	\$111.14	0.79%
	Dept: SCHOOL ADMINISTRATION - 007	\$317,544.00	\$354,683.42	\$354,683.42	(\$37,139.42)	\$6,044.60	(\$43,184.02)	-13.60%
01.302.010.2305.01.03	TEACHERS	\$1,742,805.00	\$1,488,861.76	\$1,488,861.76	\$253,943.24	\$148,139.86	\$105,803.38	6.07%
01.302.010.2324.01.34	LONG TERM SUBS - PROFESSIONAL	\$0.00	\$65,488.68	\$65,488.68	(\$65,488.68)	\$0.00	(\$65,488.68)	0.00%

Marion Public Schools

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☐ Include pre encumbrance

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From Date: 7/1/2023

To Date: 6/30/2024

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.010.2324.03.34	LONG TERM SUBS - OTHER	\$0.00	\$3,833.70	\$3,833.70	(\$3,833.70)	\$0.00	(\$3,833.70)	0.00%
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$110,821.30	\$110,821.30	(\$60,821.30)	\$0.00	(\$60,821.30)	-121.64%
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	\$3,256.03	\$3,256.03	\$4,743.97	\$0.00	\$4,743.97	59.30%
01.302.010.2351.06.37	TRAVEL & CONF TEACHERS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$1,813,305.00	\$1,672,261.47	\$1,672,261.47	\$141,043.53	\$148,139.86	(\$7,096.33)	-0.39%
01.302.013.2305.01.03	TEACHERS	\$290,885.00	\$258,931.10	\$258,931.10	\$31,953.90	\$31,076.90	\$877.00	0.30%
01.302.013.2330.03.08	PARAPROFESSIONALS	\$33,857.00	\$28,594.56	\$28,594.56	\$5,262.44	\$5,089.92	\$172.52	0.51%
01.302.013.2430.05.23	SUPPLIES	\$4,950.00	\$5,373.23	\$5,373.23	(\$423.23)	\$0.00	(\$423.23)	-8.55%
	Dept: KINDERGARTEN - 013	\$329,692.00	\$292,898.89	\$292,898.89	\$36,793.11	\$36,166.82	\$626.29	0.19%
01.302.016.2305.01.03	TEACHERS	\$53,038.00	\$44,860.00	\$44,860.00	\$8,178.00	\$8,120.00	\$58.00	0.11%
01.302.016.2430.05.23	SUPPLIES & MATERIALS ART	\$4,950.00	\$5,011.70	\$5,011.70	(\$61.70)	\$0.00	(\$61.70)	-1.25%
	Dept: ART PROGRAM - 016	\$57,988.00	\$49,871.70	\$49,871.70	\$8,116.30	\$8,120.00	(\$3.70)	-0.01%
01.302.024.2305.01.03	TEACHERS	\$18,589.00	\$12,793.10	\$12,793.10	\$5,795.90	\$0.00	\$5,795.90	31.18%
01.302.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$104.58	\$104.58	(\$104.58)	\$0.00	(\$104.58)	0.00%
	Dept: ELL PROGRAM - 024	\$18,589.00	\$12,897.68	\$12,897.68	\$5,691.32	\$0.00	\$5,691.32	30.62%
01.302.025.2305.01.03	TEACHERS	\$141,114.00	\$116,299.43	\$116,299.43	\$24,814.57	\$0.00	\$24,814.57	17.58%
01.302.025.2330.03.08	PARAPROFESSIONALS	\$60,864.00	\$46,712.44	\$46,712.44	\$14,151.56	\$3,895.19	\$10,256.37	16.85%
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	\$167,978.13	\$167,978.13	\$38,949.87	\$3,895.19	\$35,054.68	16.94%
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	\$84,941.44	\$84,941.44	\$15,642.56	\$15,407.56	\$235.00	0.23%
01.302.040.2415.04.25	AV MATERIALS	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00)	0.00%
01.302.040.2415.05.24	BOOKS & MAGAZINES	\$0.00	\$1,684.31	\$1,684.31	(\$1,684.31)	\$0.00	(\$1,684.31)	0.00%
01.302.040.2415.06.37	TRAVEL & CONFERENCES	\$0.00	\$275.00	\$275.00	(\$275.00)	\$0.00	(\$275.00)	0.00%
01.302.040.2430.05.23	SUPPLIES	\$4,950.00	\$1,611.08	\$1,611.08	\$3,338.92	\$0.00	\$3,338.92	67.45%
01.302.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$362.69	\$362.69	(\$362.69)	\$0.00	(\$362.69)	0.00%
01.302.040.7400.04.29	REPLACEMENT OF EQUIPMENT	\$0.00	\$471.51	\$471.51	(\$471.51)	\$0.00	(\$471.51)	0.00%
	Dept: MEDIA SERVICES - 040	\$105,534.00	\$89,846.03	\$89,846.03	\$15,687.97	\$15,407.56	\$280.41	0.27%
01.302.043.2305.01.03	TEACHER	\$202,168.00	\$183,595.10	\$183,595.10	\$18,572.90	\$15,282.90	\$3,290.00	1.63%
01.302.043.2330.04.09	ACCOMPANIST	\$850.00	\$625.00	\$625.00	\$225.00	\$0.00	\$225.00	26.47%
01.302.043.2430.05.23	SUPPLIES	\$4,950.00	\$2,812.63	\$2,812.63	\$2,137.37	\$0.00	\$2,137.37	43.18%
01.302.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,964.98	\$1,964.98	(\$1,964.98)	\$0.00	(\$1,964.98)	0.00%
	Dept: MUSIC - 043	\$207,968.00	\$188,997.71	\$188,997.71	\$18,970.29	\$15,282.90	\$3,687.39	1.77%
01.302.049.2305.01.03	TEACHER	\$144,634.00	\$124,223.15	\$124,223.15	\$20,410.85	\$22,487.85	(\$2,077.00)	-1.44%
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	\$130,526.47	\$130,526.47	\$19,057.53	\$22,487.85	(\$3,430.32)	-2.29%
01.302.052.2430.05.23	SUPPLIES	\$4,950.00	\$3,578.59	\$3,578.59	\$1,371.41	\$0.00	\$1,371.41	27.71%
	Dept: SCIENCE - 052	\$4,950.00	\$3,578.59	\$3,578.59	\$1,371.41	\$0.00	\$1,371.41	27.71%
01.302.055.2430.05.23	SUPPLIES	\$4,950.00	\$5,071.19	\$5,071.19	(\$121.19)	\$0.00	(\$121.19)	-2.45%

Marion Public Schools

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From Date: 7/1/2023

To Date: 6/30/2024

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SOCIAL STUDIES - 055	\$4,950.00	\$5,071.19	\$5,071.19	(\$121.19)	\$0.00	(\$121.19)	-2.45%
01.302.061.2351.01.35	CURRICULUM DEVELOPMENT	\$2,500.00	\$779.54	\$779.54	\$1,720.46	\$0.00	\$1,720.46	68.82%
01.302.061.2351.04.03	CONTRACTED PROFESSIONAL DEVEL	\$25,000.00	\$5,704.71	\$5,704.71	\$19,295.29	\$0.00	\$19,295.29	77.18%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$12,631.62	\$12,631.62	(\$7,131.62)	\$0.00	(\$7,131.62)	-129.67%
01.302.061.2356.04.35	CONSULTANT PROF DEVELOPMENT	\$8,500.00	\$275.00	\$275.00	\$8,225.00	\$0.00	\$8,225.00	96.76%
01.302.061.2430.05.23	SUPPLIES	\$0.00	\$15,058.56	\$15,058.56	(\$15,058.56)	\$0.00	(\$15,058.56)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$41,500.00	\$34,449.43	\$34,449.43	\$7,050.57	\$0.00	\$7,050.57	16.99%
01.302.067.2305.01.03	TEACHER	\$88,899.00	\$77,432.95	\$77,432.95	\$11,466.05	\$13,675.12	(\$2,209.07)	-2.48%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$3,450.54	\$3,450.54	\$1,499.46	\$0.00	\$1,499.46	30.29%
	Dept: ENRICHMENT PROGRAM - 067	\$93,849.00	\$80,883.49	\$80,883.49	\$12,965.51	\$13,675.12	(\$709.61)	-0.76%
01.302.076.3200.01.11	NURSE	\$65,061.00	\$64,129.05	\$64,129.05	\$931.95	\$0.00	\$931.95	1.43%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$4,200.00	\$4,200.00	\$0.00	\$0.00	\$0.00	0.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$1,958.70	\$1,958.70	(\$58.70)	\$0.00	(\$58.70)	-3.09%
01.302.076.3200.06.36	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.076.3200.06.37	TRAVEL & CONFERENCES	\$350.00	\$50.00	\$50.00	\$300.00	\$0.00	\$300.00	85.71%
01.302.076.3201.04.11	CONTRACTED NURSE SERVICES	\$0.00	\$1,190.00	\$1,190.00	(\$1,190.00)	\$0.00	(\$1,190.00)	0.00%
01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: HEALTH SERVICES - 076	\$71,811.00	\$71,527.75	\$71,527.75	\$283.25	\$0.00	\$283.25	0.39%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$235,000.00	\$235,462.41	\$235,462.41	(\$462.41)	\$0.00	(\$462.41)	-0.20%
01.302.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$12,000.00	\$6,244.65	\$6,244.65	\$5,755.35	\$0.00	\$5,755.35	47.96%
	Dept: TRANSPORTATION - 079	\$247,000.00	\$241,707.06	\$241,707.06	\$5,292.94	\$0.00	\$5,292.94	2.14%
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	\$16,317.08	\$16,317.08	\$21.92	\$0.00	\$21.92	0.13%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,560.00	\$49,440.00	\$49,440.00	\$4,120.00	\$0.00	\$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	\$159,848.58	\$159,848.58	(\$27,848.58)	\$0.00	(\$27,848.58)	-21.10%
01.302.088.4120.04.18	GAS	\$41,000.00	\$55,179.66	\$55,179.66	(\$14,179.66)	\$0.00	(\$14,179.66)	-34.58%
01.302.088.4130.04.15	TELEPHONE	\$9,200.00	\$6,309.52	\$6,309.52	\$2,890.48	\$0.00	\$2,890.48	31.42%
01.302.088.4130.04.16	ELECTRICITY	\$134,000.00	\$127,200.00	\$127,200.00	\$6,800.00	\$0.00	\$6,800.00	5.07%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$4,445.13	\$4,445.13	(\$1,745.13)	\$0.00	(\$1,745.13)	-64.63%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$45,000.00	\$112,574.01	\$112,574.01	(\$67,574.01)	\$0.00	(\$67,574.01)	-150.16%
01.302.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.088.4220.05.27	PAPER	\$18,000.00	\$8,380.82	\$8,380.82	\$9,619.18	\$0.00	\$9,619.18	53.44%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$19,500.00	\$39,028.75	\$39,028.75	(\$19,528.75)	\$0.00	(\$19,528.75)	-100.15%
01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION & MAINTENANCE - 088	\$487,299.00	\$578,723.55	\$578,723.55	(\$91,424.55)	\$0.00	(\$91,424.55)	-18.76%
01.302.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$0.00	(\$625.00)	0.00%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$67,377.00	\$59,192.16	\$59,192.16	\$8,184.84	\$0.00	\$8,184.84	12.15%
01.302.093.2130.04.33	IN SERVICE TRAINING	\$500.00	\$1,767.68	\$1,767.68	(\$1,267.68)	\$0.00	(\$1,267.68)	-253.54%
01.302.093.2250.05.23	SUPPLIES SOFTWARE	\$20,000.00	\$4,261.00	\$4,261.00	\$15,739.00	\$0.00	\$15,739.00	78.70%
01.302.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$12,135.92	\$12,135.92	(\$12,135.92)	\$0.00	(\$12,135.92)	0.00%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$11,454.79	\$11,454.79	(\$11,454.79)	\$0.00	(\$11,454.79)	0.00%
01.302.093.2451.05.23	EDUCATIONAL EQUIPT	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.093.4130.04.15	TELEPHONE	\$12,000.00	\$10,687.10	\$10,687.10	\$1,312.90	\$0.00	\$1,312.90	10.94%
01.302.093.4230.04.28	ACQUISITION OF EQUIPT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.302.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$2,500.00	\$12,050.98	\$12,050.98	(\$9,550.98)	\$0.00	(\$9,550.98)	-382.04%
	Dept: COMPUTER PROGRAM - 093	\$119,877.00	\$112,174.63	\$112,174.63	\$7,702.37	\$0.00	\$7,702.37	6.43%
01.302.098.5100.05.03	PROFESSIONAL SALARIES SEPARATI	\$9,387.00	\$0.00	\$0.00	\$9,387.00	\$0.00	\$9,387.00	100.00%
	Dept: EMPLOYEE SEPARATION - 098	\$9,387.00	\$0.00	\$0.00	\$9,387.00	\$0.00	\$9,387.00	100.00%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$20,808.00	\$17,083.02	\$17,083.02	\$3,724.98	\$0.00	\$3,724.98	17.90%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$10,353.00	\$10,832.70	\$10,832.70	(\$479.70)	\$0.00	(\$479.70)	-4.63%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$6,277.70	\$6,277.70	\$3,722.30	\$0.00	\$3,722.30	37.22%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.100.2415.04.33	ASSOCIATION DUES	\$110.00	\$122.84	\$122.84	(\$12.84)	\$0.00	(\$12.84)	-11.67%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$93.91	\$93.91	\$26.09	\$0.00	\$26.09	21.74%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$5,752.24	\$5,752.24	(\$3,752.24)	\$0.00	(\$3,752.24)	-187.61%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$49,391.00	\$40,162.41	\$40,162.41	\$9,228.59	\$0.00	\$9,228.59	18.68%
01.302.102.2305.01.03	TEACHERS	\$70,396.00	\$58,208.08	\$58,208.08	\$12,187.92	\$10,580.75	\$1,607.17	2.28%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$47,734.00	\$40,589.70	\$40,589.70	\$7,144.30	\$7,184.68	(\$40.38)	-0.08%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$243.41	\$243.41	\$256.59	\$0.00	\$256.59	51.32%
01.302.102.2430.05.24	SUPPLIES/MATERIALS	\$3,500.00	\$1,817.56	\$1,817.56	\$1,682.44	\$0.00	\$1,682.44	48.07%
	Dept: PROJECT GROW - 102	\$122,130.00	\$100,858.75	\$100,858.75	\$21,271.25	\$17,765.43	\$3,505.82	2.87%
01.302.103.2300.05.24	SUPPLIES	\$0.00	\$1,020.26	\$1,020.26	(\$1,020.26)	\$0.00	(\$1,020.26)	0.00%
01.302.103.2305.01.03	TEACHERS	\$477,740.00	\$447,315.05	\$447,315.05	\$30,424.95	\$36,462.02	(\$6,037.07)	-1.26%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$242,401.00	\$189,544.44	\$189,544.44	\$52,856.56	\$25,551.66	\$27,304.90	11.26%
01.302.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$660.00	\$700.00	\$700.00	(\$40.00)	\$0.00	(\$40.00)	-6.06%
01.302.103.2430.05.23	SUPPLIES	\$0.00	\$143.44	\$143.44	(\$143.44)	\$0.00	(\$143.44)	0.00%
01.302.103.3300.02.12	BUS MONITORS	\$25,000.00	\$54,637.21	\$54,637.21	(\$29,637.21)	\$0.00	(\$29,637.21)	-118.55%
	Dept: LEARNING SUPPORT CENTER - 103	\$745,801.00	\$693,360.40	\$693,360.40	\$52,440.60	\$62,013.68	(\$9,573.08)	-1.28%
01.302.118.2305.01.03	TEACHERS	\$98,067.00	\$84,860.30	\$84,860.30	\$13,206.70	\$15,013.70	(\$1,807.00)	-1.84%
01.302.118.2430.05.24	SUPPLIES	\$6,500.00	\$5,521.42	\$5,521.42	\$978.58	\$0.00	\$978.58	15.06%
01.302.118.2440.06.37	TRAVEL & CONFERENCES	\$1,320.00	\$704.00	\$704.00	\$616.00	\$0.00	\$616.00	46.67%
01.302.118.2451.05.24	EDUCATIONAL EQUIPT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.118.2800.04.35	THERAPY SPEECH	\$107,000.00	\$87,830.28	\$87,830.28	\$19,169.72	\$0.00	\$19,169.72	17.92%
	Dept: SPEECH - 118	\$213,887.00	\$178,916.00	\$178,916.00	\$34,971.00	\$15,013.70	\$19,957.30	9.33%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$37,600.00	\$33,680.28	\$33,680.28	\$3,919.72	\$4,393.14	(\$473.42)	-1.26%
01.302.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$1,305.36	\$1,305.36	\$4,694.64	\$0.00	\$4,694.64	78.24%
01.302.121.2415.05.24	SUPPLIES	\$3,000.00	\$1,222.11	\$1,222.11	\$1,777.89	\$0.00	\$1,777.89	59.26%
01.302.121.2415.06.37	TRAVEL & CONFERENCES	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.121.2440.04.35	EXTENDED YEAR SERVICES	\$63,000.00	\$30,382.90	\$30,382.90	\$32,617.10	\$0.00	\$32,617.10	51.77%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$25,250.00	\$25,250.00	(\$250.00)	\$0.00	(\$250.00)	-1.00%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$130,387.98	\$130,387.98	(\$5,387.98)	\$0.00	(\$5,387.98)	-4.31%
01.302.121.2800.04.35	THERAPY	\$0.00	\$26,680.22	\$26,680.22	(\$26,680.22)	\$0.00	(\$26,680.22)	0.00%
	Dept: SUPPORT SERVICES - 121	\$260,260.00	\$248,908.85	\$248,908.85	\$11,351.15	\$4,393.14	\$6,958.01	2.67%
01.302.124.2301.04.35	TUTORIAL SERVICES	\$0.00	\$4,640.00	\$4,640.00	(\$4,640.00)	\$0.00	(\$4,640.00)	0.00%
	Dept: HOME TUTOR - 124	\$0.00	\$4,640.00	\$4,640.00	(\$4,640.00)	\$0.00	(\$4,640.00)	0.00%

Marion Public Schools

FY23-24 APPROVED BUDGET

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.127.2710.01.03	COUNSELOR	\$74,313.00	\$62,573.06	\$62,573.06	\$11,739.94	\$11,376.94	\$363.00	0.49%
01.302.127.2710.05.24	SUPPLIES	\$1,172.00	\$773.77	\$773.77	\$398.23	\$0.00	\$398.23	33.98%
01.302.127.2800.01.03	PSYCHOLOGIST	\$60,192.00	\$62,273.00	\$62,273.00	(\$2,081.00)	\$0.00	(\$2,081.00)	-3.46%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$10,728.00	\$10,647.00	\$10,647.00	\$81.00	\$0.00	\$81.00	0.76%
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	\$65,004.00	\$65,004.00	\$118.00	\$0.00	\$118.00	0.18%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$212,187.00	\$201,270.83	\$201,270.83	\$10,916.17	\$11,376.94	(\$460.77)	-0.22%
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$135,785.16	\$127,031.92	\$127,031.92	\$8,753.24	\$0.00	\$8,753.24	6.45%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$61,628.64	\$46,940.00	\$46,940.00	\$14,688.64	\$0.00	\$14,688.64	23.83%
01.302.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	(\$1.00)	\$0.00	\$0.00	(\$1.00)	\$0.00	(\$1.00)	100.00%
01.302.130.3300.06.46	SPED TRANSPORATION - MCKINNEY	\$17,877.60	\$16,381.67	\$16,381.67	\$1,495.93	\$0.00	\$1,495.93	8.37%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$84,639.60	\$83,900.28	\$83,900.28	\$739.32	\$0.00	\$739.32	0.87%
	Dept: SPED TRANSPORTATION - 130	\$299,930.00	\$274,253.87	\$274,253.87	\$25,676.13	\$0.00	\$25,676.13	8.56%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$202,649.00	\$60,000.00	\$60,000.00	\$142,649.00	\$0.00	\$142,649.00	70.39%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$96,201.00	\$213,399.99	\$213,399.99	(\$117,198.99)	\$0.00	(\$117,198.99)	-121.83%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$298,850.00	\$273,399.99	\$273,399.99	\$25,450.01	\$0.00	\$25,450.01	8.52%
Grand Total:		\$6,666,193.00	\$6,282,754.46	\$6,282,754.46	\$383,438.54	\$379,782.79	\$3,655.75	0.05%

End of Report



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: September 12, 2024

Re: Financial Report – Fiscal Year 2025

Financial Report:

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

· Budget Report by Department for August 31, 2024

For the purpose of our Financial Forecasting:

The Marion School District currently has \$1,540,895 available of the general funds appropriated for the 2025 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$7,080,780 appropriated to the Marion School District.

- **\$ 7,080,780 - General Funds Approved**
- \$ 5,539,885 – Obligations Paid or Encumbered Year to Date
- \$ 1,540,895 - **Remaining Available Funds**

Marion Public Schools

FY24-25 APPROVED BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.001.1110.04.33	MEMBERSHIPS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.001.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$0.00	\$875.00	100.00%
01.302.001.1110.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.302.001.1110.05.36	SUPPLIES	\$1,600.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00	100.00%
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	\$0.00	\$0.00	\$8,475.00	\$0.00	\$8,475.00	100.00%
01.302.004.1210.01.02	SUPERINTENDENT	\$35,967.34	\$0.00	\$0.00	\$35,967.34	\$0.00	\$35,967.34	100.00%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,140.17	\$0.00	\$0.00	\$11,140.17	\$0.00	\$11,140.17	100.00%
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	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	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	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
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	\$21,547.78	\$0.00	\$0.00	\$21,547.78	\$0.00	\$21,547.78	100.00%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$8,517.48	\$0.00	\$0.00	\$8,517.48	\$0.00	\$8,517.48	100.00%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$27,615.27	\$0.00	\$0.00	\$27,615.27	\$0.00	\$27,615.27	100.00%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$30,928.33	\$0.00	\$0.00	\$30,928.33	\$0.00	\$30,928.33	100.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,871.52	\$0.00	\$0.00	\$12,871.52	\$0.00	\$12,871.52	100.00%
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	\$169,647.89	\$0.00	\$0.00	\$169,647.89	\$0.00	\$169,647.89	100.00%
01.302.007.2210.01.02	PRINCIPAL	\$128,395.42	\$23,846.15	\$23,846.15	\$104,549.27	\$100,153.85	\$4,395.42	3.42%
01.302.007.2210.01.05	ASST PRINCIPAL	\$111,461.34	\$21,153.85	\$21,153.85	\$90,307.49	\$88,846.15	\$1,461.34	1.31%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$42,737.94	\$3,244.95	\$3,244.95	\$39,492.99	\$39,577.50	(\$84.51)	-0.20%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,329.65	\$0.00	\$0.00	\$8,329.65	\$0.00	\$8,329.65	100.00%
01.302.007.2210.04.33	ASSOCIATION DUES	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	\$1,300.00	100.00%
01.302.007.2210.05.22	SUPPLIES ADMINISTRATION	\$3,000.00	\$437.75	\$437.75	\$2,562.25	\$2,580.63	(\$18.38)	-0.61%
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	\$6,400.00	\$3,731.04	\$3,731.04	\$2,668.96	\$2,530.49	\$138.47	2.16%
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$220.41	\$220.41	\$1,679.59	\$1,661.23	\$18.36	0.97%
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	\$695.00	\$695.00	(\$445.00)	\$0.00	(\$445.00)	-178.00%
01.302.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.302.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$2,000.00	\$326.19	\$326.19	\$1,673.81	\$2,473.81	(\$800.00)	-40.00%
01.302.007.5260.06.38	POSITION BONDS	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.007.5300.04.28	COPIER RENTAL	\$14,000.00	\$3,854.01	\$3,854.01	\$10,145.99	\$10,060.99	\$85.00	0.61%
	Dept: SCHOOL ADMINISTRATION - 007	\$326,024.35	\$57,509.35	\$57,509.35	\$268,515.00	\$252,684.65	\$15,830.35	4.86%
01.302.010.2305.01.03	TEACHERS	\$1,776,868.00	\$74,440.44	\$74,440.44	\$1,702,427.56	\$1,466,325.96	\$236,101.60	13.29%
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
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	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
01.302.010.2351.06.37	TRAVEL & CONF TEACHERS	\$2,500.00	\$815.00	\$815.00	\$1,685.00	\$695.00	\$990.00	39.60%
	Dept: CLASSROOM TEACHERS - 010	\$1,847,368.00	\$75,255.44	\$75,255.44	\$1,772,112.56	\$1,467,020.96	\$305,091.60	16.51%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.013.2305.01.03	TEACHERS	\$253,114.00	\$11,516.85	\$11,516.85	\$241,597.15	\$288,521.15	(\$46,924.00)	-18.54%
01.302.013.2330.03.08	PARAPROFESSIONALS	\$34,954.50	\$1,272.48	\$1,272.48	\$33,682.02	\$32,412.00	\$1,270.02	3.63%
01.302.013.2430.05.23	SUPPLIES	\$4,950.00	\$421.28	\$421.28	\$4,528.72	\$4,525.82	\$2.90	0.06%
	Dept: KINDERGARTEN - 013	\$293,018.50	\$13,210.61	\$13,210.61	\$279,807.89	\$325,458.97	(\$45,651.08)	-15.58%
01.302.016.2305.01.03	TEACHERS	\$57,614.00	\$2,215.92	\$2,215.92	\$55,398.08	\$55,597.08	(\$199.00)	-0.35%
01.302.016.2430.05.23	SUPPLIES & MATERIALS ART	\$4,950.00	\$0.00	\$0.00	\$4,950.00	\$2,362.84	\$2,587.16	52.27%
	Dept: ART PROGRAM - 016	\$62,564.00	\$2,215.92	\$2,215.92	\$60,348.08	\$57,959.92	\$2,388.16	3.82%
01.302.024.2305.01.03	TEACHERS	\$21,200.08	\$0.00	\$0.00	\$21,200.08	\$0.00	\$21,200.08	100.00%
	Dept: ELL PROGRAM - 024	\$21,200.08	\$0.00	\$0.00	\$21,200.08	\$0.00	\$21,200.08	100.00%
01.302.025.2305.01.03	TEACHERS	\$182,370.80	\$7,884.64	\$7,884.64	\$174,486.16	\$197,516.36	(\$23,030.20)	-12.63%
01.302.025.2330.03.08	PARAPROFESSIONALS	\$62,537.65	\$2,269.96	\$2,269.96	\$60,267.69	\$57,348.92	\$2,918.77	4.67%
01.302.025.2410.05.23	TEXTBOOKS	\$0.00	\$0.00	\$0.00	\$0.00	\$577.33	(\$577.33)	0.00%
01.302.025.2430.05.23	SUPPLIES	\$4,950.00	\$0.00	\$0.00	\$4,950.00	\$1,863.80	\$3,086.20	62.35%
	Dept: ENGLISH - 025	\$249,858.45	\$10,154.60	\$10,154.60	\$239,703.85	\$257,306.41	(\$17,602.56)	-7.05%
01.302.037.2430.05.23	SUPPLIES	\$4,950.00	\$0.00	\$0.00	\$4,950.00	\$0.00	\$4,950.00	100.00%
	Dept: MATHEMATICS - 037	\$4,950.00	\$0.00	\$0.00	\$4,950.00	\$0.00	\$4,950.00	100.00%
01.302.040.2340.01.03	LIBRARIAN	\$102,623.00	\$3,947.03	\$3,947.03	\$98,675.97	\$98,875.97	(\$200.00)	-0.19%
01.302.040.2430.05.23	SUPPLIES	\$4,950.00	\$1,625.34	\$1,625.34	\$3,324.66	\$904.83	\$2,419.83	48.89%
	Dept: MEDIA SERVICES - 040	\$107,573.00	\$5,572.37	\$5,572.37	\$102,000.63	\$99,780.80	\$2,219.83	2.06%
01.302.043.2305.01.03	TEACHER	\$202,456.00	\$7,829.08	\$7,829.08	\$194,626.92	\$195,926.92	(\$1,300.00)	-0.64%
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	\$0.00	\$0.00	\$4,950.00	\$1,063.87	\$3,886.13	78.51%
	Dept: MUSIC - 043	\$208,256.00	\$7,829.08	\$7,829.08	\$200,426.92	\$196,990.79	\$3,436.13	1.65%
01.302.049.2305.01.03	TEACHER	\$155,946.00	\$5,997.92	\$5,997.92	\$149,948.08	\$150,349.08	(\$401.00)	-0.26%
01.302.049.2430.05.23	SUPPLIES	\$4,950.00	\$3,413.56	\$3,413.56	\$1,536.44	\$0.00	\$1,536.44	31.04%
	Dept: PHYSICAL EDUCATION - 049	\$160,896.00	\$9,411.48	\$9,411.48	\$151,484.52	\$150,349.08	\$1,135.44	0.71%
01.302.052.2430.05.23	SUPPLIES	\$4,950.00	\$277.90	\$277.90	\$4,672.10	\$2,507.82	\$2,164.28	43.72%
	Dept: SCIENCE - 052	\$4,950.00	\$277.90	\$277.90	\$4,672.10	\$2,507.82	\$2,164.28	43.72%
01.302.055.2430.05.23	SUPPLIES	\$4,950.00	\$582.14	\$582.14	\$4,367.86	\$4,279.73	\$88.13	1.78%
	Dept: SOCIAL STUDIES - 055	\$4,950.00	\$582.14	\$582.14	\$4,367.86	\$4,279.73	\$88.13	1.78%
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	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.061.2356.04.35	CONSULTANT PROF DEVELOPMENT	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$8,500.00	100.00%
01.302.061.2430.05.23	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$184.00	(\$184.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$36,500.00	\$0.00	\$0.00	\$36,500.00	\$184.00	\$36,316.00	99.50%
01.302.067.2305.01.03	TEACHER	\$96,594.00	\$3,652.88	\$3,652.88	\$92,941.12	\$91,522.12	\$1,419.00	1.47%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$155.63	\$155.63	\$4,794.37	\$1,730.24	\$3,064.13	61.90%
	Dept: ENRICHMENT PROGRAM - 067	\$101,544.00	\$3,808.51	\$3,808.51	\$97,735.49	\$93,252.36	\$4,483.13	4.41%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.076.3200.01.11	NURSE	\$70,741.40	\$3,294.50	\$3,294.50	\$67,446.90	\$82,362.50	(\$14,915.60)	-21.08%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$0.00	\$4,200.00	100.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$925.00	\$925.00	\$975.00	\$1,829.95	(\$854.95)	-45.00%
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	\$77,491.40	\$4,219.50	\$4,219.50	\$73,271.90	\$84,192.45	(\$10,920.55)	-14.09%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$325,000.00	\$0.00	\$0.00	\$325,000.00	\$0.00	\$325,000.00	100.00%
	Dept: TRANSPORTATION - 079	\$325,000.00	\$0.00	\$0.00	\$325,000.00	\$0.00	\$325,000.00	100.00%
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	\$17,656.02	\$0.00	\$0.00	\$17,656.02	\$0.00	\$17,656.02	100.00%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$52,450.90	\$9,792.89	\$9,792.89	\$42,658.01	\$41,130.11	\$1,527.90	2.91%
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	\$161,953.00	\$13,496.08	\$13,496.08	\$148,456.92	\$148,456.92	\$0.00	0.00%
01.302.088.4120.04.18	GAS	\$46,450.00	\$169.20	\$169.20	\$46,280.80	\$54,830.80	(\$8,550.00)	-18.41%
01.302.088.4130.04.15	TELEPHONE	\$7,500.00	\$603.62	\$603.62	\$6,896.38	\$5,766.38	\$1,130.00	15.07%
01.302.088.4130.04.16	ELECTRICITY	\$125,520.00	\$16,078.48	\$16,078.48	\$109,441.52	\$110,921.52	(\$1,480.00)	-1.18%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$0.00	\$0.00	\$2,700.00	\$1,000.00	\$1,700.00	62.96%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$40,000.00	\$38,488.25	\$38,488.25	\$1,511.75	\$19,711.75	(\$18,200.00)	-45.50%
01.302.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.088.4220.05.27	PAPER	\$18,000.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$18,000.00	100.00%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$18,500.00	\$8,306.34	\$8,306.34	\$10,193.66	\$8,193.66	\$2,000.00	10.81%
01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION & MAINTENANCE - 088	\$506,729.92	\$86,934.86	\$86,934.86	\$419,795.06	\$390,011.14	\$29,783.92	5.88%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$62,085.79	\$0.00	\$0.00	\$62,085.79	\$0.00	\$62,085.79	100.00%
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	\$23,500.00	\$380.00	\$380.00	\$23,120.00	\$1,126.44	\$21,993.56	93.59%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$1,995.00	\$1,995.00	(\$1,995.00)	\$379.05	(\$2,374.05)	0.00%
01.302.093.2451.05.23	EDUCATIONAL EQUIPT	\$5,000.00	\$18,798.00	\$18,798.00	(\$13,798.00)	\$0.00	(\$13,798.00)	-275.96%
01.302.093.4130.04.15	TELEPHONE	\$12,250.00	\$0.00	\$0.00	\$12,250.00	\$0.00	\$12,250.00	100.00%
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	\$108,335.79	\$21,173.00	\$21,173.00	\$87,162.79	\$1,505.49	\$85,657.30	79.07%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$21,743.71	\$0.00	\$0.00	\$21,743.71	\$0.00	\$21,743.71	100.00%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,339.61	\$0.00	\$0.00	\$11,339.61	\$0.00	\$11,339.61	100.00%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$1,139.50	\$1,139.50	\$8,860.50	\$8,860.50	\$0.00	0.00%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.302.100.2415.04.33	ASSOCIATION DUES	\$110.00	\$0.00	\$0.00	\$110.00	\$0.00	\$110.00	100.00%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00	100.00%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$51,313.32	\$1,139.50	\$1,139.50	\$50,173.82	\$8,860.50	\$41,313.32	80.51%
01.302.102.2305.01.03	TEACHERS	\$71,228.00	\$2,739.53	\$2,739.53	\$68,488.47	\$68,488.38	\$0.09	0.00%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$50,087.69	\$1,829.35	\$1,829.35	\$48,258.34	\$46,233.59	\$2,024.75	4.04%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

From Date: 7/1/2024

To Date: 6/30/2025

☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.102.2430.05.24	SUPPLIES/MATERIALS	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: PROJECT GROW - 102	\$125,315.69	\$4,568.88	\$4,568.88	\$120,746.81	\$114,721.97	\$6,024.84	4.81%
01.302.103.2305.01.03	TEACHERS	\$532,208.20	\$25,738.71	\$25,738.71	\$506,469.49	\$645,069.29	(\$138,599.80)	-26.04%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$248,080.53	\$8,270.51	\$8,270.51	\$239,810.02	\$207,962.77	\$31,847.25	12.84%
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	\$24,000.00	\$0.00	\$0.00	\$24,000.00	\$0.00	\$24,000.00	100.00%
	Dept: LEARNING SUPPORT CENTER - 103	\$804,948.73	\$34,009.22	\$34,009.22	\$770,939.51	\$853,032.06	(\$82,092.55)	-10.20%
01.302.118.2305.01.03	TEACHERS	\$102,528.70	\$3,847.23	\$3,847.23	\$98,681.47	\$96,380.77	\$2,300.70	2.24%
01.302.118.2430.05.24	SUPPLIES	\$6,500.00	\$228.43	\$228.43	\$6,271.57	\$0.00	\$6,271.57	96.49%
01.302.118.2440.06.37	TRAVEL & CONFERENCES	\$1,320.00	\$1,320.00	\$1,320.00	\$0.00	\$0.00	\$0.00	0.00%
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	\$0.00	\$107,000.00	100.00%
	Dept: SPEECH - 118	\$218,348.70	\$5,395.66	\$5,395.66	\$212,953.04	\$96,380.77	\$116,572.27	53.39%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$38,727.65	\$2,973.18	\$2,973.18	\$35,754.47	\$36,211.77	(\$457.30)	-1.18%
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	\$820.05	\$820.05	\$2,179.95	\$0.00	\$2,179.95	72.67%
01.302.121.2415.06.37	TRAVEL & CONFERENCES	\$660.00	\$629.00	\$629.00	\$31.00	\$0.00	\$31.00	4.70%
01.302.121.2440.04.35	EXTENDED YEAR SERVICES	\$63,000.00	\$0.00	\$0.00	\$63,000.00	\$0.00	\$63,000.00	100.00%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$2,347.73	\$2,347.73	\$122,652.27	\$93,352.27	\$29,300.00	23.44%
	Dept: SUPPORT SERVICES - 121	\$261,387.65	\$6,769.96	\$6,769.96	\$254,617.69	\$129,564.04	\$125,053.65	47.84%
01.302.127.2710.01.03	COUNSELOR	\$77,693.72	\$2,915.34	\$2,915.34	\$74,778.38	\$72,883.41	\$1,894.97	2.44%
01.302.127.2710.05.24	SUPPLIES	\$3,600.00	\$0.00	\$0.00	\$3,600.00	\$0.00	\$3,600.00	100.00%
01.302.127.2800.01.03	PSYCHOLOGIST	\$66,533.78	\$2,361.38	\$2,361.38	\$64,172.40	\$59,234.62	\$4,937.78	7.42%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$0.00	\$0.00	\$8,300.00	\$8,436.00	(\$136.00)	-1.64%
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	\$70,767.03	\$2,284.42	\$2,284.42	\$68,482.61	\$57,310.58	\$11,172.03	15.79%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$227,554.53	\$7,561.14	\$7,561.14	\$219,993.39	\$197,864.61	\$22,128.78	9.72%
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$89,610.00	\$10,210.00	\$10,210.00	\$79,400.00	\$148,859.15	(\$69,459.15)	-77.51%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$154,625.00	\$5,400.00	\$5,400.00	\$149,225.00	\$40,500.00	\$108,725.00	70.32%
01.302.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
01.302.130.3300.06.46	SPED TRANSPORATION - MCKINNEY	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$22,725.00	(\$12,725.00)	-127.25%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$87,179.00	\$0.00	\$0.00	\$87,179.00	\$0.00	\$87,179.00	100.00%
	Dept: SPED TRANSPORTATION - 130	\$370,414.00	\$15,610.00	\$15,610.00	\$354,804.00	\$212,084.15	\$142,719.85	38.53%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$206,456.00	\$15,761.02	\$15,761.02	\$190,694.98	\$116,419.98	\$74,275.00	35.98%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$188,209.00	\$178.00	\$178.00	\$188,031.00	\$38,324.00	\$149,707.00	79.54%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$394,665.00	\$15,939.02	\$15,939.02	\$378,725.98	\$154,743.98	\$223,982.00	56.75%
Grand Total:		\$7,080,780.00	\$389,148.14	\$389,148.14	\$6,691,631.86	\$5,150,736.65	\$1,540,895.21	21.76%

End of Report

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2487

Voucher Date: 09/05/2024

Prepared By:

Michelle Charette

Printed: 09/05/2024 11:50:18 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$50,898.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Theresa O'Neil

A Nye
Ms. April Nye Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$48,724.45
24	FY24 FEDERAL GRANTS	\$49.40
25	FY25 FEDERAL GRANTS	\$2,125.00
		\$50,898.85

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2486

Voucher Date: 08/22/2024

Prepared By:

Michelle Charette
Printed: 08/22/2024 10:13:55 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$117,982.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Buel

A Nye

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$87,312.43
35	FY25 STATE GRANTS	\$4,104.00
40	ON BEHALF OF TOWN	\$16,566.10
53	Capital Projects - 20X3	\$10,000.00
		\$117,982.53

ENCUMBRANCE

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2485

Voucher Date: 08/08/2024

Prepared By:

Michelle Charette

Printed: 08/08/2024 11:35:44 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$13,712.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Bush

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund	Amount
01 GENERAL FUND	\$13,712.53
	\$13,712.53

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2484

Voucher Date: 08/08/2024

Prepared By:

Michelle Charette

Printed: 08/08/2024 11:25:01 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$7,716.27 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Bach

Ms. April Nye

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$6,844.77
24	FY24 FEDERAL GRANTS	\$871.50
		\$7,716.27

ENCUMBRANCES

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2483

Voucher Date: 07/25/2024

Prepared By:

Michelle Charette

Printed: 07/25/2024 02:00:36 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$23,292.07 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Barber

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$14,373.51
22	FY22 FEDERAL GRANTS	\$2,365.00
24	FY24 FEDERAL GRANTS	\$1,638.00
42	FY22 PRIVATE GRANTS	\$18.06
53	Capital Projects - 20X3	\$4,897.50
		\$23,292.07

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2482

Voucher Date: 07/25/2024

Prepared By:

Michelle Charette

Printed: 07/25/2024 12:42:04 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$20,947.30 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Barber

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$10,947.30
53	Capital Projects - 20X3	\$10,000.00
		\$20,947.30



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: August/Sept 2024
Sippican Elementary

Directors Update:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Sippican School has been identified and designated, by DESE, as a school that meets the requirements for the Community Eligibility Provision, also referred to as CEP.
 - This is a provision to the National School Breakfast/Lunch Program, where the school meets the Federal threshold to qualify the entire school for universal free meals.
 - Even though meals are free to all students, this was done on the state level not the federal level. This simply means that the majority of the cost of universal free meals shifts to the Federal government.
 - All students will continue to receive free meals.
 - In addition, as part of CEP our Sippican Families will no longer need to complete a meal application.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- We had a successful summer feeding all of the district students during the Acceleration Academy.
- The Food service team participated in a full day of professional development training on 08/27.
- Freezers 1 & 2 had repair work done.
- Fun Facts: in SY 23-24 Sippican Cafe served :

11,748 School Breakfast 39,063 School Lunches

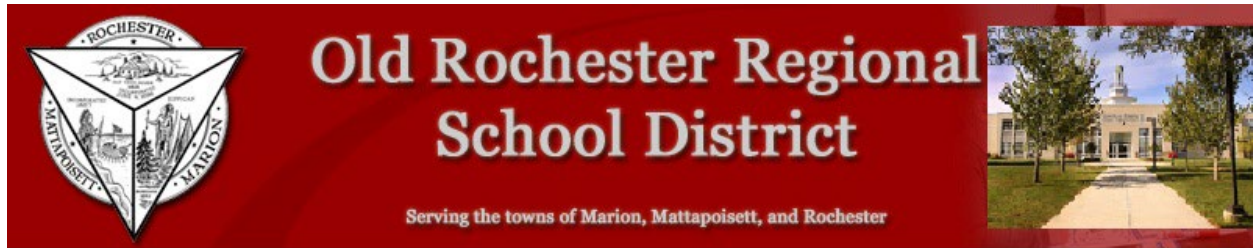


Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Students Receiving Free and Reduced Meals:								
Free:								
Reduced:								
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	94	13%	326	46%	189	18%	429	42%
September	1366	18%	4116	55%				
October	1451	19%	4575	59%				
November	1184	18%	4059	62%				
December	1008	17%	3592	62%				
January	1244	17%	4660	62%				
February	920	17%	3230	60%				
March	1355	19%	4560	63%				
April	1119	19%	3781	64%				
May	1574	20%	4939	63%				
June	433	20%	1225	67%				

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: September 2024

Sippican Elementary School

- 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.
- Replaced flooring in Community room, conference room, student services room and office.
- Conducted mosquito spraying of grounds by Plymouth County Mosquito Control.
- Solicited bid/quotes for approved Capital Projects.
- 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



Sippican Elementary School

16 Spring Street, Marion, Massachusetts 02738
Telephone: (508) 748-0100 FAX: (508) 748-1953

Lynn Dessert, Principal
lynndessert@oldrochester.org

Gregory Thomas, Assistant Principal
gregorythomas@oldrochester.org

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

From: Lynn Dessert, Principal
Re: Principal's Report
Date: September 19, 2024

Introduction



Principal Dessert & Assistant Principal Thomas



Popsicles with the Principal

I am pleased to present this Principal's Report to the Marion School Committee. This report highlights key initiatives, accomplishments, and updates at Sippican School.

As the new administration, we're thrilled to join the Sippican community. Our goal is to create a school environment that is safe, inclusive, and enriching for all students and staff. We're excited to work together to build a positive and supportive learning community.

Welcome New Staff

Welcome to the Sippican Elementary School family, new staff members! We're excited to have you join our team and contribute to our school community. We look forward to working together to create a positive and enriching learning experience for all our students.

Julia Bandera - Grade 3

Melanie Smeaton - Special Education Grade 6

Karen Bertram - Nurse

Sarah Bennett - School Psychologist

Rebecca Densberger - School Adjustment Counselor

William Erickson - Instructional Assistant

Building and Grounds



Sippican Elementary Main Office

I would also like to express my sincere gratitude to the Town of Marion, Cody Leonardo, and our dedicated maintenance staff. Their hard work and dedication in preparing our school for the new school year have been invaluable. Our school community is truly fortunate to have such a supportive community that values our learning environment. Thank you for everything you do.

Open House





Connecting with our Families and Community

Our open house was a success, with a large turnout of Sippican families. Teachers welcomed families, and students enjoyed reconnecting with friends and classmates. We appreciate the support from our VASE volunteers.

First Week of School



First Day of School



Kindergarten

Our recent three-day week was filled with exciting events. The first day of school was a fantastic kickoff, and we were delighted to host our Kindergarten Orientation. It was heartwarming to witness the young students' curiosity and enthusiasm as they explored the school.

School Resource Officer Tracy & Norman



We are excited to welcome Norman, our new comfort dog, to Sippican School, joining Officer Tracy. Norman has quickly become a beloved member of our school community and is already making a positive impact on our students' well-being.

Teaching And Learning



3 to Be



Fishing for 10

The first weeks of school have been dedicated to setting a strong foundation for our learning community. We've focused on key initiatives like the Hill Literacy, OpenSciEd curriculum and the Sippican 3 to Be Campaign. Our school's core values of respect, responsibility, and kindness have been emphasized throughout these early days.

- **Mission Statement:** The Sippican School community will be responsible, respectful, and kind to ensure a nurturing learning and safe environment.
- **School-Wide Expectations:** Be Respectful, Be Responsible, Be Kind.

Feinstein Leadership Program



Great news! Our school has been accepted into the Feinstein Leadership Academy! This prestigious program will provide our students with invaluable leadership training, mentorship opportunities, and community service projects. It's a testament to our school's commitment to fostering the next generation of leaders. The Golden Ticket adds an extra layer of excitement and benefits to being accepted into the Feinstein Leadership Academy. Not only does the school receive \$5,000, but a student ticket holder gets to choose a charity to receive \$500. It's a win-win situation that promotes both leadership development and community giving.

Sippican Garden



Our collaboration with the Marion Institute on the Sippican Garden is progressing well. The team has been working hard to maintain the garden and build raised beds. We will soon begin planning instructional activities for our third graders. We have also met with the Food Corps to discuss incorporating various aspects of their program into our curriculum.

Project 351



We are excited to announce that Sippican School will continue to participate with Project 351. This program empowers students to foster leadership and build community through meaningful dialogue and interaction.

Conclusion

I am confident that Sippican School is well-positioned for a successful year. Our dedicated staff, supportive community, and engaged students are committed to providing a high-quality education for all.

Thank you for your continued support.

Best,

Lynn Dessert, M. Ed
Principal

Marion School Committee Subcommittee List 2024-2025

Chairperson	April Nye
Vice Chairperson	Nichole Daniel
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox/Diana Russo/Toni Bailey
ORR District School Committee	Michelle Smith
Mass. School Supt. Union No. 55	Nichole Daniel Mary Beauregard Nichole Nye McGaffey
Building Committee	Nichole Nye McGaffey April Nye
READS	Michael S. Nelson
Sick Leave Bank	Mary Beauregard Michelle Smith
SMEC	Michelle Smith
Early Childhood Council	Nichole Daniel
Sole Signatory	April Nye Nichole Daniel
MASC Delegate/Legislative Liaison	Mary Beauregard
Budget Subcommittee	April Nye Nichole Nye McGaffey
School Physician	Dr. Mendes Dr. Reynolds
Policy Review Subcommittee	Mary Beauregard
Tri-Town Education Foundation	Nichole Daniel
Town Liaison	April Nye
Superintendent's Goals Subcommittee	Michelle Smith Nichole Daniel
Equity Subcommittee	Mary Beauregard



READS Collaborative

Quarterly Report Overview - September 2024

- The Executive Director, Dina Medeiros, shared her complete report of READS Collaborative Entry Findings at the June 6, 2024 Board of Directors meeting. The Entry Findings were also shared with all READS staff on Opening Day held on August 26th, 2024. The report can be found on the READS website.
- **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 has informed staff of the latest DESE guidance regarding COVID mitigation Strategies, which include staff no longer required to be absent 5 days following a positive test. Staff were informed they are able to return to work as long as they are fever free.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS will continue with the Social Justice Committee for the 24-25 school year.
 - READS continues to implement Collaborative Problem Solving through Think:Kids. Advances have been made and READS now has a staff member trained as a CPS Trainer. There are an additional 4 staff members who are expected to also become CPS Trainers by the end of FY25.
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - Educator Evaluation Training was provided in August to member and nonmember districts by Dr. Theresa Craig. Another Educator Evaluation Training is scheduled for mid September.
 - READS Executive Director created and provided Professional Development for Somerset Berkley Regional School District's paraprofessionals at the request of their administration. That professional development was provided on August 27, 2024
 - 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 enrollments continued over the summer with 8 new students starting on the first day of school at the READS Academy.
 - READS DHH program accepted an additional 3 students within their preschool program over the summer.
- **Fiscal Update**
 - READS will be in the process of developing the FY26 budget in the coming weeks.
- **Legislation/Compliance**
 - All DESE required reports have been submitted and certified.
 - Updated Medical and Behavior Response Plan was submitted to DESE on August 30th, 2024
- **Student/Staff Feature**
 - ESY Programming for both the READS Academy and the DHH Program ran smoothly with students enjoying a wide variety of educational field trips.
 - READS Employee of the Year is Mrs. Danielle Reid, Food Service Manager and Culinary Arts Teacher for the READS Academy. Congratulations, Mrs. Reid !
 - READS Collaborative celebrates its 50th Anniversary this year. Staff commemorated on August 1st.

Follow READS through Twitter: @READSCollab; @ReadsEast, and on Instagram: @reads_dhh



April 23, 2024

Dina Medeiros, Executive Director
READS Collaborative
105 East Grove Avenue
Middleborough, MA 02346

Dear Ms. Medeiros:

On behalf of the Massachusetts Board of Elementary and Secondary Education, I am pleased to inform you that I have approved the amended collaborative agreement for the READS Collaborative (READS), effective July 1, 2024.

In 2023, the READS Board of Directors (Board) amended the collaborative agreement to reflect best and current practices and recent statutory changes. The Board also considered the impact of adding two new member districts. Consequently, the Board decided to update the language in the agreement and deferred the discussion of expanding the membership to the 2024 school year. After discussion and receiving the necessary affirmative votes, the Board is adding the Brockton School Committee and the Whitman-Hanson School Regional School Committee as members.

Effective July 1, 2024, the membership of the READS Collaborative will consist of the following member school committees: Abington Public Schools, Acushnet Public Schools, Berkley Public Schools, Bridgewater-Raynham Regional School District, Bristol-Plymouth Regional Technical School District, Brockton Public Schools, Carver Public Schools, Dighton-Rehoboth Regional School District, East Bridgewater Public Schools, Freetown-Lakeville Regional School District, Marion Public Schools, Mattapoisett Public Schools, Middleborough Public Schools, Norton Public Schools, Rochester Public Schools, Somerset Public Schools, Somerset-Berkley Regional School District, Taunton Public Schools, West Bridgewater Public Schools, and Whitman-Hanson Regional School District.

Please inform the Board and the member school committees of my approval. Additionally, please post the approved collaborative agreement, as required, to the READS website by the effective date of July 1, 2024; it must remain publicly available until amended.

Congratulations on completing this process and be assured that the Education Collaborative Team at the Department remains supportive of your collaborative's efforts to supplement and strengthen the programs of your member school committees. Should you have any questions, please contact the team at educationcollaborativeteam@mass.gov.

Sincerely,

A handwritten signature in blue ink, appearing to read "Russell Johnston".

Russell D. Johnston
Acting Commissioner of Elementary and Secondary Education



READS Collaborative

105 East Grove St., Middleboro, MA 02346

REGIONAL EDUCATIONAL ASSESSMENT AND DIAGNOSTIC SERVICES (READS) COLLABORATIVE AGREEMENT

Pursuant to **MG.L. c. 40, § 4E**

PREAMBLE/ AUTHORIZATION

This document constitutes the Collaborative Agreement (herein, "Agreement") of the Regional Educational Assessment and Diagnostic Services (READS) Collaborative (herein, "the Collaborative"), established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This Agreement shall be effective upon approval by the Massachusetts Board of Elementary and Secondary Education (hereinafter "BESE").

This Agreement replaces the original Agreement dated December 15, 1987, as most recently amended on July 1, 2023, entered into by and between the school committees listed in Section I (herein, the "Member Districts") and will be effective upon the approval of the Member Districts and the BESE as indicated on the signatory page.

SECTION I: MEMBERSHIP

The membership of READS Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts (herein after "Member Districts"), as indicated by the signatures of the chairs of the school committees:

1. School Committee for the Abington Public Schools
2. School Committee for the Acushnet Public Schools
3. School Committee for the Berkley Public Schools
4. School Committee for the Bridgewater-Raynham Regional School District
5. School Committee for the Bristol-Plymouth Regional Technical School District
6. School Committee for the Brockton Public Schools
7. School Committee for the Carver Public Schools
8. School Committee for the Dighton-Rehoboth Regional School District
9. School Committee for the East Bridgewater Public Schools
10. School Committee for the Freetown-Lakeville Regional School District
11. School Committee for the Marion Public Schools
12. School Committee for the Mattapoisett Public Schools
13. School Committee for the Middleborough Public Schools
14. School Committee for the Norton Public Schools
15. School Committee for the Rochester Public Schools
16. School Committee for the Somerset Public Schools
17. School Committee for the Somerset-Berkley Regional School District
18. School Committee for the Taunton Public Schools
19. School Committee for the West Bridgewater Public Schools
20. School Committee for Whitman-Hanson Regional School District

SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES

READS Collaborative is focused on the mission to provide high quality, cost-effective educational programs and services for all students to prepare them for higher education or a career.

The purpose of READS Collaborative is to complement the educational programs of local school districts and to respond to additional needs of Member Districts as determined by the Board of Directors (herein, "the Board"). Such programs and/or services maximize cost efficiency and program effectiveness through a Collaborative effort. Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for education purposes, as specified in Section 501(c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by an entity exempt from Federal Income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be the carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office. The focus of READS Collaborative is to provide quality services that improve the lives and futures of children with disabilities as a collaboration with Member Districts.

The overall objectives of READS Collaborative are:

1. to complement the educational programs and services of districts in the least restrictive environment in a cost-effective manner;
2. to improve the growth of students in academics, social-emotional skills, communication and well-being;
3. to provide a range of diagnostic and educational assessments for students from districts in the southeast region;
4. to offer quality professional development opportunities to general and special education teachers, related service providers, and administrators; and
5. to expand program and services in a manner consistent with the needs of the students and/or the Member Districts.

READS Collaborative does not discriminate on the basis of race, sex, color, religion, sexual orientation, gender identity, age, disability, national or ethnic origin, status as a veteran, limited English speaking ability or any other protected class in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board's policy of nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of districts in a cost-effective manner:

1. Approved Public Day school placements
2. Specialized Substantially Separate Programs
3. Wraparound Services
4. Other programs and services for students as requested by Member Districts
5. Therapeutic consultation, assessment, intervention and support
6. Diagnostic and educational testing, evaluation and recommendation
7. Professional development
8. Grant applications and activities

9. Other cost-effective services as determined by the Board of Directors as permitted by M.G.L. c. 40, § 4E; 603 CMR 50.00.

SECTION IV: GOVERNANCE

1. The Collaborative shall be managed and operated by a Board of Directors (hereinafter "the Board") whose members are appointed annually by the Member Districts.
2. The Board shall be comprised of the Superintendent of each of the Member Districts (hereinafter known as "Board Members"). The superintendent of each Member District shall be appointed to represent their Member District(s) to serve on the Board, and be entitled to a single vote for each district they represent. The Commissioner of the Department of Elementary and Secondary Education (herein Commissioner), shall appoint an individual to serve as liaison from the Department of Elementary and Secondary Education (herein Department) to the READS Collaborative Board of Directors.
3. The Board shall have all the powers and duties conferred and imposed upon educational Collaborative Boards by law, BESE policy and regulation, and this Agreement.
4. The Board shall annually elect or appoint an Executive Committee which shall consist of a President (who serves as the Board Chair), a Vice-President and a Secretary/Clerk. In successive years, the Vice-President shall move up to the position of President and the Secretary/Clerk shall move up to the position of Vice-President. A new Secretary/Clerk shall be nominated and appointed by a majority vote of the Board in June, but no later than September, of each year. The Board will vote to recognize the new Executive Committee at the first Board meeting in September. The new Executive Committee shall commence responsibilities after the vote.
5. The Board shall establish an advisory committee known as the Special Education Administrators (SEA), composed of each Member District's Special Education Administrator. The purpose of the SEA shall be to advise the Board regarding programmatic issues related to the special education of students enrolled in the Collaborative and to review the program budgets.
6. The Board shall meet at least 6 times per year to conduct its business, one meeting of which shall be a joint meeting with the SEA. The superintendent appointed by each Member District shall count as a Board member for each district they represent. A majority of the Superintendents serving on the Board shall constitute a quorum at any **meeting**. A majority vote of the quorum shall be necessary to pass any resolution, policy or procedure brought before the Board, except in those cases where a two-thirds vote or a unanimous vote of the entire Board is necessary under the stipulations provided for within this Agreement.
7. The Board shall conduct all meetings in accordance with Chapter 30A, §§ 18 - 25 of the Massachusetts General Laws (Open Meeting Law).
8. The Board shall select and employ an executive officer (hereinafter known as the Executive Director), who shall serve under the general direction of the Board and who shall be responsible for the daily operation and supervision of the Collaborative. The Board shall delegate authority to the Executive Director to the extent permitted by applicable law and regulation.
9. The Board shall develop policies and shall operate in accordance with those policies.

SECTION V: CONDITIONS OF MEMBERSHIP

1. Each Member District shall commit to purchase one clinic slot per quarter as an annual requirement of membership in the Collaborative. READS Collaborative does not assess a membership fee.
2. Each Board Member shall be responsible for providing timely information and updates to its appointing Member District(s) on Collaborative activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.
3. Each Board Member shall be an active and engaged voting member of the Board and shall attend scheduled meetings and fulfill all duties as may be required by the Board, 603 CMR 50.00 and the Collaborative Agreement.
 - a. The attendance of a Board Member who is absent from 50% or more of scheduled Board meetings over a two-year period will be documented and brought to the attention of said Board Member by the President of the Board.
 - b. The Executive Committee will decide by majority vote to draft a letter to the Board Member notifying them that the lack of participation of their district will be brought to the attention of the READS Board of Directors at their next scheduled meeting.
 - c. If the Board Member continues to be absent from READS Board of Directors' meetings, the Executive Director will meet with the Executive Committee of the Board of Directors. Attendance of the Board Member at meetings over the previous two-year period and since the letter of notice was sent by the President will be reviewed. The impact on the ability to achieve a quorum to complete Collaborative business will be reviewed and a recommendation will be provided to the Board.
 - d. The Board will decide by majority vote to send a letter to the Chairperson of the Member District's School Committee notifying them of the lack of attendance of the Member District's appointee at Collaborative Board meetings and the resulting impact on votes and the work of the Collaborative.
4. All appointed Board Members are required to complete the state-mandated training in the timeframe set forth in M.G.L. c. 40, § 4E and 603 CMR 50.05(3) and 50.12(3).

SECTION VI: POWERS AND DUTIES OF THE BOARD

The Board shall manage the Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the Collaborative, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The READS Collaborative shall be a public entity.
3. The Board shall be vested with the authority to enter into agreements with Member Districts, non-Member Districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
 - a. ensuring adherence to this Collaborative Agreement (herein "Agreement") and progress toward achieving the purposes and objectives set forth in the Agreement;

- h detennining the cost-effectiveness of programs and services offered by the Collaborative;
 - c ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C; and
 - d approving all expenditures, including contracts, borrowing, and the purchase and sale of real estate.
- 5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
- 6. The Board is a public employer and shall ensure that all employees possess the necessary and required credentials and approvals, including those required by M.G.L. c. 71, § 380 and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof. The Board may apply for a waiver to exempt the Collaborative Board for any one school year from the requirement to employ certified or approved personnel in accordance with M.G.L. c. 40, § 4E.
- 7. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a Business Manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one School Nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a Board Member or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
- 8. The Board shall appoint an appropriate individual to serve as the Treasurer. The Treasurer of the Board may make appropriate investments of the money of the Collaborative consistent with Section 55B of chapter 44.
- 9. The Treasurer shall give bond annually for the services they perform as the Collaborative Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department, as shall be fixed by the Board.
- 10. The Board may, in its discretion, pay compensation to the Treasurer for their services.
- 11. The Treasurer of the Collaborative shall not be eligible to serve as a Board Member or otherwise as an employee of the Collaborative.
- 12. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
- 13. All deeds, leases, transfers, notes, bonds, and other obligations endorsed by the Collaborative, as approved by majority vote of the Board, shall be signed by the President and the Treasurer.
- 14. The Board Members, Executive Director and employees of the Collaborative shall not be personally liable for any debt, liability, or obligation of the Collaborative.
- 15. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Collaborative may look only to the funds and property of the Collaborative for the payment of any debt, damages, judgment or decree, or for any money that may otherwise become due or payable to them from the Collaborative.
- 16. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing

information, reports or documents as the Department deems necessary. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

SECTION VII: FINANCE

A. Financial Terms

1. Each Member District shall commit to purchase one clinic slot per quarter as a requirement of membership in the Collaborative as noted in Section V.1.
2. The annual share of each Member District for tuition is based on Member District participation in an individual tuition-based program. The tuition shall be assessed per each student projected to be in a tuition-based program for the fiscal year. The tuition for each individual program is determined based on projected expenses for the program and an allocation for administrative costs, then divided by the number of students projected for enrollment in that program.
3. The Board shall have the authority to borrow money in anticipation of income up to ninety (90) days to meet ongoing payroll obligations.
4. A school committee of any city, town, or regional district may authorize the prepayment of tuition for any educational program or service of the Collaborative to the Treasurer of the Collaborative.
5. The Collaborative shall pay all its accrued debts within thirty (30) days of the notification/receipt of said bills on a no less than monthly basis.
6. The programs and/or services offered by this Agreement may be made available to children from districts who are not parties to this Agreement only if the particular program or service to which entrance/utilization is sought can entertain the addition of another child without burdening or interfering in any way with the program or service's operation and/or delivery.
7. The Board shall vote annually to establish the rate of the Non-Member surcharge on all program tuitions, clinic services and related services provided to Non-Member Districts in order to offset administrative costs and to contain costs for Member Districts. This surcharge shall not exceed 25%.
8. The Board may, by majority vote, apply for and accept gifts, grants, enter into contracts or receive contributions from governmental and private sources, whether in cash or in kind.
9. The Collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.

B. Collaborative Fund

1. The Board herein agrees to establish and manage a Collaborative General fund, known as the READS Fund (hereinafter known as the Fund).
2. The Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Collaborative Board and will be deposited in the General fund, in accordance with all applicable law and regulations.

3. The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the Collaborative, without further appropriation.
4. All payments must be approved in accordance with the READS procedure for warrant signing which includes a requirement that all warrants be signed by two of the three Board Members of the Executive Committee.
5. The Treasurer may make appropriate investments of funds of the Collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.

C. Borrowing, Loans, and Mortgages:

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve fixed assets including real property to support Collaborative operations, subject to the following procedures:
 - a. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
 - b. The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
 - c. The Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
 - d. The Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans or mortgages are necessary to carry out the purposes for which the Collaborative is established.
2. In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:
 - a. The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken;
 - b. The Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
 - c. The Board shall approve such action by a majority vote.

D. Cumulative Surplus Funds in Excess of the Regulatory Limit

Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year, plus any previous year's surplus funds (as determined through the audited financial statements) will be considered cumulative surplus.

1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, or any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.
2. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
3. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5) (b)IO.
4. The Board shall determine whether such final dollar amount of surplus funds is within the established 25 percent limit.

5. If the surplus funds exceed the 25 percent limit, the Board shall determine the amount of funds that will be allocated to the Capital Fund, OPEB Trust, Clinic credit or Tuition credit and amend the budget to reflect those allocations consistent with 603 CMR 50.07(9) as noted below.

Cumulative surplus funds in excess of the agreement limit or 25 percent of the audited years general fund expenditures, must be returned or credited to member districts consistent 603 CMR 50.07(9) and with the process outlined in the collaborative agreement and in the following ways:

- 1. Credited to member districts for tuition, services, etc. These credits must be used by the end of the fiscal year in which the vote is taken.*
 - 2. Deposited to an irrevocable trust and/or reserve fund. These deposits must be allocated by board vote to an approved capital reserve fund and/or to an irrevocable trust for retiree benefits. Once allocated, such funds are no longer available to the collaborative for any other purpose. Deposits must be made within 30 days after the vote of the collaborative board.*
 - 3. Returned to the school districts/towns. The collaborative board must follow the process as outlined in the collaborative agreement for returning surplus funds to member districts. The return of funds must be made within 30 days after the vote of the collaborative board.*
6. Upon withdrawal of a Member District, the Board shall ensure that the withdrawing Member District shares in any payments from funds designated by the Board for return as Tuition credit as defined in Section VII.D.5.b. to its Member Districts for the current fiscal year of withdrawal only. Other than funds designated by the Board for return to the Member Districts, individual Member Districts choosing to withdraw will not be entitled to receive a share of any other assets of the Collaborative.

E. Annual Budget Preparation.

On an annual basis the Board shall propose a budget for the upcoming fiscal year. The proposed budget shall contain all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve, to be paid from general fund revenues of the Collaborative. All funds received for the operation of the Collaborative shall be considered general fund revenues with the exception of grants, contracts, or gifts. The annual budget is prepared as early as possible in the previous fiscal year to allow Member Districts to build their own budget, knowledgeable of the Collaborative tuitions. The process is as follows:

1. By April 30 of each year, the Board shall adopt a budget for the upcoming fiscal year. The Board shall identify the programs or services to be offered by the Collaborative in the upcoming fiscal year and the corresponding costs.
2. The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
3. The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating expenditures,

and capital expenditures, including debt service payments and deposits to capital reserve.

4. As applicable, capital expenses shall be included in the budget and paid through tuition or fees for programs which they benefit. Capital expenses are defined as the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 and a useful life of one year or more, debt payments and deposits into capital reserve in accordance with 603 CMR 50.02.
- s. The proposed budget process used to determine tuition prices for Member District and Non-Member District students, as well as the methodology to determine fees for services and clinic slots is based on the cost of providing Collaborative programs as described below.
 - a. The Executive Director annually determines the projected expenses necessary for each Collaborative program during the next fiscal year, based on an estimate of projected student enrollment in programs and projected Agreements for services.
 - b. The Executive Director identifies the next fiscal year's projected revenue from each funding source. These include a summary of projected receipts from tuitions and fees, grant funds and funds other than general fund revenues (i.e. donations, interest and investment income) based on the current fiscal year.
 - c. The Executive Director determines the total increase or decrease in required revenue needed to balance the overall budget by comparing anticipated revenue with expenses.
 - d. Program Directors present the preliminary budget to their individual SEA sub-committees which review and endorse the budget.
 - e. The Executive Director presents the preliminary budget to the full SEA for endorsement.
 - f. The Executive Director presents the preliminary budget to a joint meeting of the President of the Board, the Personnel Subcommittee of the Board and Finance Sub-Committee of the Board.
6. The Executive Director shall present the proposed budget to the full Board for discussion and shall propose tuition rates and fees needed to balance the budget.
7. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed, but no later than June 30 of the preceding fiscal year.

F. Transmitting the Budget and Payment Terms:

1. The Treasurer shall certify and transmit the budget, the fees for service, the committed clinic slot cost for membership and the tuition rates for the upcoming fiscal year to each Member District not later than June 30 of the preceding fiscal year.
2. The Collaborative shall invoice Member and Non-Member Districts on a quarterly basis, ninety (90) days in advance for all clinic slot payments and tuition payments. All fees-for-service are billed monthly. Payment shall be received by the Collaborative within 30 days of billing.

G. Procedure for Amending the Budget:

1. All budget amendments must be in writing and must be submitted to the Executive Director five working days before the Board meeting at which they will be discussed.
2. Any amendment that does not result in an increase in the tuition rates or fees for services shall be discussed by the Board and shall only be approved upon an affirmative majority vote.
3. Any amendment to the budget that results in an increase in the tuition rates, clinic slots, or fees for services shall adhere to the following procedures:
 - a. All Board Members shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their Member Districts the content of the proposed amendment to the budget.
 - b. All amendments shall be voted on by the Board at a second public meeting of the Board following the completion of step 3.a. by all Member Districts. Adoption shall require a majority vote.
 - c. The Treasurer shall certify and transmit the amended tuition rates, clinic slots and fees for services to each Member District not later than ten (10) working days following the affirmative vote of the Board.
4. The Board has the authority to reduce tuition rates, clinic slots and fees for services to Member Districts and non-Member Districts, when doing so is determined to be in the best interest of the Collaborative.

SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT

Any and all subsequent amendments and/or revisions to this Agreement voted by the Board shall be subject to approval in accordance with the following procedures:

1. Any Board Member or the Executive Director may propose an amendment to the Collaborative Agreement. An amendment must be prepared in order to admit a new Member District, or to document the withdrawal of a Member District.
2. The proposed amendment shall be included in the posting of a public meeting of the Board.
3. A majority vote of the quorum of the Board is required to approve a proposed amendment except that any amendment that includes the admission of a new district shall require a majority vote of the entire Board as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.
4. The Executive Director shall submit the proposed amendment to the Department for initial review.
5. Following the Department review, the Executive Director shall make such changes as the Department requires.
6. The proposed amendment to the Agreement shall be read a second time at the next regular meeting subsequent to the Department review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment except as detailed in Section 3 above. If the Board makes additional changes to the proposed amendment to the agreement, the document must be resubmitted to the Department for an additional review. Following the Department review and approval by the Board, the

- amended Agreement shall be submitted to the Member Districts and any new Member District(s), for a majority vote to approve the amended Agreement.
7. Once a majority of all Member Districts and all new Member District(s) have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.03(4) to the Commissioner for approval by the BESE.
 8. No amendment to the Collaborative Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE, except that any amendment that includes the admission of a new district shall require a two-thirds vote as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XL

SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS

A school district, through its School Committee, or Charter School Board may become a Member District of the Collaborative consistent with the following terms:

1. Any School Committee or Charter School Board may apply for membership to the Collaborative by giving written notice of such request to join to the attention of the President of the Board. A copy of the vote of the School Committee or Charter School Board vote to seek membership shall accompany the request to apply.
2. Such written request shall be brought before the Board for discussion and action.
3. The request will be reviewed and a decision will be rendered within approximately sixty (60) days of the receipt of the written request to become a Member District.
4. A new Member District may be accepted by a majority vote of the entire Board, subject to majority vote of two-thirds of the Member School Committees, acceptance of the amended Agreement by the new Member District and approval by the BESE. The Collaborative Agreement shall require an amendment consistent with Section VIII of this Agreement.
5. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the BESE and Member Districts, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to the Collaborative.
6. Pending approval of the amendment by the BESE, the Board may by majority vote extend the rights, privileges and membership responsibilities, with the exception of voting, to the districts that have been approved for membership by the Board and Member Districts as of July 1st of the fiscal year that membership would begin. These privileges include the right to receive member tuition rates and access to all services provided to Member Districts. The school committee or charter school Board may designate a non-voting representative to the Board until BESE approval of the amendment and may contribute to discussions before the Board and receive all correspondence from the Collaborative. The rights and privileges extended to the pending district will be contingent upon fulfilling 1) the responsibility to commit to purchase at least one clinic slot per quarter as an annual requirement of membership and 2) the responsibility to attend Board meetings and participate in governance of the Collaborative (with the exception of voting on matters before the Board).

SECTIONX: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)

1. Any Member District, by appropriate vote, must give six (6) months written notice to the Board of READS Collaborative of its intent to withdraw from the Collaborative.
2. The Board must approve the withdrawal by a two-thirds vote. The Member Districts must approve the withdrawal by a majority vote consistent with the process for amending the Collaborative Agreement in Section VIII.
3. No Member District can withdraw membership except at the end of the fiscal year provided the six (6) months notice is given and provided that the BESE has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
4. No Member District who withdraws from the Collaborative shall be entitled to any asset of the Collaborative except that a withdrawing Member District shall be entitled to the tuition credit referenced in Section VII.D.5.b. The tuition credit for the withdrawing district may be applied to subsequent year tuition or paid to the withdrawing district in accordance with Section VII.D.5.b.
5. Any Member District or Member Charter School Board that withdraws will still be responsible for outstanding payments due to the Collaborative.
6. A Member District or Member Charter School Board that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its share of liability in the collaborative of any debts, claims, demands, or judgments against the Collaborative, incurred during said school committee's or charter school Board's membership based on percentage of fiscal participation during that membership.
7. The withdrawal of any Member District(s) shall require an amendment to the Collaborative Agreement consistent with Section VIII.

SECTIONXI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

1. The process to terminate the Collaborative must be initiated by following the process for amending the Collaborative Agreement as outlined in Section VIII except that in order for the Collaborative to be terminated, the Board must vote unanimously to begin the process to terminate the Agreement.
2. Each Member District must provide written evidence of approval by majority vote of the Member School Committee or Charter School Board to terminate this Agreement by sending an intent to terminate and a copy of the vote or approved minutes to the attention of the Executive Committee at least 9 months in advance of the end of the fiscal year.
3. The Board shall review the intent to terminate notices at the first meeting after a majority of School Committee votes have been received by the Executive Committee.
4. The Board shall take action to terminate the Agreement at the next subsequent Board meeting by a majority vote of the entire Board.
5. Written notice of intent to terminate will be provided to Non-Member Districts accessing the programs and services of the Collaborative, at least six (6) months before the end of such fiscal year.
6. Following the affirmative vote of all Member Districts to terminate the Collaborative Agreement, the Board shall submit the documentation required by 603 CMR 50.11 to the Department.

7. Upon termination of this Agreement, the Board shall:
- a. Determine the fair market value of all assets of the collaborative, including, but not limited to, real estate, capital property, equipment, and supplies owned by the collaborative;
 - b. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
 - c. Identify the Member District responsible for maintaining all fiscal records;
 - d. Identify the Member District(s) responsible for maintaining employee and program records;
 - e. Ensure the confidential return of records related to individual students to the sending Member or Non-Member Districts;
 - f. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to Member Districts;
 - g. Provide for a final fiscal audit and ensure the appropriate disposition of all assets and liabilities of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be used to fund any liabilities. Net assets will be distributed to the Member Districts.
8. The Board will utilize a two-fold process to distribute net assets:
- a. **Part I** of the process recognizes contributions of perpetual/existing Member Districts who have contributed to the development and expansion of the Collaborative over the past four decades. Perpetual/existing Member Districts are those included in the allocation figures below:
After all liabilities have been met and a final audit has been completed the net assets as determined by an audit performed as of June 30, 2013 are to be apportioned to the perpetual/existing Member Districts according to the following formula: Abington - 8%, Berkley - 1%, Bridgewater-Raynham Regional - 18%, Carver - 3%, Dighton-Rehoboth Regional - 6%, East Bridgewater - 3%, Freetown-Lakeville Regional - 8%, Marion - 1%, Mattapoisett - 4%, Middleborough - 11%, Rochester - 4%, Taunton - 22%, West Bridgewater - 11%.
 - b. **Part II** recognizes contributions of all districts who may become Member Districts after July 1, 2013.
After all liabilities have been met and a final audit has been completed the FY 13 net asset figure will be deducted and apportioned according to the formula in Part I. The remaining net assets will then be apportioned to all Member Districts at the time of termination of the Agreement based on fiscal contribution. The fiscal contribution is purely a calculation of percentage of fiscal participation in the Collaborative over the period of membership from July 1, 2013 to the date of dissolution.

Should the Department revoke and/or suspend the approval of the educational Collaborative Agreement, the Board will follow all instructions from the Department, and Section XI shall be implemented to the extent these procedures are consistent with the order of the Department terminating the Collaborative Agreement.

SECTION XII: INDEMNIFICATION

Neither the Executive Director nor any other employee of the Collaborative, nor any appointed representative to the Board, shall be liable to the Collaborative or to any Member District thereof for any act or omission of the Executive Director or any other employee of the Collaborative or any appointed representative to the Board, or be held personally liable in connection with the affairs of the Collaborative, except only for liability arising out of his own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative, or its Member Districts.

Neither the Executive Director nor any other employee of the Collaborative nor any appointed representative to the Board or Member District shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against or with respect to the Collaborative, or arising out of any action taken or omitted for, or on behalf of the Collaborative and the Collaborative shall be solely liable therefore and resort shall be had exclusively to the Collaborative property for the payment or performance thereof and each appointed representative to the Board, Member School Committee and the Executive Director or any other employee of the Collaborative shall be entitled to full indemnity and full reimbursement out of Collaborative property, including, without limitation, fees and disbursements of counsel, if, contrary to the provision hereof, such appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee shall be held personally liable. Any person dealing with the Collaborative shall be informed of the substance of this provision except that any such person need not be informed of the indemnification contained herein and, where the Board deems it appropriate, documents or instruments executed by or by authority of the Board shall contain reference hereto.

The Executive Director or any other employee of the Collaborative and his/her legal representatives and each appointed representative to the Board and his/her legal representatives, and each Member School Committee and its legal representatives shall be indemnified by the Collaborative against all liabilities and expenses, exclusive of amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which such appointed representative to the Board, Member School Committee or Executive Director or any other employee of the Collaborative or his/its legal representatives may be made a party or otherwise involved by reason of his/its capacity as an appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee, except only liabilities and expenses arising out of his/its own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative as finally adjudged in such action or, in the event of settlement or termination of such action without final adjudication, as determined by independent counsel for the Collaborative. Said right of indemnification shall be in addition to any other rights to which such appointed representatives to the Board or Executive Director or any other employee of the Collaborative or Member School Committee may be entitled as a matter of law or which may be lawfully granted to him/her.

This Agreement shall become effective on July 1, 2024 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2024.

This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

Acushnet Public Schools 4/9/24
Date of School Committee Vote

Jennifer Downing
Name of CHAIRPERSON of Acushnet School Committee (Please Print)

Jennifer Downing 4/9/24
Signature of CHAIRPERSON of Acushnet School Committee Date

Berkley Public Schools 12/4/2023
Date of School Committee Vote

Tara Weber
Name of CHAIRPERSON of Berkley School Committee (Please Print)

Tara Weber 2/12/2024
Signature of CHAIRPERSON of Berkley School Committee Date

Bridgewater-Raynham Regional School District February 28, 2024
Date of School Committee Vote

Laura Conrad
Name of CHAIRPERSON of Bridgewater-Raynham Regional School Committee (Please Print)

Laura Conrad 2-28-2024
Signature of CHAIRPERSON of Bridgewater-Raynham Regional School Committee Date

Bristol-Plymouth Regional Technical School District 2-7-2024
Date of School Committee Vote

Louis Borges, Jr.
Name of CHAIRPERSON of Bristol-Plymouth School Committee (Please Print)

Louis Borges, Jr. 2-7-24
Signature of CHAIRPERSON of Bristol-Plymouth School Committee Date

Date approved by READS Collaborative Board of Directors: 1.18.2024

Dates approved by Member School Committees and signatures:

2-6-24

Brockton School District
Date of School Committee Vote

Robert F. Sullivan
Name of CHAIRPERSON of Brockton School Committee (Please Print)

[Signature]
Signature of CHAIRPERSON of Brockton School Committee

2-6-24
Date

February 12, 2024

Carver School District
Date of School Committee Vote

Stephanie M. Clougherty
Name of CHAIRPERSON of Carver School Committee (Please Print)

[Signature]
Signature of CHAIRPERSON of Carver School Committee

2/12/2024
Date

Feb 27, 2024

Dighton-Rehoboth Regional School District
Date of School Committee Vote

Aaron Morse
Name of CHAIRPERSON of Dighton-Rehoboth Regional School Committee (Please Print)

Aaron Morse
Signature of CHAIRPERSON of Dighton-Rehoboth Regional School Committee

2.27.24
Date

3/26/2024

East Bridgewater School District
Date of School Committee Vote

Lauren Foster
Name of CHAIRPERSON of East Bridgewater School Committee (Please Print)

[Signature]
Signature of CHAIRPERSON of East Bridgewater School Committee

3/26/24
Date

2/8/24

Marion School District
Date of School Committee Vote

[Signature]
Name of CHAIRPERSON of Marion School Committee (Please Print)

[Signature]
Signature of CHAIRPERSON of Marion School Committee

2/8/24
Date

Date approved by READS Collaborative Board of Directors: 1.18.2024

READS Collaborative Agreement

Effective July 1, 2024

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Dates approved by Member School Committees and signatures:

Mattapoisett School District
Date of School Committee Vote 3-21-24
Carly Elanin
Name of CHAIRPERSON of Mattapoisett School Committee (Please Print)
Carly Elanin
Signature of CHAIRPERSON of Mattapoisett School Committee
Date 3-21-24

Norton School District
Date of School Committee Vote 03/28/2024
Shari Cohen Deniz Savas
Name of CHAIRPERSON of Norton School Committee (Please Print)
[Signature]
Signature of CHAIRPERSON of Norton School Committee
Date 03/28/2024

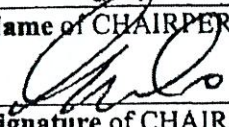
Rochester School District
Date of School Committee Vote 2/29/24
Sharon L. Hartley
Name of CHAIRPERSON of Rochester School Committee (Please Print)
Sharon L. Hartley
Signature of CHAIRPERSON of Rochester School Committee
Date 3/4/23

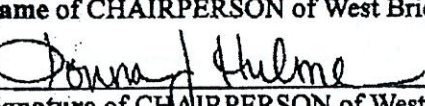
Somerset School District
Date of School Committee Vote 2/15/24
Robert Gaw
Name of CHAIRPERSON of Somerset School Committee (Please Print)
[Signature]
Signature of CHAIRPERSON of Somerset School Committee
Date 2/15/24

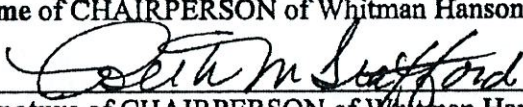
Somerset-Berkley Regional School District
Date of School Committee Vote 2/27/24
Jenifer Andrews
Name of CHAIRPERSON of Somerset-Berkley School Committee (Please Print)
[Signature]
Signature of CHAIRPERSON of Somerset-Berkley School Committee
Date 2/27/24

Date approved by READS Collaborative Board of Directors: 1.18.2024


Dates approved by Member School Committees and signatures:

Taunton School District
Dr. Gregory DeMelo, Chairman
Name of CHAIRPERSON of Taunton School Committee (Please Print)

Signature of CHAIRPERSON of Taunton School Committee
December 6, 2023
Date of School Committee Vote
February 7, 2024
Date

West Bridgewater School District
DONNA J. HULME
Name of CHAIRPERSON of West Bridgewater School Committee (Please Print)

Signature of CHAIRPERSON of West Bridgewater School Committee
2/5/2024
Date of School Committee Vote
2/5/2024
Date

Whitman Hanson Regional School District
Beth M. Stafford
Name of CHAIRPERSON of Whitman Hanson Regional School Committee (Please Print)

Signature of CHAIRPERSON of Whitman Hanson Regional School Committee
2/17/24
Date of School Committee Vote
2/2/24
Date

Approved on behalf of the Massachusetts Board of Elementary and Secondary Education by:


Russell Johnston, Acting Commissioner
Massachusetts Department of Elementary and Secondary Education

April 23, 2024

Date