MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS Marion, Massachusetts

December 5, 2024 REGULAR MEETING MINUTES 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Thursday, December 5, 2024 and called to order by Chairperson Nye, at 6:01pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Michelle Smith

OTHERS PRESENT: Michael S. Nelson, Superintendent (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning (remote); Lynn Dessert, Principal (remote); Greg Thomas, Assistant Principal (in-person); Melissa Wilcox, Recording Secretary (in-person); staff, parents, members of the press and public.

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

Recognition

The School Committee recognized Officer Jon Tracy and comfort dog Norman. The School Committee recognized third grader Rose O'Brien for winning \$5,000 from the Feinstein Foundation for Sippican School and presented her with a certificate in recognition of this and her decision to select the Marion Council on Aging as the recipient of \$500 from the Feinstein Foundation. The School Committee also welcomed new art teacher Joanne Smith.

I. Approval of Minutes:

A.1. Regular Minutes

Recommendation

That the School Committee review and approve the minutes of October 24 and October 29, 2024.

MOTION: by Ms. Daniel to accept the meeting minutes of October 24 and October 29, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

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

A.3. Budget Subcommittee Minutes

Recommendation

That the School Committee review and approve the Budget Subcommittee minutes of October 24, 2024.

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of October 24, 2024 as presented

SECONDED: Ms. Nye MOTION PASSED 2:0:2

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

IV. General

A. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- \$1,000 from the Ludes Family Foundation for Sippican's Project Grow program.
- \$5,000 from the Feinstein Foundation for grade 3 student Rose O'Brien, winner of a Golden Ticket.

Superintendent Nelson recommended both donations and thanked the Ludes Family Foundation for their annual support of

Project Grow.

MOTION: by Ms. Daniel to accept the \$1,000 from the Ludes Family Foundation and \$5,000 from the Feinstein

Foundation as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0

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

B. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

Dr. Fedorowicz and Principal Dessert presented the MCAS results of the 2023 school year including results, strengths and action steps. Please see appendix A.

School Committee Feedback:

Chairperson Nye commented that she appreciates the presentation but understands this is one data point and is grateful the administration looks at the whole child as Dr. Fedorowicz mentioned.

C. 2025-2026 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2025-2026 school year.

Chairperson Nye shared that this is provided for the school committee and action will be taken at the Joint School Committee meeting in January.

D. Approval of Disposal List

Recommendation:

That the School Committee review the list of science and math materials to be disposed of.

Superintendent Nelson shared the list of items provided stating the materials were outdated or damaged.

MOTION: by Ms. Nye McGaffey to accept the Disposal List as presented

SECONDED: Ms. Daniel MOTION PASSED 4:0

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

E. Approval of Grant(s)

Recommendation:

That the School Committee review an OpenSciEd grant for in the amount of \$3,900.

Superintendent Nelson shared that this is the second year of funding for OpenSciEd K-5 field tests.

MOTION: by Ms. Nye McGaffey to accept the \$3,900 OpenSciEd grant as presented

SECONDED: Ms. Daniel MOTION PASSED 4:0

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

V. New Business

C. Business

1. Financial Report

Mr. Barber reported the following:

The Marion School District currently has \$1,035,155 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

\$ 6,045,625 – Obligations Paid or Encumbered Year to Date

\$ 1,035,155 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record warrant(s) of October 31 and November 13, 2024 as signed by the sole signatory.

3. Food Service Report

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

- Meal participation continues to grow strong
- The Food service department volunteered their time to cook and serve another successful Tri-Town Senior Citizen Thanksgiving Dinner banquet, hosted by the ORR Junior High School.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part time job this may be the opportunity for you. Contact Jill Henesey for more details.

4. Facilities Report

Superintendent Nelson reported the following from Facilities Director Eugene Jones:

- Met with Town Officials concerning our Capital requests.
- Contractor evaluated/surveyed the condition of our chiller.
- Repaired condensate leak in boiler piping.
- Conducted routine maintenance on all facility equipment and systems.

D. Personnel

Zenobia Nelles has been hired as a Special Education Teacher and Joanne Smith has been hired as an Art Teacher.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye reported: The holiday season is an exciting time of the year. Within our communities, many different events are taking place. This weekend, for example, is the pizza with Santa event that is put on by the Marion Police Department. They can have pizza with Santa. It's a fun event for the kids. They ask if you are able to bring a new unwrapped item to be donated, a toy, clothing or hygiene items that are donated to foster children in the community. Also this weekend is the Marion holiday stroll, which is such a time, honored tradition within the town of Marion. It is great because the Sippican students lead the way. They march down Cottage Street and go down onto the pier, and they welcome Santa as he comes in, and then they go up to the general store and put on a magnificent show with instructor Hannah Moore. I cannot say enough wonderful things about the music program. Next week at Sippican is the holiday shopping event, which is organized by Vase and the volunteers within our community. This is another wonderful and exciting event that happens for all the children within the building and just fun times for the students. I wish I could highlight all of the events here within the school and throughout our community, but I just wanted to put a specific thank you out to our families, to all of the volunteers, and obviously our staff for always making this time of the year so special and being supportive of the children that are here. These special times are memories that will last them their lifetime. I want to say thank you to all of you here for always ensuring that they are special times for these children. Happy Holidays, and I wish everybody a Happy New Year, because we won't see each other in this forum until after the New Year. It's been a great year so far, and I look forward to next year with all of you.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson highlighted his Superintendent's Newsletter that was shared with the community electronically last week. On behalf of Dr. Fedorowicz, he shared professional development is on-going and focusing on tier II and tier III with the next half day in January. New teachers have been training in their subject areas and working with their mentors. On behalf of Dr. Curley, Superintendent Nelson shared that CPI trainings have taken place in October and November. Professional development focused on executive functioning and the new IEP. He also added the Unified Basketball team won against the Tri-Town Police Department at the third annual basketball game. Lastly, Superintendent Nelson highlighted his recent visit to Sippican School including a very full enrichment class with Ms. Lawrence, art class with Ms. Smith, holidays in Kindergarten and visiting with Norman. He also participated in an OpenSciEd experiment, and more.

PRINCIPAL'S REPORT

Principal Dessert reported the following:

Sippican School Community Update: Mission, Initiatives, and Gratitude

Our mission remains steadfast: to provide a high-quality education that inspires students to reach their full potential. Through innovative teaching strategies, a strong focus on the arts, and a commitment to character development, we strive to create a nurturing environment where every child can thrive. I want to express my sincere gratitude to our dedicated staff, supportive parents, and engaged students. Their unwavering commitment to excellence is what makes Sippican School a special place.

Our Mission Statement:

The mission of our school district is to inspire all students to think, learn, and care. Sippican School is committed to fostering a respectful, responsible, and kind learning environment. We've launched the "3 to Be" initiative to remind our community of these important values.

"Sippican 3 to Be"

Be Respectful

Be Responsible

Be Kind

Students spread kindness by acknowledging the hard work of our custodians.



The New Bedford Symphony Orchestra Educates & Entertains

Mrs. Richard brought the magic of the New Bedford Symphony Orchestra to Sippican Elementary School. Students in grades 2-6 were treated to an unforgettable performance by talented musicians, showcasing the power and beauty of classical music. This exciting event ignited young imaginations and inspired a lifelong love of music. Sponsored by V.A.S.E.



November All School Meeting:

We ended our short Thanksgiving week with our first all-school meeting. We were so impressed with our students' behavior and their enthusiasm for learning. A special shout-out to our amazing Festival Band for their incredible performance!

We also took the opportunity to recognize students who have demonstrated outstanding character counts. Additionally, Officer Tracy formally introduced our new service dog, Norman, and unveiled the new Norman Award. We're so proud of all that's happening at Sippican School!

As we head into the busy holiday season, let's remember to stay focused on our "3 to Be's": Be Respectful, Be Responsible, and Be Kind.







School Resource Officer Tracy & Norman



<u>Junior Reporters on the Scene</u>
The junior reporters are off to a great start! Mrs. Lawrence is guiding them through their first assignment:

Video: Meet the Sippican Junior Reporters Video: Sippican School Gives Thanks

Video: November News

Feinstein Leadership Program Jr. Scholars Golden Ticket Lottery & Grant Opportunity: Our Feinstein Jr. Scholar Pantry & Feinstein Jr. Scholar Kindness Tree Grant Programs Our amazing Kindness Crew has been leading and organizing these impactful programs. They've inspired the school community through creating posters, making morning announcements, and encouraging participation. We're excited to see them collect leaves of gratitude and kindness to adorn our bulletin board.

Feinstein Leadership Schools can apply for a \$2,000 grant per program. If our school implements both projects, you're eligible for a \$4,000 grant!

Grant Deadline: Friday, December 13th, 2024

Feinstein Jr. Scholar Pantry:

- Empowering Students: This program emphasizes providing resources and fostering a sense of community.
- Nourishing Minds and Bodies: Students have access to healthy food items outside of school hours.
- **Supporting Our Community:** The pantry is stocked with non-perishable food items, and other essential items to support students and families.

Let's work together to make a difference!



Feinstein Jr. Scholar Kindness Tree: This program promotes kindness and community among students. The Kindness Tree is a physical tree or display where students can hang notes or acts of kindness. These acts can range from simple gestures like holding a door for someone to larger acts of service.



We Have A Feinstein GOLDEN TICKET Winner!



As the golden ticket winner we as a school receive \$5,000 to spend as we choose. Rose gets a "Feinstein Jr. Scholar" sweatshirt, her picture will appear on WPRI Channel 12 News, and she gets \$500 to donate to her charity of choice. She has chosen to donate to the Marion Council on Aging.

Rose said she wants to donate to the elderly in her community. She helps to take care of her grandmother and she and her family always talk about taking care of the elderly as they once cared for us.

Marion Grow Project and Sippican Garden Wampanoag / Squanto Lesson

Mr. Costa's third-grade class at Sippican Elementary School is embarking on an exciting journey into local history and sustainable living! As part of the Marion Grow Project, students will learn about the Wampanoag people, including Squanto, and their deep connection to the land. They will plant their own seeds, tending to a garden that reflects the traditions of the past while fostering a greener future. This hands-on experience will not only spark curiosity about local history but also instill a sense of responsibility for the environment.



Upcoming Spirit Week



Conclusion

Sippican School is proud to share the many exciting initiatives and opportunities that are enriching our students' educational experience. From academic advancements to community service projects, our dedicated staff is committed to providing a comprehensive and engaging learning environment.

We are grateful for the continued support of our community and the enthusiasm of our students. Together, we are building a strong foundation for a successful year.

Thank you for your continued support.

VIII. School Committee

A. Committee Reports

- 1. Budget Subcommittee Superintendent Nelson reported the second meeting was held this evening and they endorsed providing the preliminary draft FY2026 budget to the Town. He thanked Mr. Assad and Mr. Crowley from the Finance Committee for their attendance at the meeting.
- 2. Building Committee no report.
- 3. ORR District School Committee- no report.
- 4. SMEC no report.
- 5. Early Childhood Council- Ms. Daniel reported the met on November 12th and heard an update on the Parent Plus loan and there are a few spots available. They applied for the PRISM grant and the tentative date of the Early Childhood fair is March 15th.
- 6. READS Superintendent Nelson reported they met on November 14th and the FY2024 audit was completed. They also approved minutes, heard an update on the FY2025 budget and approved the annual report and surplus items.
- 7. Tri-Town Education Foundation Fund Ms. Nye McGaffey reported they met on November 13th for their annual meeting and accepted new members. They also discussed the grant timeline, which will open on February 1st.
- 8. Policy Subcommittee no report.
- 9. School Council Assistant Principal Thomas reported they met on November 19th and discussed communication, all school meetings and their partnership with The Hill for IntoReading. They discussed staffing, the flex group and enrichment classes and current VASE happenings.
- 10. Equity Subcommittee- no report.

IX. Future Business

A. Timeline

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

Marion School Committee Joint School Committee

January 30, 2025

January 23, 2025

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 Annual Report. Superintendent Nelson provided the READS Collaborative Annual Report to the members.

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, exception #6, to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION: by Ms. Nye McGaffey to enter Executive Session at 7:14pm for the 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, exception #6, to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

SECONDED: Ms. Daniel **MOTION PASSED 4:0**

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

MOTION: by Ms. Nye McGaffey to exit executive session at 7:34pm to return to the regular meeting.

SECONDED: Ms. Daniel **MOTION PASSED 4:0**

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

ADJOURNMENT

MOTION: by Ms. Nye McGaffey to adjourn at 7:35pm

SECONDED: Ms. Daniel **MOTION PASSED 4:0**

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

Respectfully Submitted.

Melissa Wilcox

Meeting Resources

October 24, 2024 Minutes Draft October 29, 2024 Minutes Draft October 29, 2024 Budget Minutes Draft

Ludes Family Donation

Feinstein Foundation Donation
2025-2026 School Calendar DRAFT
Science and Math Disposal List
OpenSciEd Grant
FY25 Financial Report Memo
FY25 General Operating Financial Report
Warrants
Food Service Report
Facilities Report
Superintendent's Newsletter
Principal's Report
READS Annual Report

Sippican Elementary School MCAS Data Presentation Marion School Committee 2024

MCAS Achievement Levels for Next-Generation:

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

Student Growth Percentiles (SGP) and How Are They Calculated

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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Overall Statewide Data Trends

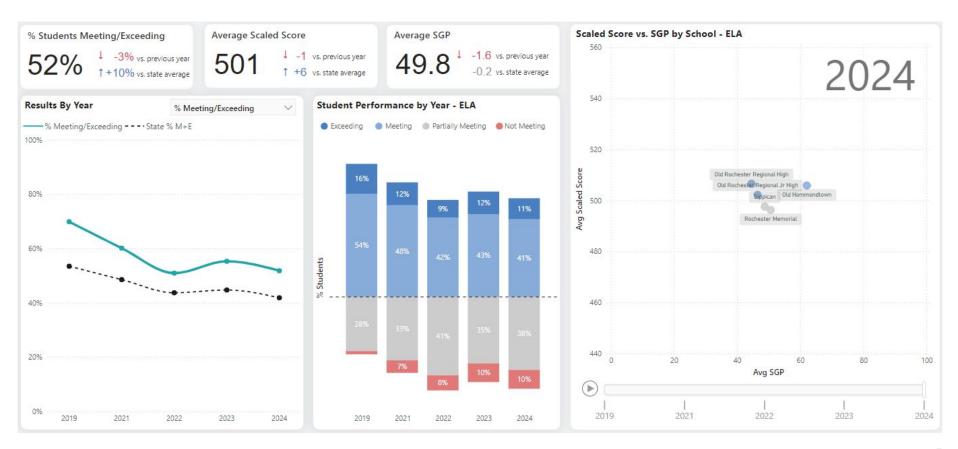
Statewide trend: Overall statewide 2024 MCAS results and trends show a decline in ELA achievement across all grades compared to 2023. Math scores remained relatively stable across most grades, while science results improved in grades 5 and 10 but showed a decline in grade 8.

The State is comparing Recovery from 2019 to 2024 MCAS

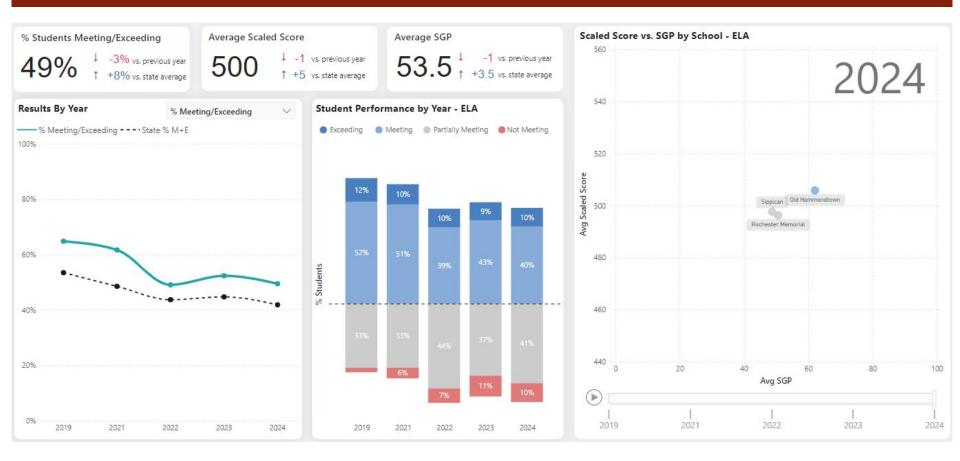
Sippican:

- ELA 3-6 exceeded the state by 5%
- Math 3-6 exceeded the state by 8%
- Science exceeded the state by 16%
- In ELA statewide, the scores declined
 - In ELA at Sippican, we did not follow the state trend... saw an increase in grades 3,
 5, & 6; a slight decline in grades 4
- In Math statewide, grades 3 and 4 increased slightly, while grades 5 and 6 declined
 - At Sippican, grade 3 increased, and grades 4, 5, and 6 slightly declined

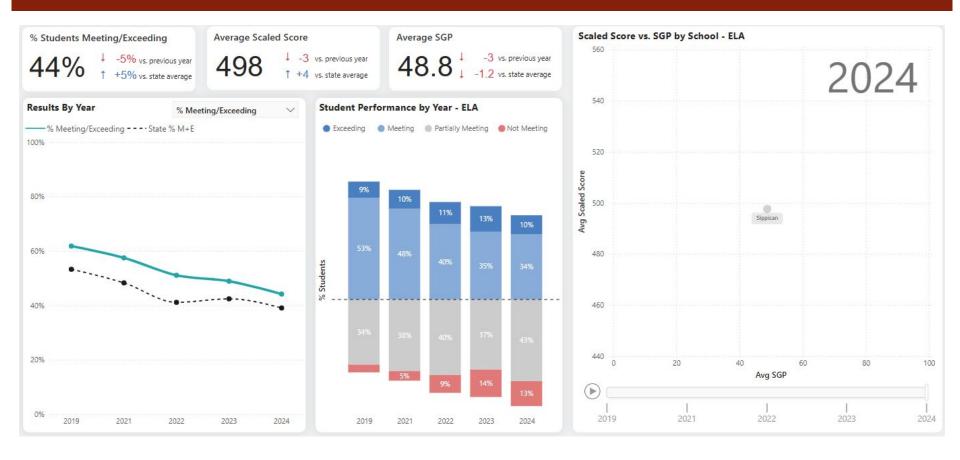
District-Wide Grades 3-12 Achievement from 2019-2024 for English Language Arts



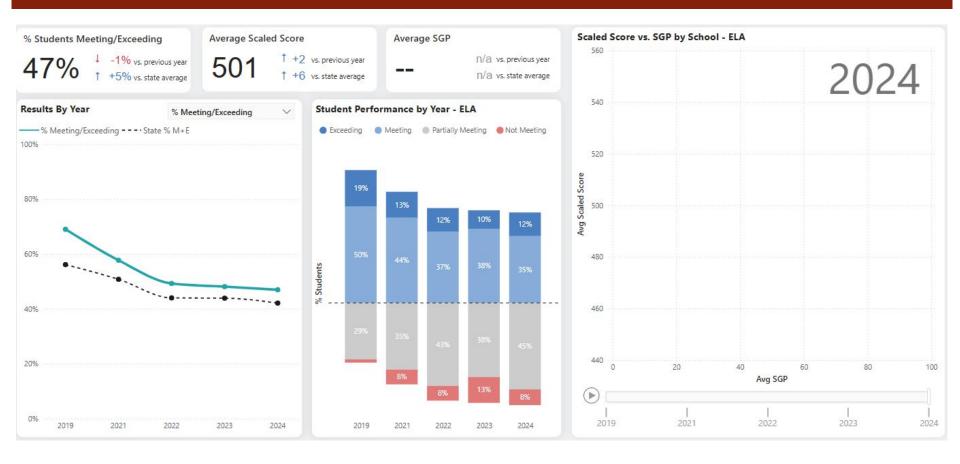
District-Wide Grades 3-6 Achievement from 2019-2024 for English Language Arts



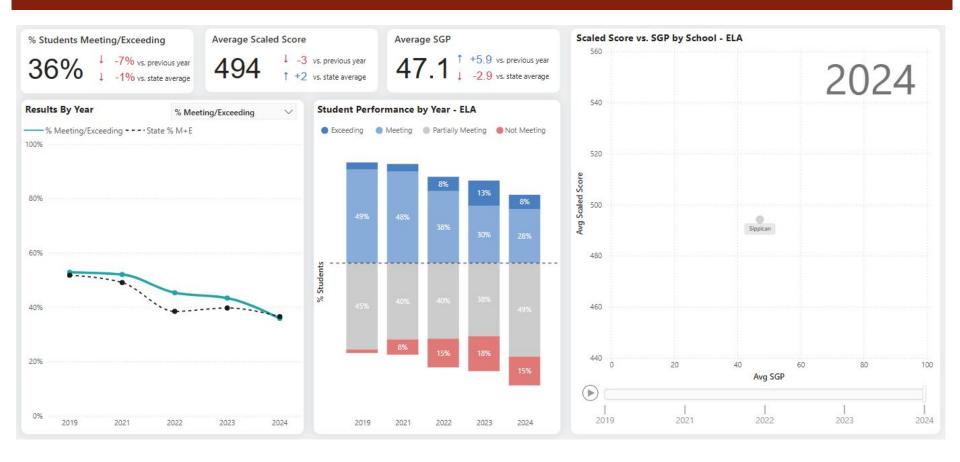
Sippican Grades 3-6 Achievement from 2019-2024 for English Language Arts



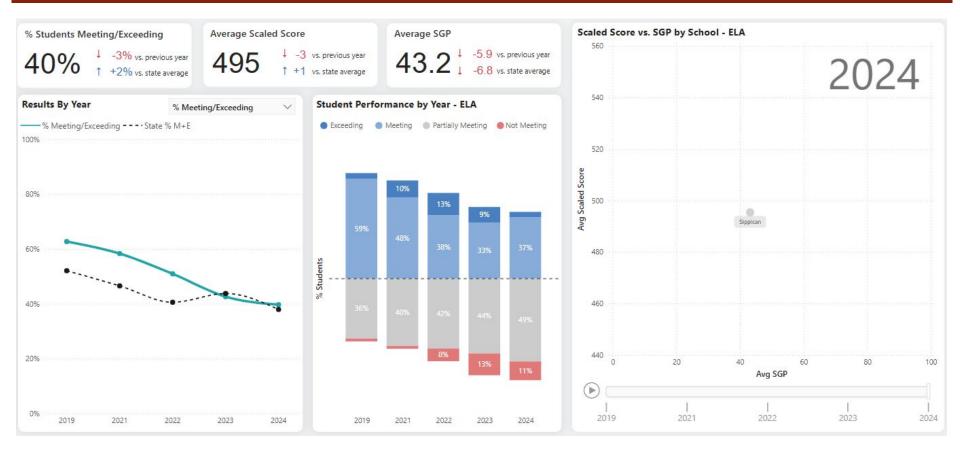
Sippican Grade 3 Achievement from 2019-2024 for English Language Arts



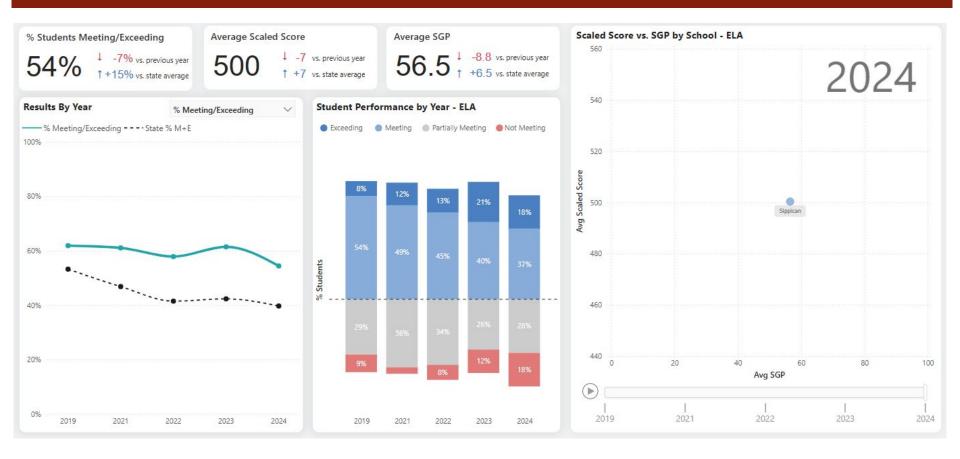
Sippican Grade 4 Achievement from 2019-2024 for English Language Arts



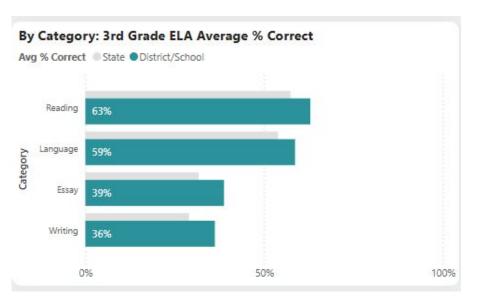
Sippican Grade 5 Achievement from 2019-2024 for English Language Arts



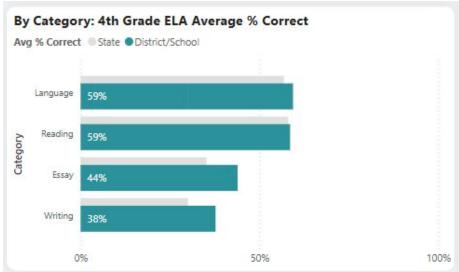
Sippican Grade 6 Achievement from 2019-2024 for English Language Arts



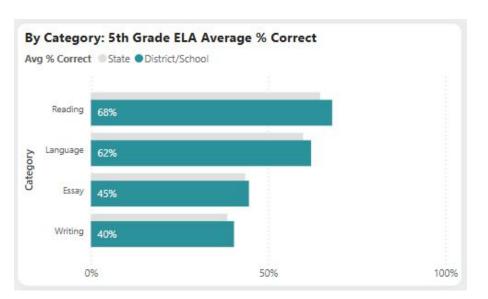
ELA Grade 3: Percent (%) Correct by Category



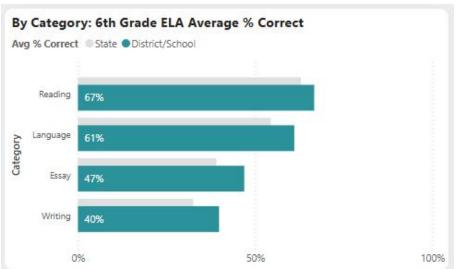
ELA Grade 4: Percent (%) Correct by Category



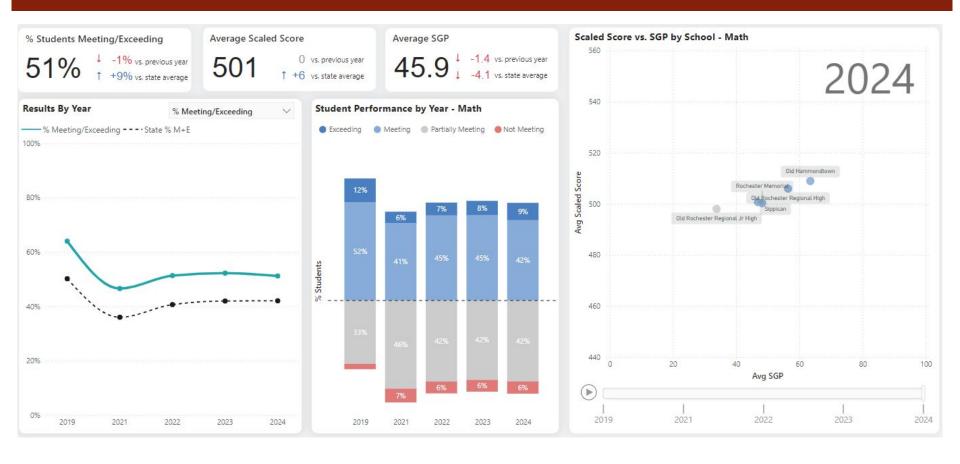
ELA Grade 5: Percent (%) Correct by Category



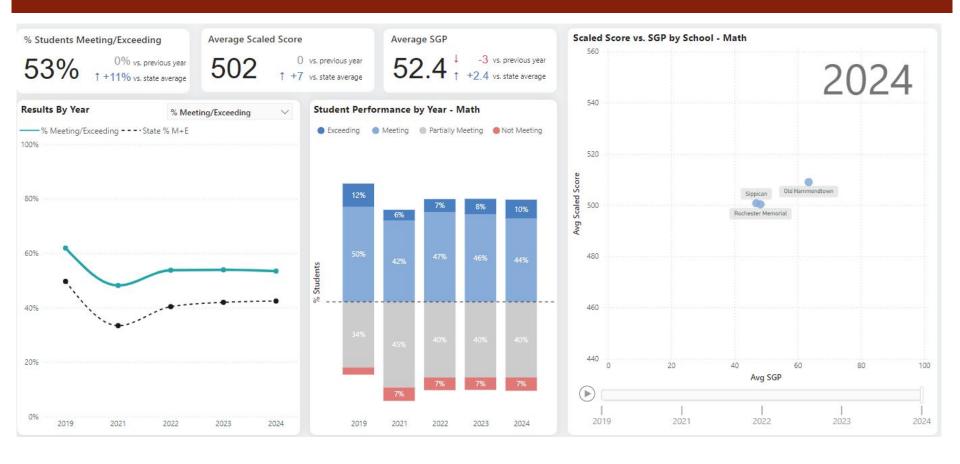
ELA Grade 6: Percent (%) Correct by Category



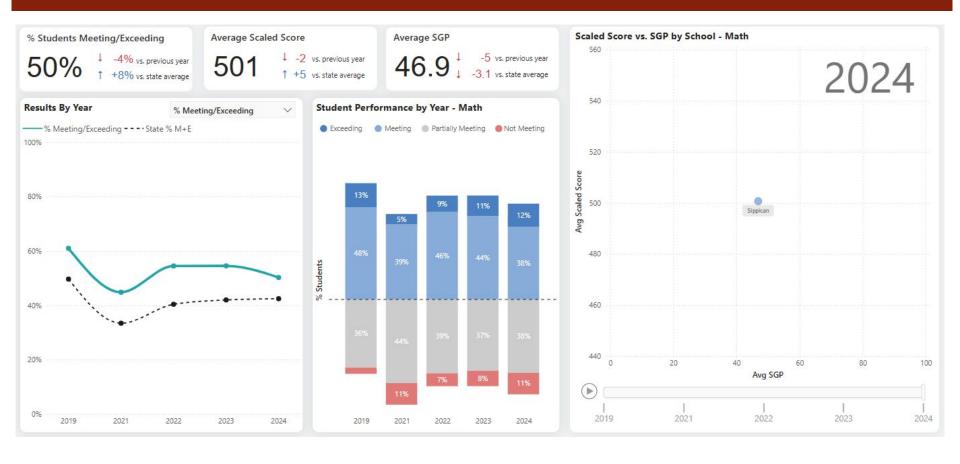
District-Wide Grades 3-12 Achievement from 2019-2024 for Math



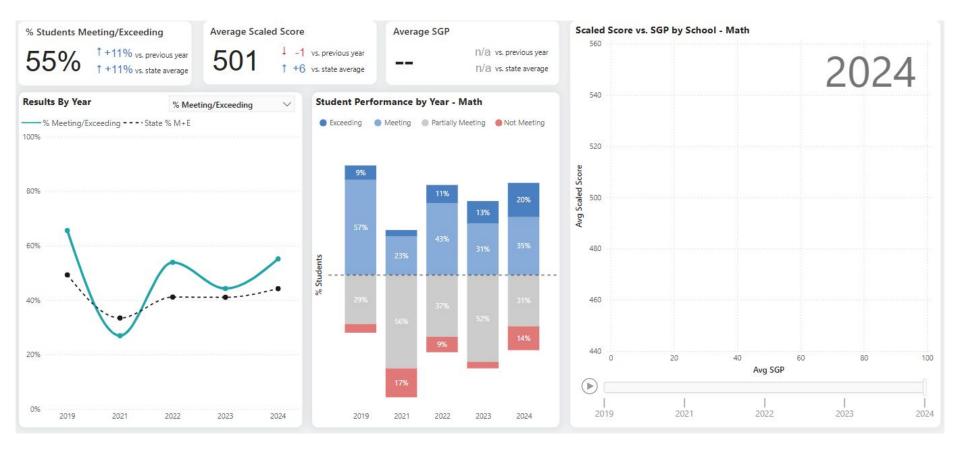
District-Wide Grades 3-6 Achievement from 2019-2024 for Math



Sippican Grades 3-6 Achievement from 2019-2024 for Math



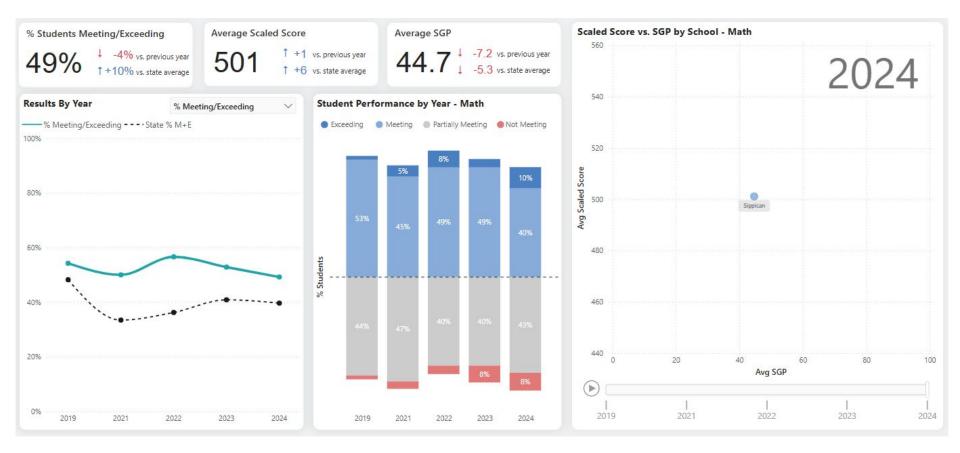
Sippican Grade 3 Achievement from 2019-2024 for Math



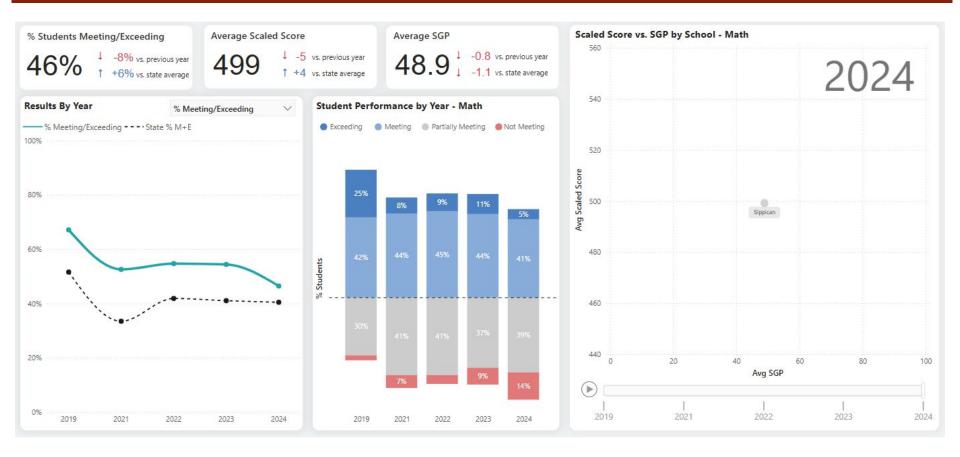
Sippican Grade 4 Achievement from 2019-2024 for Math



Sippican Grade 5 Achievement from 2019-2024 for Math



Sippican Grade 6 Achievement from 2019-2024 for Math



Math Grade 3: Percent (%) Correct by Category

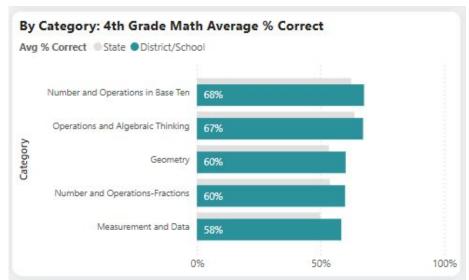
By Category: 3rd Grade Math Average % Correct Avg % Correct State District/School Geometry 73% Operations and Algebraic Thinking 60% Measurement and Data 59% Number and Operations in Base Ten 57% Number and Operations-Fractions 54%

50%

100%

0%

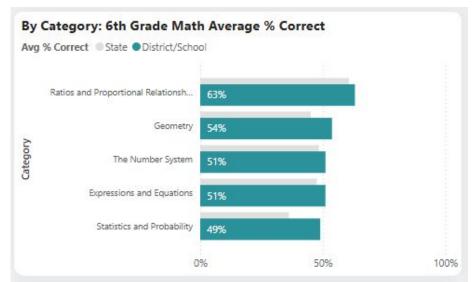
Math Grade 4: Percent (%) Correct by Category



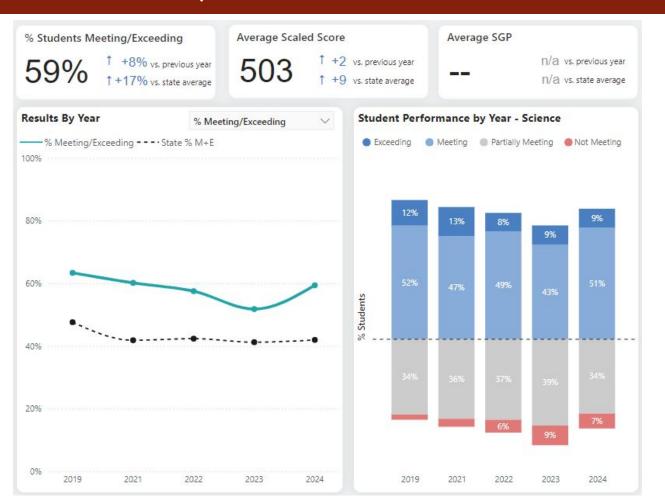
Math Grade 5: Percent (%) Correct by Category

By Category: 5th Grade Math Average % Correct Avg % Correct State District/School Number and Operations in Base Ten Measurement and Data 60% Geometry 59% Operations and Algebraic Thinking Number and Operations-Fractions 47%

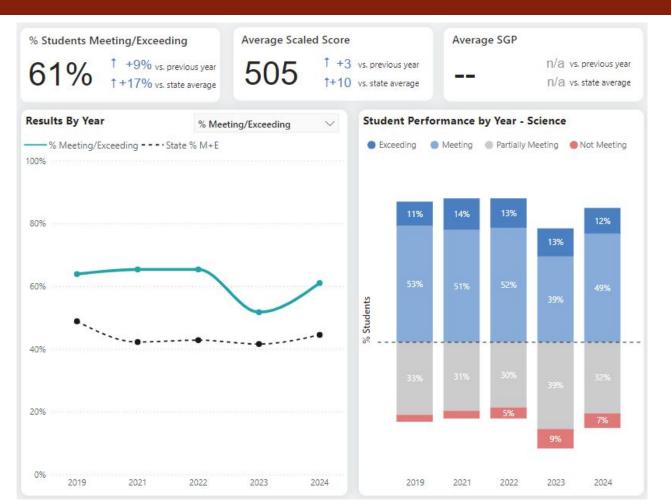
Math Grade 6: Percent (%) Correct by Category



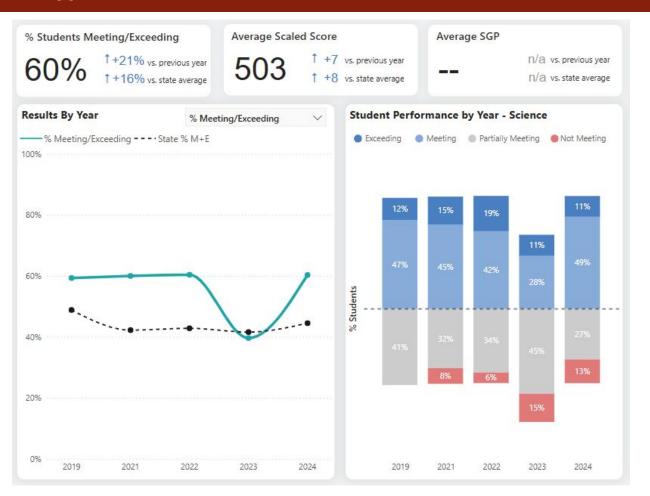
District-Wide Grades 5, 8 & HS Achievement from 2019-2024 for Science



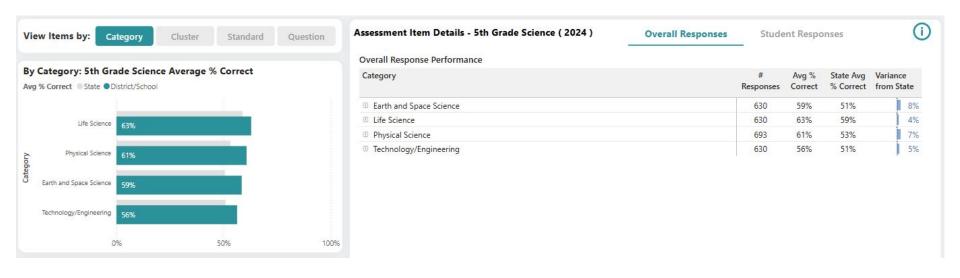
District-Wide Grade 5 Achievement from 2019-2024 for Science



Sippican Grade 5 Achievement from 2019-2024 for Science



Science Grade 5: Percent Correct by Category



Areas of Strength - ELA

English Language Arts (ELA)

- A total of 226 students took MCAS assessment in English Language Arts, with 100 performing at or above grade level. Specifically,
 47% of students met the standard in ELA
- Grade 6 English Language Arts was the top-performing grade, with 54% of students (31 out of 57) meeting or exceeding grade-level standards. While this represents a 7% decrease from the previous year, it still surpasses the state average by 15%.
- Third graders achieved a strong performance on the 2024 MCAS, with 47% meeting the English Language Arts standard.

Grade 3:

- Identify a key detail that explains an idea from the story.
- Determine the meaning of a word in context.
- Determine a character's motivation in the folktale.
- Identify the solution to a problem using evidence from the story.
- Identify what is suggested about a character based on a detail from the story.
- Identify a key detail that explains an idea from the story.
- Determine the main idea of a section of the passage and choose evidence from the passage that supports the idea.

Grade 4:

- Determine the meaning of a phrase used in the story.
- Determine the meaning of a word in context.
- Identify a character's motivation and choose evidence from the story that best supports that motivation.
- Write a narrative that describes what will most likely happen next in the story.
- Determine the impact of an individual on the events in the passage.

Areas of Strength - ELA

Grade 5:

- Identify the purpose of a section from the passage.
- Determine the correct meaning of a multiple-meaning word in context.
- Determine a theme of the passage and choose evidence from the passage that supports the theme.
- Identify phrases that summarize the passage.
- Make an inference about a character based on details from the passage.
- Identify a phrase that helps to determine the meaning of a word from the passage.

Grade 6:

- Analyze the effect of figurative language in a passage.
- Determine the tone in a section of a passage.
- Make an inference about a character in a passage.
- Determine how particular details contribute to the development of ideas in a passage.
- Identify a shared central idea in two passages.
- Determine the meaning of a word in context.
- Write a narrative that tells what happens next in a passage.
- Identify the structure of a poem.

Action Steps - ELA

1. Continue to Provide Professional Development:

 Expand staff training in the Science of Reading to optimize teaching practices and align with "Into Reading" principles.

2. Strengthen Data-Driven Instruction:

- Collaborate with the Hill for Literacy to conduct in-depth grade-level data analysis.
 - Implement a Tiered Intervention Model with flexible groupings to address diverse student needs (remediation to acceleration).
 - Utilize Flex Time for targeted support with interventionists and classroom teachers.
 - Regularly reassess intervention groups to ensure ongoing effectiveness.

3. Address Specific Instructional Challenges:

- Identify grade-level specific areas where student performance lags below state averages
- Develop and implement targeted instructional strategies to address identified weaknesses and improve student outcomes.

4. Foster a Consistent Writing Culture:

Establish common writing expectations across grade levels using shared resources and guidelines.

By focusing on these areas, Sippican can significantly enhance ELA instruction, improve student outcomes, and ensure consistent implementation of the "Into Reading" program.

Areas of Strength - Math

Mathematics

- A total of 229 students took MCAS assessment in Math, 115 performing at or above grade level. Specifically 57% of students met the standard in Math.
- 55% of the grade 3 students met the standard in Math 11% increase from the previous year and above the state average.

Grade 3

- Determine and justify which numbers from a given list round to the same 100, identify the greatest number that will also round the same way, and explain whether given numbers are correctly rounded to the nearest 10.
- Identify the two right angles in a given figure.
- Identify the shape that has two given attributes.
- Determine the correct statement relating square units to the area of a given figure.
- Write a number sentence to compare fractions and critique the reasoning of others about fractional amounts of same and different size wholes in a real-world context.
- Determine an unknown side length of a polygon given some of the polygon's dimensions and the perimeter in a real-world context.
- Interpret a scaled bar graph to solve one-step problems and identify the scale used on a given picture graph showing the same data as the bar graph.
- Identify a pattern given an even or odd starting number and a rule.

Areas of Strength - Math

Grade 4:

- Interpret a scaled bar graph to solve one-step problems and identify the scale used on a given picture graph showing the same data as the bar graph.
- Determine an unknown side length of a polygon given some of the polygon's dimensions and the perimeter in a real-world context.
- Write a number sentence to compare fractions and critique the reasoning of others about fractional amounts of same and different size wholes in a real-world context.
- Determine the correct statement relating square units to the area of a given figure.
- Identify the shape that has two given attributes.
- Identify the two right angles in a given figure.
- Determine and justify which numbers from a given list round to the same 100, identify the greatest number that will also round the same way, and explain whether given numbers are correctly rounded to the nearest 10.
- Choose multiplication expressions that have the same product.
- Identify which figures have a fractional amount shaded that is equivalent to the fractional amount shaded in a given figure.
- Solve a two-step word problem using multiplication and subtraction.

Areas of Strength - Math

Grade 5:

- Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that make up the prism.
- Graph three points in the first quadrant of the coordinate plane.
- Solve a word problem with fractions with unlike denominators and represent the solution using a fraction model.
- Determine the expression that can be used to find the volume of a right rectangular prism that is being packed with unit cubes.
- Interpret a numerical expression with parentheses without evaluating it.
- Estimate the sum of two fractions that are less than one to solve a word problem.
- Add mixed numbers to solve a problem involving information presented in a line plot.
- Solve a word problem by finding the quotient of a four-digit dividend and a two-digit divisor.
- Identify the relationship between the product of a fraction and a mixed number and one of its factors, and identify the rationale for that relationship.
- Compare the products of two fractions to the size of one of the factors.

Grade 6:

- Determine which values of a variable will make an inequality true.
- Choose a two-variable equation that best represents a given real-world context shown in a graph.
- Given an expression with repeated multiplication, write an equivalent numerical expression with whole number exponents.
- Solve real-world problems involving volumes of right rectangular prisms built using cubes.
- Determine and compare measures of center and variability given a data set and a real-world situation.
- Use the coordinate plane to determine the distance between two graphed points that have the same x-value.
- Analyze a dot plot to find the median and range of the data.
- Use the net of a cube to find its surface area. Given descriptions of real-world situations, determine whether the situations can be represented by part/part or part/whole ratios.
- Determine which part/part ratio represents a given real-world situation.

Action Steps - Math

Strengthen Data-Driven Instruction

- 1. Establish a Comprehensive Data System:
- Develop a centralized database to house student assessment data from various sources (Aimsweb, MCAS, IXL, etc.) across all grade levels.
- Utilize the data to identify consistent patterns, strengths, and weaknesses in student performance.
- Develop targeted action plans to address identified gaps and challenge high-achieving students.

Focus on Areas of Need

- 2. Prioritize Low-Performing Standards:
- Conduct in-depth analysis to pinpoint specific math standards where students consistently fall below state averages Develop and implement focused instructional strategies to reteach and reinforce these standards.
- Utilize flex time (intervention block) for additional support and practice.

By implementing these steps, the school can effectively analyze student data, target specific areas for improvement, and enhance math instruction across all grade levels.

Areas of Strength - Science

Science in Grade 5

• The percentage of students meeting or exceeding expectations 21% increase from the previous year and 16% above the state average, reaching a total of 60%.

Grade 5:

- Compare two designs and explain why one design is an innovation.
- Using information about material properties, determine which material best meets the given criteria.
- Describe a change to improve a water filter design.
- Interpret a map to identify bodies of water that are sources of freshwater.
- Describe the transfer of energy and regular pattern of motion that occurs as a wave travels.
- Analyze information from a weather forecast to support an explanation about which day would be best for an outdoor activity.
- Describe how tree bark helps a tree survive extreme conditions.
- Use information about characteristic properties of objects to determine which objects are made of the same material.
- Describe how to solve a design problem using magnets.
- Describe the pattern of ocean trench locations shown on a map.
- Determine which question would be most helpful when investigating a change in the amount of groundwater.

Action Steps - Science

- 1. Implement and Expand OpenSciEd Curriculum:
 - Continue piloting OpenSciEd curriculum in Grade 5 with a focus on two units.
 - Expand OpenSciEd implementation to four units in Grade 6, building upon the previous year's experience.
 - Provide ongoing professional development to support effective implementation of the OpenSciEd curriculum.
- 2. Address Student Performance Gaps:
 - Analyze Grade 5 state assessment data to identify specific science standards where student performance is below state averages.
 - Develop and implement targeted interventions, such as STEAM lessons, small group instruction, and co-teaching collaborations, to address identified weaknesses and boost student achievement.
- 3. Foster Vertical Alignment:
 - Share Grade 5 assessment data with fourth and third-grade teachers to identify potential areas for early intervention and skill development.
 - Collaborate across grade levels to build a cohesive science curriculum that supports student growth and progression.

Questions

MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

16 Spring Street Marion, Massachusetts

December 5, 2024 ZOOM LINK:

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

Meeting ID: 968 1584 5547 Passcode: 146869

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in 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

RECOGNITION

- I. Approval of Minutes
 - A. Minutes
 - 1. Regular Minutes: October 24 and October 29, 2024
 - 2. Executive Session Minutes: October 24, 2024
 - 3. Budget Subcommittee Minutes: October 24, 2024
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General
 - A. Approval of Donation(s)
 - **B.** MCAS Presentation
 - C. 2025-2026 Draft School Calendar
 - D. Approval of Disposal List
 - 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 ReorganizationC. School Committee Goals

IX. **Future Business**

Timeline A.

Future Agenda Items B.

Open Comments X.

Information Items XI.

Executive Session XII.

ADJOURNMENT

MARION PUBLIC SCHOOLS Marion, MA

TO: Marion School Committee

FROM: Michael S. Nelson, Superintendent of Schools

DATE: December 3, 2024

RE: Agenda Items

The following items are on the agenda for December 5, 2024.

Recognition

That the School Committee recognize Officer Jon Tracy and comfort dog Norman. That the School Committee recognize third grader Rose O'Brien for winning \$5,000 from the Feinstein Foundation for Sippican School.

I. Approval of Minutes

A.1. Regular Minutes –

Recommendation

That the School Committee review and approve the minutes of October 24 and October 29, 2024. Please refer to "MSC 12052024 October 24th Minutes" and "MSC 12052024 October 29th Minutes".

A.2. Executive Session Minutes –

Recommendation

That the School Committee review and approve the minutes of October 24, 2024.

A.3. Budget Subcommittee Minutes –

Recommendation

That the School Committee review and approve the Budget Subcommittee minutes of October 24, 2024. Please refer to "MSC 12052024 October Budget Minutes".

IV. General

A. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- \$1,000 from the Ludes Family Foundation for Sippican's Project Grow program. Please refer to "MSC 12052024 Donation".
- \$5,000 from the Feinstein Foundation for grade 3 student Rose O'Brien, winner of a Golden Ticket. Please refer to "MSC 12052024 Feinstein Foundation".

B. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

C. 2025-2026 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2025-2026 school year. Please refer to "MSC 12052024 Draft School Calendar".

D. Approval of Disposal List

Recommendation:

That the School Committee review the list of science and math materials to be disposed of. Please refer to "MSC 12052024 Science and Math Disposal List".

E. Approval of Grant(s)

Recommendation:

That the School Committee review an OpenSciEd grant for in the amount of \$3,900. Please refer to "MSC 12052024 OpenSciEd grant".

V. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report. Please refer to "MSC12052024 FY25 Financial Reports Memo".

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of October 31 and November 13, 2024. Please refer to "MSC 12052024 Warrant(s)".

3. Food Services Report

Recommendation:

That the School Committee hear a report. Please refer to "MSC 12052024 Food Service Report".

4. Facilities Report

Recommendation:

That the School Committee hear a report. Please refer to "MSC 12052024 Facilities Report".

D Personnel

Zenobia Nelles has been hired as a Special Education Teacher and Joanne Smith has been hired as an Art Teacher.

IX. Future Business

A. Timeline

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

Marion School CommitteeJoint School CommitteeJanuary 30, 2025January 23, 202516 Spring Street133 Marion RoadMarion, MA 02738Mattapoisett, MA 02739

Future Agenda Items

- 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 Annual Report. Please refer to "MSC 12052024 READS Annual Report".

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, exception #6, to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may and exception #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.

MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS

Marion, Massachusetts

October 24, 2024 **REGULAR MEETING MINUTES** 16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Thursday, October 24, 2024 and called to order by Chairperson Nye, at 6:01pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: None

Michael S. Nelson, Superintendent (in-person); Sharlene Fedorowicz, Assistant OTHERS PRESENT: 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 (in-person); Toby Burr, Select Board (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.

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. Daniel to enter Executive Session at 6:02pm 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.

SECONDED: Ms. Nye McGaffey

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 6:22pm to return to the regular meeting.

SECONDED: Ms. Beauregard

MOTION PASSED 5:0

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

I. Approval of Minutes:

A. Minutes

Regular Meeting Minutes – September 19, 2024

MOTION: by Ms. Smith to accept the meeting minutes of September 19, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

IV. General

A. Approval of Memorandum of Agreement

Recommendation:

That the School Committee review a Memorandum of Agreement between the School Committee and the Sippican School Support Personnel Association.

Superintendent Nelson thanked Mr. Burr, Select Board member, Ms. Beauregard and the school committee for their support during the negotiations process. The Sippican support staff are a very important group and integral part of keeping Sippican running every day.

MOTION: by Ms. Smith to accept the Memorandum of Agreement as presented

SECONDED: Ms. Daniel MOTION PASSED 4:0

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

B. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations to the school library:

Superintendent Nelson shared that these books were all reviewed by the librarian in accordance to policy.

- From VASE:
 - The Curious Why by Angelda DiTerlizzi for Ashley Sadler
 - Secrets of Astrology by DK for Stephanie Silveira
 - Over and Under the Waves by Kate Messner for Barbara Moody
- From Marion Teachers Association:
 - Home in the Woods by Eliza Wheeler for Marla Brown
 - Inventors by Robert Winston for Peter Crisafulli
 - Sincerely, Emerson by Emerson Weber for Doreen Lopes
- From Doreen Lopes and Peter Crisafulli:
 - Collaboration Station by Shannon Olsen for 6th Grade Class

MOTION: by Ms. Daniel to accept the list of books for the library as presented

SECONDED: Ms. Smith 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

Superintendent Nelson reported a financial report will be provided at the next meeting as Mr. Barber has been out of the office for an extended period of time this month.

2. Record of Warrant(s)

Superintendent Nelson shared the record warrant(s) of September 19 and October 15, 2024 as signed by the sole signatory.

3. Food Service Report

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

- Meal participation continues to grow strong
- We had a successful Board of Health Inspection.
- Reach-In Cooler #1 had repair work done.
- Dish machine detergent dispenser has been replaced.
- On October 2nd, I visited the gardens and watched the students, with excitement, harvest potatoes, kale, green beans and winter squash.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part-time job this may be the opportunity for you. Contact Jill Henesey for more details.

4. Facilities Report

Superintendent Nelson reported the following from Facilities Director Eugene Jones:

- Received the annual air quality testing results, all were normal.
- Switched building HVAC and Building Management System (BMS) from summer to winter mode.

- Submitted FY26 Capital Improvement Requests to Town.
- Conducted routine maintenance on all facility equipment and systems.

D. Personnel

Special Education teacher Taylor Nelson has resigned.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye shared that it is homecoming week at the high school and a very exciting time. She invited all families to attend the events as the elementary schools are where Bulldog nation begins for the students and Principal Devoll welcomes all families, at all ages to the high school campus to participate in events. She recommended following the social media accounts and calendars on the website to stay up to date on all upcoming events including art, music, sports and more.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson highlighted the increased communication through social media and his monthly newsletter, which he provided the most recent version. He shared a recent event with the Unified Basketball team being recognized with a banner in the high school gymnasium commemorating their perfect season last year. He acknowledged how inclusive and supporting the tri-town community can be at all age levels.

Dr. Fedorowicz reported the following: New Teacher Induction was held this evening with targeted training in IXL for classroom teachers. On September 10-11, Tier II and III instruction training was held with HILL. We also conducted data analysis of DIBELS and creating small groups for targeted learning. In classroom coaching from the HILL for Tier II and III with our reading specialists was held. Our next professional development full day is November 5th which will continue our focus on curriculum. Writers workshop, data meetings with HILL, Science of Reading, and collaboration time will be incorporated. We had the Center School learning walk today and will continue through our first rotation of learning walks through all the buildings. The next Sippican learning walk will be in February.

Dr. Curley reported the following: Special education teachers and interventionists at the elementary level engaged in 2 day training with the HILL for literacy on September 10th and 11th to learn more about evidence-based structured literacy routines for tier 2 & 3 instruction to ensure students are getting the differentiated instruction they need. It was great getting into Sippican classrooms last month (9/16) for our learning walks to see classroom communities students engaged in learning! Mr. Thomas and I attended a train the trainer on anti-bullying at Bridgewater State University Massachusetts Aggression Reduction Center (MARC) on 9/25. The purpose of this workshop was to come back to the district and share our knowledge with the staff within the school to pay attention to gateway behaviors (eye rolling, etc.) to maintain a positive culture in the school. One big takeaway was ensuring teachers addressed the gateway behaviors. When students know you address these behaviors, the behaviors decrease. Special education teachers and related staff attended professional development on goal writing and the new IEP on September 25th. This PD will continue throughout this year. Meet and Greet at Sippican on (10/2) from 2-3, 2 parents attended. District-wide Meet & Greet on 10/2, there were no attendees. Ms. Bennett (school psychologist) and I attended Restorative Practices PD on Monday (9/30) and Tuesday (10/1). Restorative Practices are used to change behavior. They focus on intervention (building relationships; repairing relationships if they have been damaged; identifying the root causes of adverse behaviors and identifying strategies and needs to change the behavior). Some examples of restorative practices are accountability projects, structured day, reflection rooms and character connections. Last Friday, the Unified Basketball team played at home and beat Dighton-Rehoboth to continue their winning streak! There was a great turnout.

PRINCIPAL'S REPORT

Principal Dessert reported the following: The mission of our school district is to inspire all students to think, learn, and care. Sippican School is committed to fostering a respectful, responsible, and kind learning environment. We've launched the "3 to Be" initiative to remind our community of these important values. To strengthen our connection with students, we've started hosting live morning announcements via Google Meet. Principal Dessert, Assistant Principal Thomas, Mrs. Richard, and 6th-grade students lead these daily meetings, allowing our entire community to greet and interact with each other. This has created a positive and welcoming atmosphere throughout the school. We're also grateful for our team's dedication and collaboration. Their willingness to try new things and think creatively has been instrumental in our progress. Together, we're exploring new opportunities and embracing change, which is essential for growth and success. As we move forward, we'll focus on implementing structures and systems to help us stay organized and achieve our goals efficiently.

Officer Tracy and Norman are keeping busy at Sippican! They recently visited Ms. Bandera's third-grade classroom and also participated in the VASE 6th-grade car wash. Their presence is always appreciated by students and staff alike, and they're a valuable part of our school community.

Last week's parent-teacher conferences were a great success, providing valuable insights into student progress. Our teachers are continuing to implement innovative teaching methods like Hill and Into Reading, and are using data to tailor instruction to each student's unique needs. We have a comprehensive and effective multi-tiered support system and academic schedule that fully aligns with the Massachusetts time on learning and inclusive plan. This ensures that all students receive the support and instruction they need to succeed. The RTI/Flex block is off to a promising start, offering personalized learning experiences, evidence-based best practices, and targeted skill development for all students. Our teachers collaborate in learning groups to identify students who may benefit from additional support or enrichment. They then provide tailored instruction and resources to help these students reach their full potential. This personalized approach benefits students in all academic subject areas. From struggling learners who receive intensive support to advanced students seeking enrichment opportunities, our Flex Block ensures that every student has access to the resources and instruction they need to succeed.

Our teachers also participate in Professional Learning Communities (PLCs) to discuss effective instructional practices and collaborate on planning. This ongoing professional development helps our teachers stay up-to-date on the latest teaching methods and strategies. We're also excited to expand our specialist programs to include enrichment opportunities for all K-6 students. This includes access to cutting-edge resources like 3D printing and STEM activities, fostering creativity and critical thinking skills. Overall, we're thrilled with the progress our students are making and the positive learning environment at Sippican. This personalized approach benefits students in all academic subject areas.

The junior reporters are off to a great start! Mrs. Lawrence is guiding them through their first assignment: videotaping the Marion Fire Department assembly for grades 2 through 6. We're excited to see what these young journalists will capture next!

The Marion Fire Department made several special visits to our school to teach us about fire safety. Our preschool, kindergarten, and first-grade students had the opportunity to meet firefighters in their classroom, while grades 2 through 6 participated in a presentation and learned about fire safety and the importance of creating a safe meeting place in case of a fire. We're incredibly grateful to the Marion Fire Department for their time and dedication to educating our students.

All Jr. Scholars have received their individually numbered Golden Tickets. Each week, five winning numbers will be randomly drawn and announced on WPRI Channel 12 during the 4:30 PM news on Mondays, which started on October 7th. Winning numbers will also be posted on our Virtual Journal, Facebook pages, and shared via email. Back by popular demand, our Feinstein Jr. Scholar Pantry & Feinstein Jr. Scholar Kindness Tree grant programs are returning for the 2024-2025 school year! Feinstein Leadership Schools can apply for a \$2,000 grant per program. If your school implements both

projects, you will be eligible for a \$4,000 grant!

To qualify for our grant:

- Have one or both of these projects in place at your school
- Submit to our Google Form on or before Friday, 12/13/2024.
- Grant forms will require photos of your Pantry and/or Kindness Tree.

Please carefully read the following details regarding both programs. Grant Deadline: Friday, December 13th, 2024 Feinstein Jr. Scholar Pantry: Feinstein Jr. Scholar Pantry program emphasizes the importance of providing resources and fostering a sense of community within schools. This program provides students with access to healthy food items outside of school hours. The pantry can be stocked with non-perishable food items, fruits, vegetables, and other essential items. To provide support to students and families through access to essential items. Feinstein Jr. Scholar Kindness Tree: This program promotes kindness and community among students. The Kindness Tree is a physical tree or display where students can hang notes or acts of kindness. These acts can range from simple gestures like holding a door for someone to larger acts of service.

We're thrilled to announce that our Marion Institute Grow Education team member, Mr. Costa, has successfully conducted his first site visit and garden lesson with the third graders. The students had a wonderful time learning about garlic and its importance in the garden. We've coordinated the schedule for future lessons throughout the year.

Project 351 is expanding its reach at Sippican! We've selected 37 students from grades 4, 5, and 6 to participate in the program. These students recently visited ORRHS and took part in the Project 351 Playbook Initiative Workshop.

In keeping with Project 351's spirit of service, students contributed to our community by bringing a donation of socks for "Socktober" to support our Community Service Learning Club. Additionally, students participated in collecting supplies for hurricane relief in partnership with our Tri-Town Nurses. Suggested donations included flashlights, pet food, toothbrushes, and canned soups. We plan to incorporate a service component into each workshop this year, providing students with valuable learning experiences while giving back to their community.

Sippican School is thriving with a multitude of exciting initiatives and opportunities for our students. From academic advancements to community service projects, supporting great causes, our dedicated staff is committed to providing a comprehensive and enriching education. With the support of our community and engaged students, I am confident that Sippican School is well-positioned for a successful year. Thank you for your continued support.

VIII. School Committee

A. Committee Reports

- 1. Budget Subcommittee Ms. Nye McGaffey reported they met earlier today and next time will have an initial draft.
- 2. Building Committee No report.
- 3. ORR District School Committee-Ms. Smith reported they met on October 21st for \$6,000 donation for a laser cutter. The meeting prior, they approved out of country travel, DECA out of state travel and advertising rates. There will be opportunities for local businesses to advertise on the ORR campus to support the Athletics Department.
- 4. SMEC Ms. Smith shared they met on September 30th to approve staffing, policy revisions and surplus.
- 5. Early Childhood Council- no report.
- 6. READS Superintendent Nelson reported they have not met since his last report.
- 7. Tri-Town Education Foundation Fund Ms. Nye McGaffey reported the met on October 9th and reviewed a media plan and discussed adding new members. Their annual meeting is November 13th.
- 8. Policy Subcommittee Mr. Beauregard reported they met on October 10th and agreed to send policies to legal counsel from section AC. They also approved an update to BEDH Public Comment and reviewed CORI policies sent back by the Joint School Committee.
- 9. School Council Principal Dessert reported that the school council met and discussed upcoming VASE happening and all school meetings. They are developing a committee to plan out all school meetings.
- 10. Equity Subcommittee- Ms. Beauregard reported they met at the end of September and heard an action plan update which included Project 351 work, the Sandy Hook Promise Grant and expanding Credit for Life to juniors. There will also be bootcamp and fair opportunities for families about college and career.

IX. Future Business

A. Timeline

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

Marion School Committee Joint School Committee

December 5, 2024, 2024 September 26, 2024 – to be rescheduled

X. OPEN COMMENTS

Chairperson Nye stated:

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

There were no public comments.

ADJOURNMENT

MOTION: by Ms. Daniel to adjourn at 6:56pm

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

Respectfully Submitted, Melissa Wilcox

MARION SCHOOL COMMITTEE MEETING MARION PUBLIC SCHOOLS Marion, Massachusetts

October 29, 2024

REGULAR MEETING MINUTES16 Spring Street, Marion, MA 02738

Regular meeting of the Marion School Committee was held on Tuesday, October 29, 2024 and called to order by Chairperson Nye, at 12:03pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Nichole Daniel

OTHERS PRESENT: Michael S. Nelson, Superintendent (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 Superintendent's Conference Room located at 135 Marion Road, Mattapoisett, MA 02739 or via zoom.

IV. General

A. Approval of School Health Unit Application

Recommendation:

That the School Committee discuss for approval of the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Karen Bertram, School Nurse for Sippican School on behalf of the district. It has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee.

Chairperson Nye reiterated the information above and added that this is an annual obligation that must be updated as there is a new school year at Sippican.

MOTION: by Ms. Smith to approve the school health unit application as presented.

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 12:05pm

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0

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

Respectfully Submitted, Melissa Wilcox

MARION SCHOOL COMMITTEE MEETING BUDGET SUBCOMMITTEE MINUTES

October 24, 2024 at 5:00pm

COMMITTEE MEMBERS PRESENT: April Nye and Nichole Nye McGaffey

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools and Melissa Wilcox, Executive Assistant to the Superintendent.

Ms. Nye called the meeting to order at 5:04 p.m.

SUMMARY OF DISCUSSION:

Superintendent Nelson introduced the budget process for FY2026. He shared the FY25 Budget Presentation and the approved FY25 budget for reference, along with the blank executive summary and form 1 used by administrative team in the budget process. He continued that grant opportunities over the last few years have been significant for the district, including ESSER funds, literacy, OpenSciEd, social emotional and technology grants. However, these are all one-time funds. He reminded the school committee members that most of the operating budget in recent years has been to maintain level service.

Next, Superintendent Nelson reviewed that the main budget drivers in this process will likely again be salaries, special education tuition expenses, transportation and contracted services. He shared that next steps, if the committee supports it, will be to begin to develop the FY26 budget, tying the work back to the School Improvement Plan and the Strategic Plan, Vision2028.

School Committee Feedback:

Ms. Nye and Ms. Nye McGaffey agreed with the administration working on a draft budget and also providing a level service draft and having additional requests separate for clarification purposes. They also discussed communicate with Town representatives earlier in the process as well.

Meeting was adjourned at 5:29 p.m. Motion to adjourn by Ms. Nye McGaffey Motion seconded by Ms. Nye Roll Call - Motion Carried 2-0.

Respectfully submitted,

Michael S. Nelson Superintendent

M~ N~



Ludes Family Foundation Post Office Box 328 Marion, MA 02738

September 23, 2024



Project GROW 16 Spring Street Marion, MA 02738

RE: Charitable Grant

Dear Sir or Madam:

The trustees of the Ludes Family Foundation are forwarding the enclosed grant in the amount of \$1,000.00 to Project GROW. This grant is being sent on behalf of David and Sharon

We request that you send the Foundation an acknowledgement upon your receipt of this check.

Sincerely,

John T. Ludes, Sr.

Trustee

Enclosure: check

cc: Benoit & McArdle, P.C.

002160

9/23/24

Sippican Project Grow

\$1,000.00

LUDES FAMILY FOUNDATION

Charles Schwab
The Bank of New York Mellon
1 Wall Street
New York, NY 10286
62-15/311

002160

One Thousand and 00/100 Dollars

PAY TO THE ORDER OF

Sippican Project Grow RE: Grant

Sep 23, 2024

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AUTHORIZED SIGNATURE

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SHARON GIBLIN

Hi Sarah! Thanks for Au the had work you and your team do all year long for the Kids in project Grow. If you had time, my daughter Jennie and I would love to see what happens on a typical day. Let me kindow (Thanks thanks a growt Halday! Shern.)



Congratulations to Rose in Ms. Souza's class.

As the golden ticket winner we as a school receive \$5,000 to spend as we choose. Rose gets a "Feinstein Jr. Scholar" sweatshirt, her picture will appear on WPRI Channel 12 News, and she gets \$500 to donate to her charity of choice. She has chosen to donate to the Marion Council on Aging.

Rose said she wants to donate to the elderly in her community. She helps to take care of her grandmother and she and her family always talk about taking care of the elderly as they once cared for us.

Congratulations to Rose! What great news to have in this season of Thanksgiving!!



HOW IT WORKS

- Each of your Jr. Scholars received their own individually numbered Golden Ticket, included within your school's Jr. Scholar supply package.
- Random drawings will be held every Monday with 5 new
 Golden Ticket winning numbers announced on WPRI Channel
 12 on Mondays during their 4:30 p.m. news programming —
 commencing October 7th.
- Winning numbers will be posted the following day, Tuesdays, on our <u>Virtual Journal</u> and <u>Facebook</u> pages, as well as shared via email with Feinstein Leadership Schools!
- Should your school hold a winning ticket, please contact The Feinstein Foundation!



PRIZES

- Winning school receives a \$5,000 grant!
- Winning student receives a \$500 grant to donate to a non-profit of their choice, or to their school.
- Winning student also receives surprise gifts from The Feinstein Foundation!

Sippican Elementary School MCAS Data Presentation Marion School Committee 2024

MCAS Achievement Levels for Next-Generation:

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

Student Growth Percentiles (SGP) and How Are They Calculated

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

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Overall Statewide Data Trends

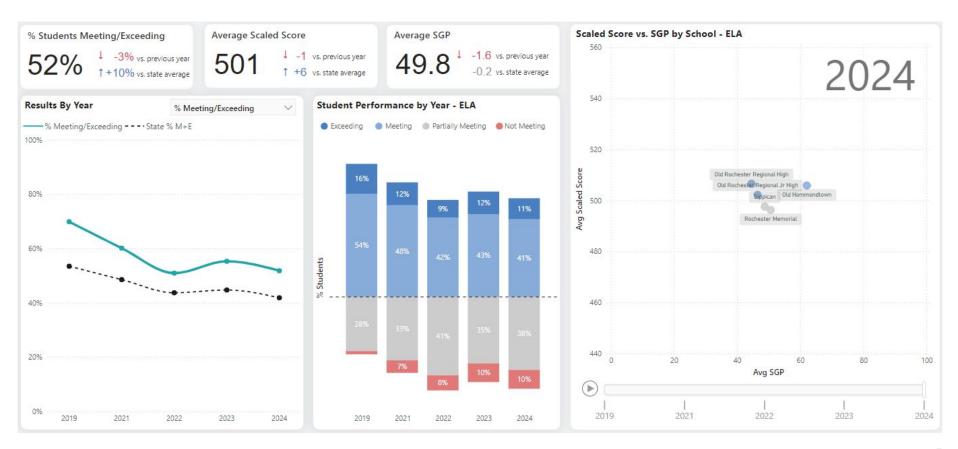
Statewide trend: Overall statewide 2024 MCAS results and trends show a decline in ELA achievement across all grades compared to 2023. Math scores remained relatively stable across most grades, while science results improved in grades 5 and 10 but showed a decline in grade 8.

The State is comparing Recovery from 2019 to 2024 MCAS

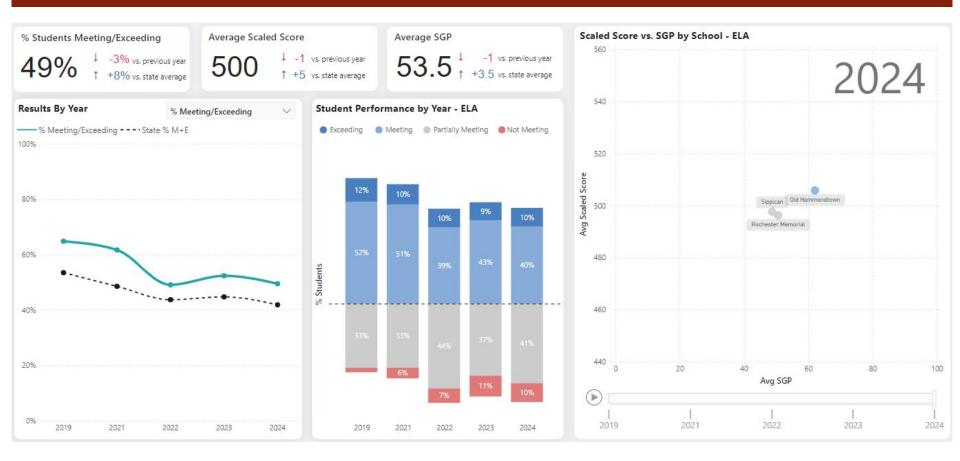
Sippican:

- ELA 3-6 exceeded the state by 5%
- Math 3-6 exceeded the state by 8%
- Science exceeded the state by 16%
- In ELA statewide, the scores declined
 - In ELA at Sippican, we did not follow the state trend... saw an increase in grades 3,
 5, & 6; a slight decline in grades 4
- In Math statewide, grades 3 and 4 increased slightly, while grades 5 and 6 declined
 - At Sippican, grade 3 increased, and grades 4, 5, and 6 slightly declined

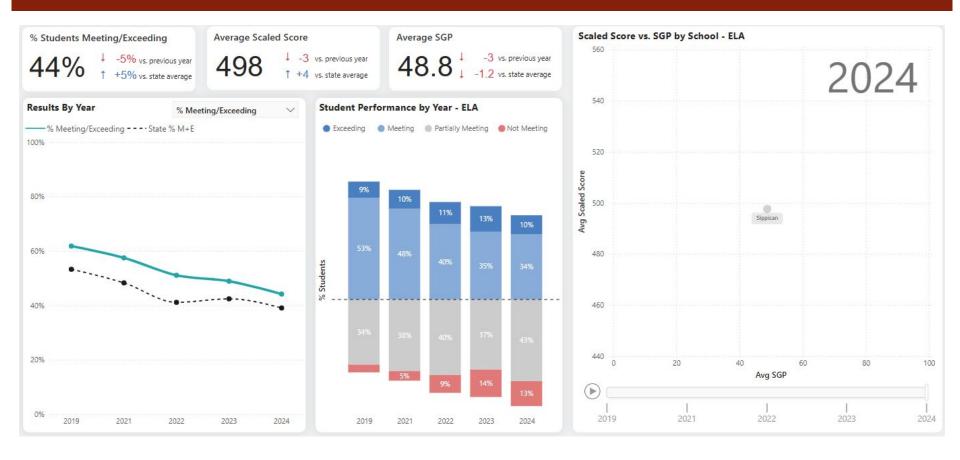
District-Wide Grades 3-12 Achievement from 2019-2024 for English Language Arts



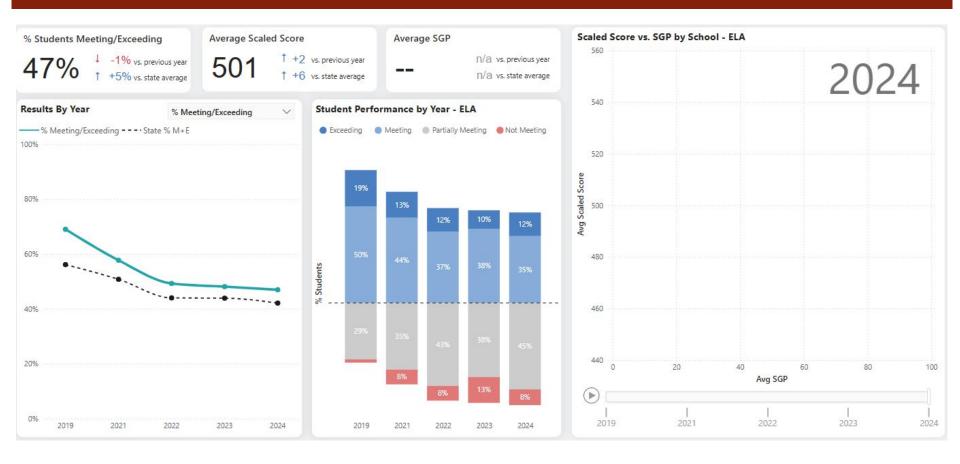
District-Wide Grades 3-6 Achievement from 2019-2024 for English Language Arts



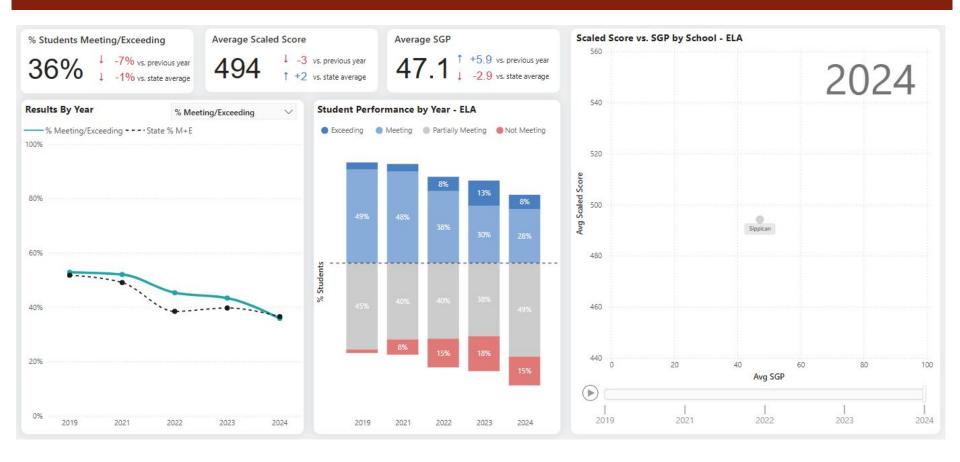
Sippican Grades 3-6 Achievement from 2019-2024 for English Language Arts



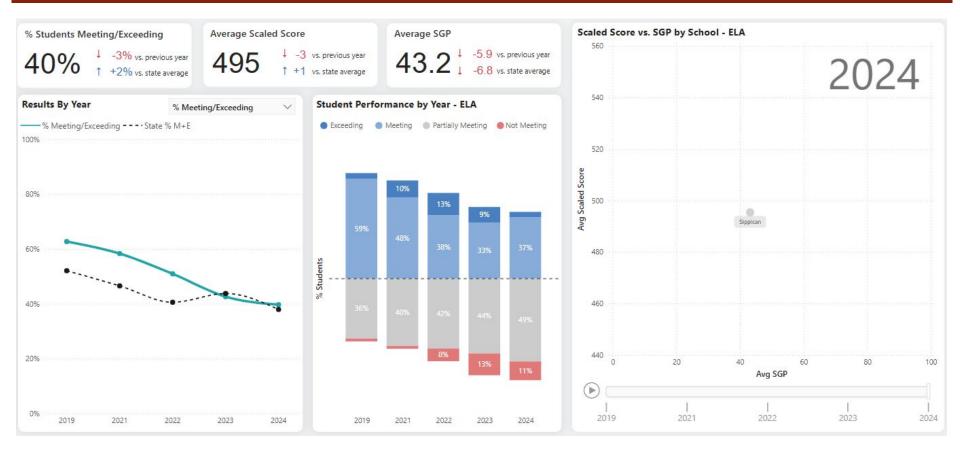
Sippican Grade 3 Achievement from 2019-2024 for English Language Arts



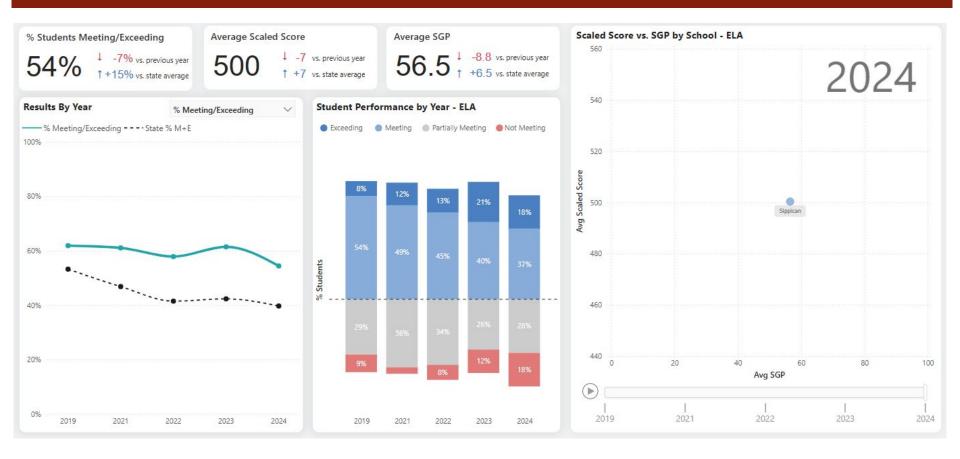
Sippican Grade 4 Achievement from 2019-2024 for English Language Arts



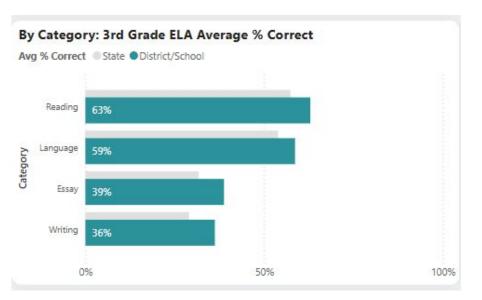
Sippican Grade 5 Achievement from 2019-2024 for English Language Arts



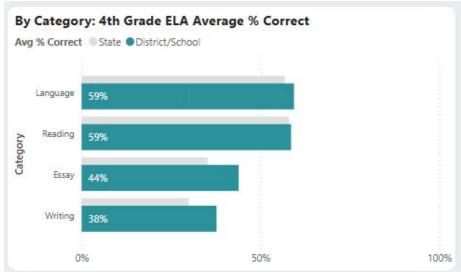
Sippican Grade 6 Achievement from 2019-2024 for English Language Arts



ELA Grade 3: Percent (%) Correct by Category



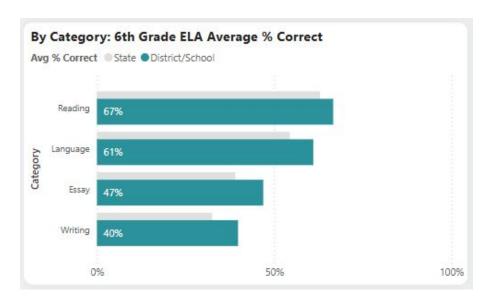
ELA Grade 4: Percent (%) Correct by Category



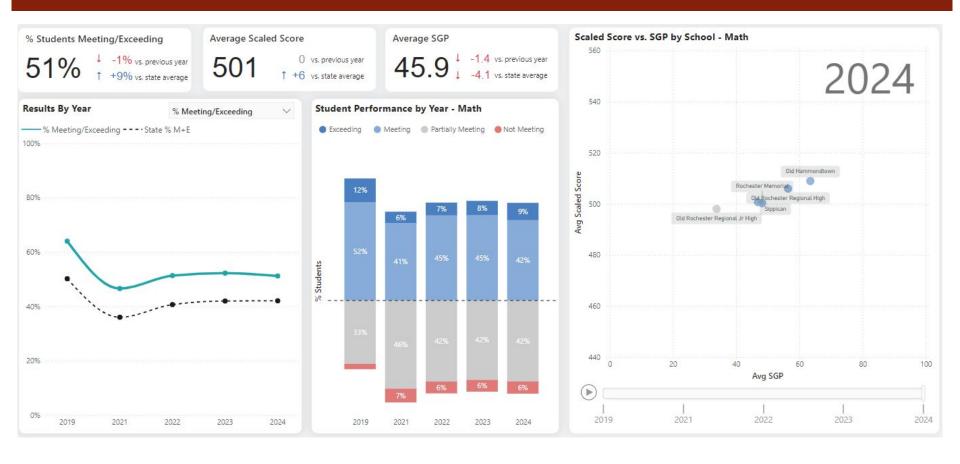
ELA Grade 5: Percent (%) Correct by Category

By Category: 5th Grade ELA Average % Correct Avg % Correct State District/School Reading 68% Language Category Essay Writing 40% 0% 50% 100%

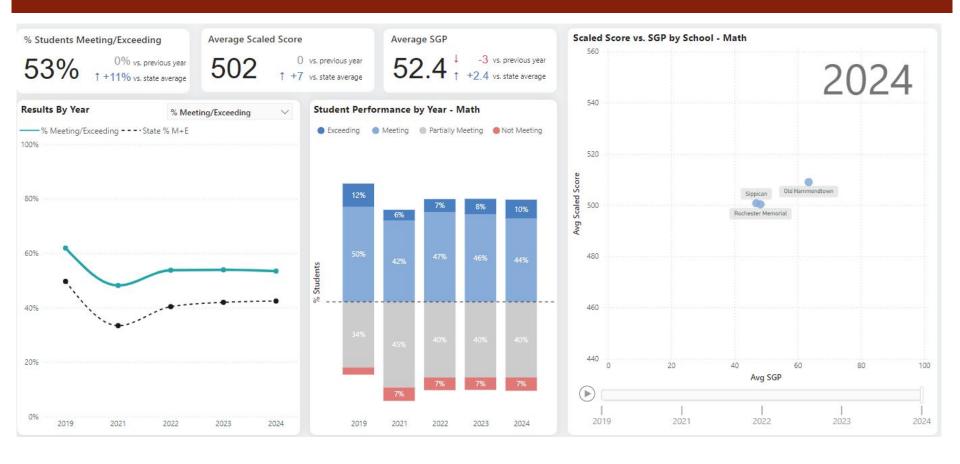
ELA Grade 6: Percent (%) Correct by Category



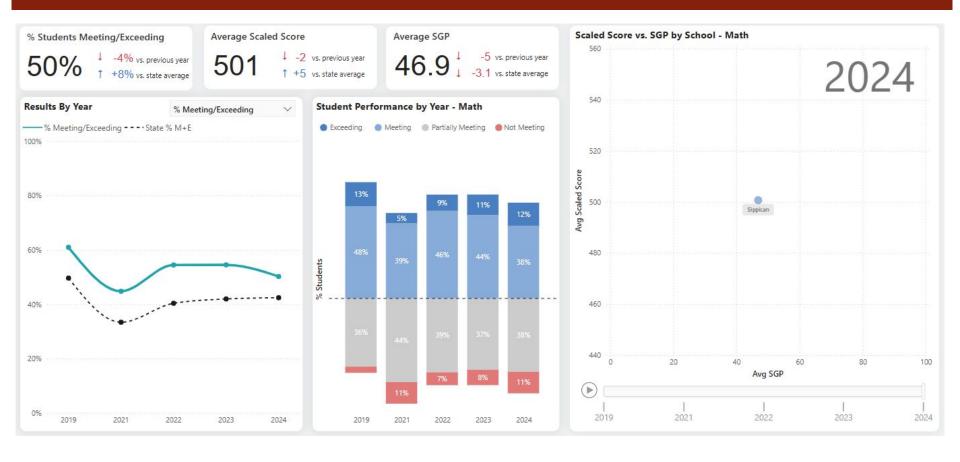
District-Wide Grades 3-12 Achievement from 2019-2024 for Math



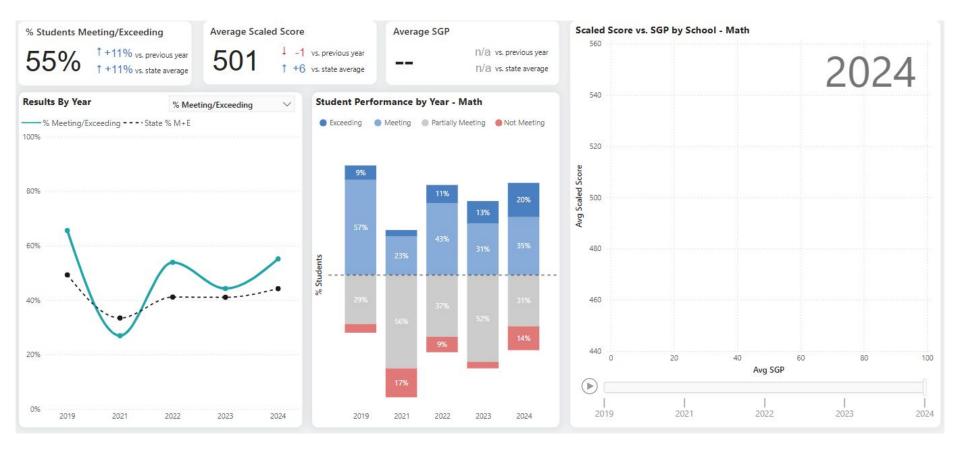
District-Wide Grades 3-6 Achievement from 2019-2024 for Math



Sippican Grades 3-6 Achievement from 2019-2024 for Math



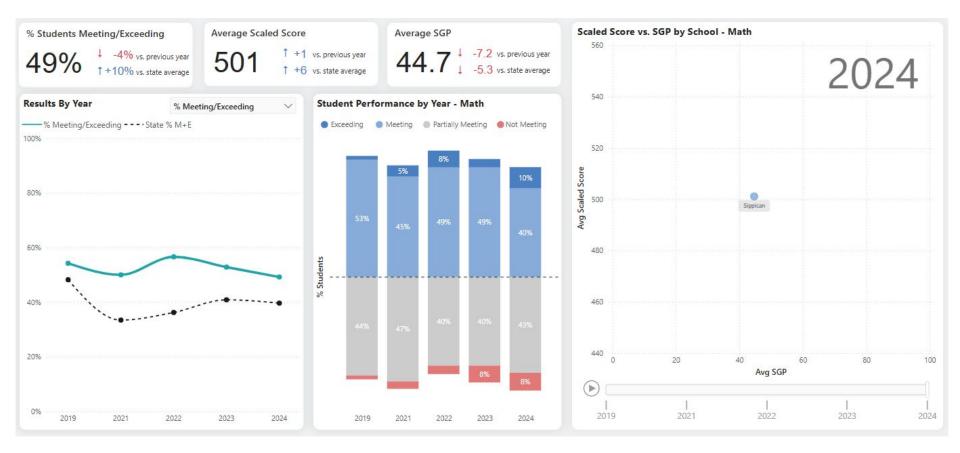
Sippican Grade 3 Achievement from 2019-2024 for Math



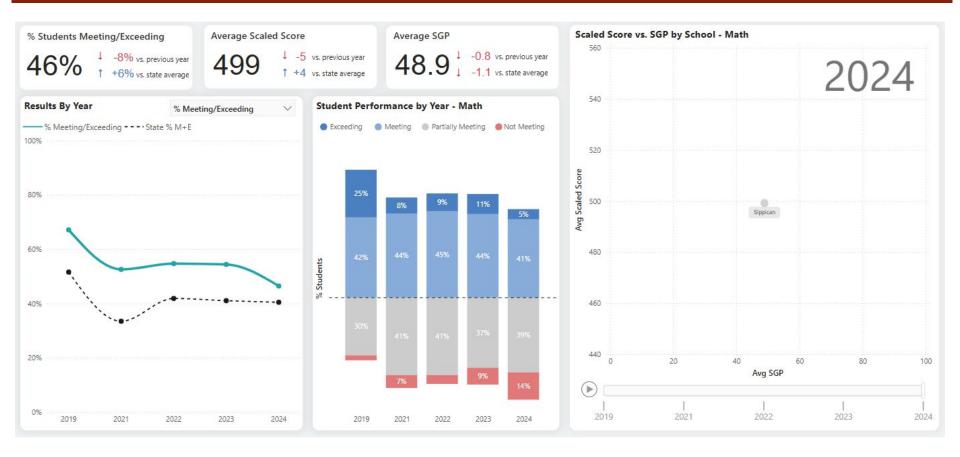
Sippican Grade 4 Achievement from 2019-2024 for Math



Sippican Grade 5 Achievement from 2019-2024 for Math



Sippican Grade 6 Achievement from 2019-2024 for Math



Math Grade 3: Percent (%) Correct by Category

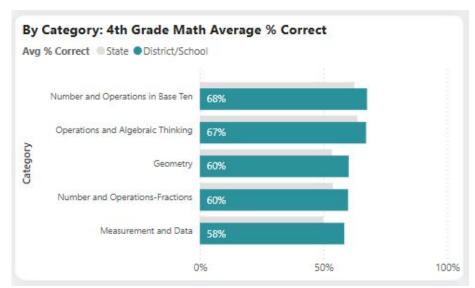
By Category: 3rd Grade Math Average % Correct Avg % Correct State District/School Geometry 73% Operations and Algebraic Thinking 60% Measurement and Data 59% Number and Operations in Base Ten 57% Number and Operations-Fractions 54%

50%

100%

0%

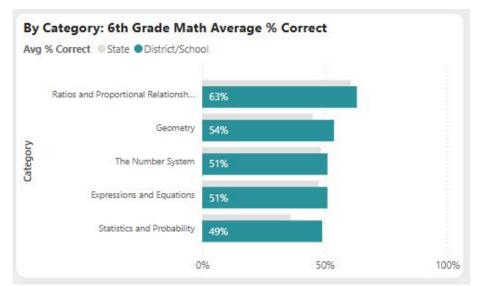
Math Grade 4: Percent (%) Correct by Category



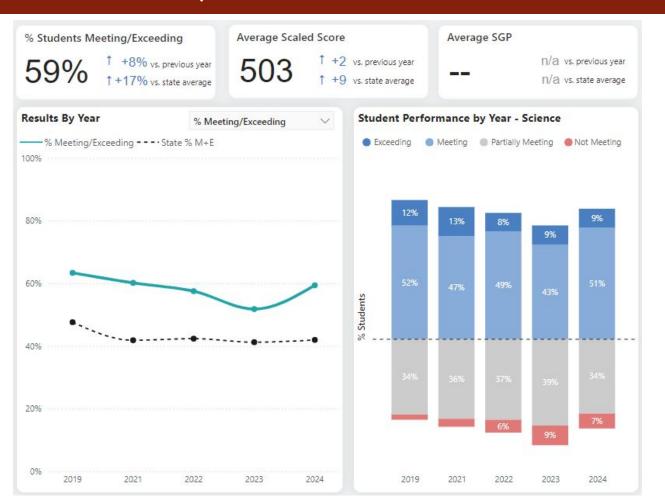
Math Grade 5: Percent (%) Correct by Category

By Category: 5th Grade Math Average % Correct Avg % Correct State District/School Number and Operations in Base Ten Measurement and Data 60% Geometry 59% Operations and Algebraic Thinking Number and Operations-Fractions 47%

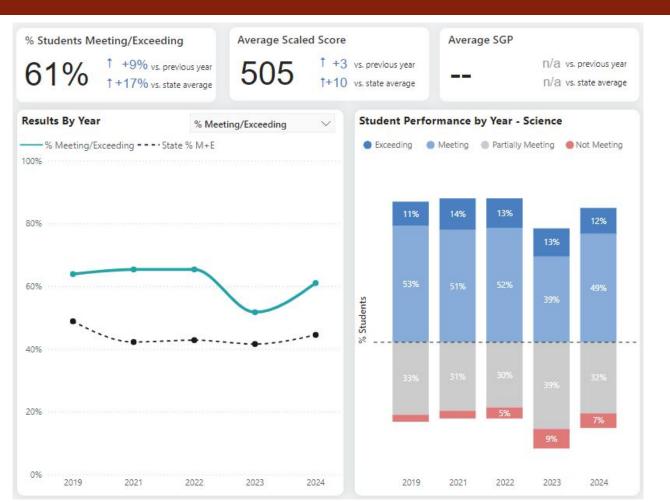
Math Grade 6: Percent (%) Correct by Category



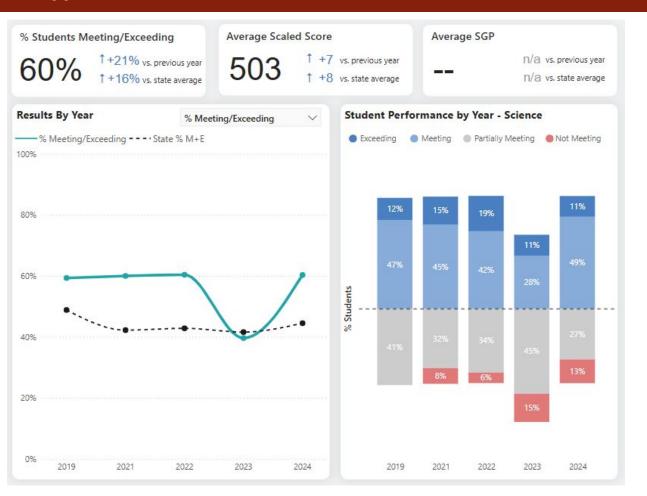
District-Wide Grades 5, 8 & HS Achievement from 2019-2024 for Science



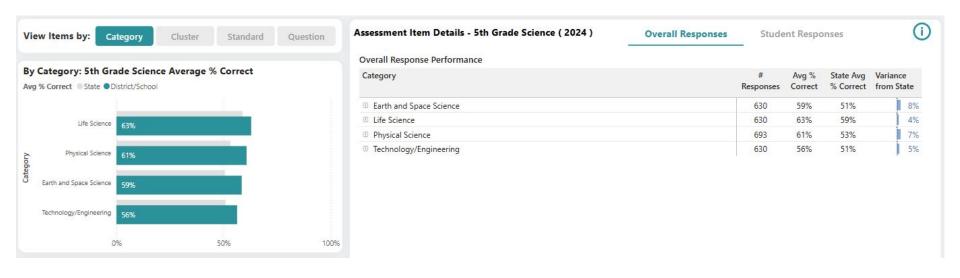
District-Wide Grade 5 Achievement from 2019-2024 for Science



Sippican Grade 5 Achievement from 2019-2024 for Science



Science Grade 5: Percent Correct by Category



Areas of Strength - ELA

English Language Arts (ELA)

- A total of 226 students took MCAS assessment in English Language Arts, with 100 performing at or above grade level. Specifically,
 47% of students met the standard in ELA
- Grade 6 English Language Arts was the top-performing grade, with 54% of students (31 out of 57) meeting or exceeding grade-level standards. While this represents a 7% decrease from the previous year, it still surpasses the state average by 15%.
- Third graders achieved a strong performance on the 2024 MCAS, with 47% meeting the English Language Arts standard.

Grade 3:

- Identify a key detail that explains an idea from the story.
- Determine the meaning of a word in context.
- Determine a character's motivation in the folktale.
- Identify the solution to a problem using evidence from the story.
- Identify what is suggested about a character based on a detail from the story.
- Identify a key detail that explains an idea from the story.
- Determine the main idea of a section of the passage and choose evidence from the passage that supports the idea.

Grade 4:

- Determine the meaning of a phrase used in the story.
- Determine the meaning of a word in context.
- Identify a character's motivation and choose evidence from the story that best supports that motivation.
- Write a narrative that describes what will most likely happen next in the story.
- Determine the impact of an individual on the events in the passage.

Areas of Strength - ELA

Grade 5:

- Identify the purpose of a section from the passage.
- Determine the correct meaning of a multiple-meaning word in context.
- Determine a theme of the passage and choose evidence from the passage that supports the theme.
- Identify phrases that summarize the passage.
- Make an inference about a character based on details from the passage.
- Identify a phrase that helps to determine the meaning of a word from the passage.

Grade 6:

- Analyze the effect of figurative language in a passage.
- Determine the tone in a section of a passage.
- Make an inference about a character in a passage.
- Determine how particular details contribute to the development of ideas in a passage.
- Identify a shared central idea in two passages.
- Determine the meaning of a word in context.
- Write a narrative that tells what happens next in a passage.
- Identify the structure of a poem.

Action Steps - ELA

1. Continue to Provide Professional Development:

 Expand staff training in the Science of Reading to optimize teaching practices and align with "Into Reading" principles.

2. Strengthen Data-Driven Instruction:

- Collaborate with the Hill for Literacy to conduct in-depth grade-level data analysis.
 - Implement a Tiered Intervention Model with flexible groupings to address diverse student needs (remediation to acceleration).
 - Utilize Flex Time for targeted support with interventionists and classroom teachers.
 - Regularly reassess intervention groups to ensure ongoing effectiveness.

3. Address Specific Instructional Challenges:

- Identify grade-level specific areas where student performance lags below state averages
- Develop and implement targeted instructional strategies to address identified weaknesses and improve student outcomes.

4. Foster a Consistent Writing Culture:

Establish common writing expectations across grade levels using shared resources and guidelines.

By focusing on these areas, Sippican can significantly enhance ELA instruction, improve student outcomes, and ensure consistent implementation of the "Into Reading" program.

Areas of Strength - Math

Mathematics

- A total of 229 students took MCAS assessment in Math, 115 performing at or above grade level. Specifically 57% of students met the standard in Math.
- 55% of the grade 3 students met the standard in Math 11% increase from the previous year and above the state average.

Grade 3

- Determine and justify which numbers from a given list round to the same 100, identify the greatest number that will also round the same way, and explain whether given numbers are correctly rounded to the nearest 10.
- Identify the two right angles in a given figure.
- Identify the shape that has two given attributes.
- Determine the correct statement relating square units to the area of a given figure.
- Write a number sentence to compare fractions and critique the reasoning of others about fractional amounts of same and different size wholes in a real-world context.
- Determine an unknown side length of a polygon given some of the polygon's dimensions and the perimeter in a real-world context.
- Interpret a scaled bar graph to solve one-step problems and identify the scale used on a given picture graph showing the same data as the bar graph.
- Identify a pattern given an even or odd starting number and a rule.

Areas of Strength - Math

Grade 4:

- Interpret a scaled bar graph to solve one-step problems and identify the scale used on a given picture graph showing the same data as the bar graph.
- Determine an unknown side length of a polygon given some of the polygon's dimensions and the perimeter in a real-world context.
- Write a number sentence to compare fractions and critique the reasoning of others about fractional amounts of same and different size wholes in a real-world context.
- Determine the correct statement relating square units to the area of a given figure.
- Identify the shape that has two given attributes.
- Identify the two right angles in a given figure.
- Determine and justify which numbers from a given list round to the same 100, identify the greatest number that will also round the same way, and explain whether given numbers are correctly rounded to the nearest 10.
- Choose multiplication expressions that have the same product.
- Identify which figures have a fractional amount shaded that is equivalent to the fractional amount shaded in a given figure.
- Solve a two-step word problem using multiplication and subtraction.

Areas of Strength - Math

Grade 5:

- Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that make up the prism.
- Graph three points in the first quadrant of the coordinate plane.
- Solve a word problem with fractions with unlike denominators and represent the solution using a fraction model.
- Determine the expression that can be used to find the volume of a right rectangular prism that is being packed with unit cubes.
- Interpret a numerical expression with parentheses without evaluating it.
- Estimate the sum of two fractions that are less than one to solve a word problem.
- Add mixed numbers to solve a problem involving information presented in a line plot.
- Solve a word problem by finding the quotient of a four-digit dividend and a two-digit divisor.
- Identify the relationship between the product of a fraction and a mixed number and one of its factors, and identify the rationale for that relationship.
- Compare the products of two fractions to the size of one of the factors.

Grade 6:

- Determine which values of a variable will make an inequality true.
- Choose a two-variable equation that best represents a given real-world context shown in a graph.
- Given an expression with repeated multiplication, write an equivalent numerical expression with whole number exponents.
- Solve real-world problems involving volumes of right rectangular prisms built using cubes.
- Determine and compare measures of center and variability given a data set and a real-world situation.
- Use the coordinate plane to determine the distance between two graphed points that have the same x-value.
- Analyze a dot plot to find the median and range of the data.
- Use the net of a cube to find its surface area. Given descriptions of real-world situations, determine whether the situations can be represented by part/part or part/whole ratios.
- Determine which part/part ratio represents a given real-world situation.

Action Steps - Math

Strengthen Data-Driven Instruction

- 1. Establish a Comprehensive Data System:
- Develop a centralized database to house student assessment data from various sources (Aimsweb, MCAS, IXL, etc.) across all grade levels.
- Utilize the data to identify consistent patterns, strengths, and weaknesses in student performance.
- Develop targeted action plans to address identified gaps and challenge high-achieving students.

Focus on Areas of Need

- 2. Prioritize Low-Performing Standards:
- Conduct in-depth analysis to pinpoint specific math standards where students consistently fall below state averages Develop and implement focused instructional strategies to reteach and reinforce these standards.
- Utilize flex time (intervention block) for additional support and practice.

By implementing these steps, the school can effectively analyze student data, target specific areas for improvement, and enhance math instruction across all grade levels.

Areas of Strength - Science

Science in Grade 5

• The percentage of students meeting or exceeding expectations 21% increase from the previous year and 16% above the state average, reaching a total of 60%.

Grade 5:

- Compare two designs and explain why one design is an innovation.
- Using information about material properties, determine which material best meets the given criteria.
- Describe a change to improve a water filter design.
- Interpret a map to identify bodies of water that are sources of freshwater.
- Describe the transfer of energy and regular pattern of motion that occurs as a wave travels.
- Analyze information from a weather forecast to support an explanation about which day would be best for an outdoor activity.
- Describe how tree bark helps a tree survive extreme conditions.
- Use information about characteristic properties of objects to determine which objects are made of the same material.
- Describe how to solve a design problem using magnets.
- Describe the pattern of ocean trench locations shown on a map.
- Determine which question would be most helpful when investigating a change in the amount of groundwater.

Action Steps - Science

- 1. Implement and Expand OpenSciEd Curriculum:
 - Continue piloting OpenSciEd curriculum in Grade 5 with a focus on two units.
 - Expand OpenSciEd implementation to four units in Grade 6, building upon the previous year's experience.
 - Provide ongoing professional development to support effective implementation of the OpenSciEd curriculum.
- 2. Address Student Performance Gaps:
 - Analyze Grade 5 state assessment data to identify specific science standards where student performance is below state averages.
 - Develop and implement targeted interventions, such as STEAM lessons, small group instruction, and co-teaching collaborations, to address identified weaknesses and boost student achievement.
- 3. Foster Vertical Alignment:
 - Share Grade 5 assessment data with fourth and third-grade teachers to identify potential areas for early intervention and skill development.
 - Collaborate across grade levels to build a cohesive science curriculum that supports student growth and progression.

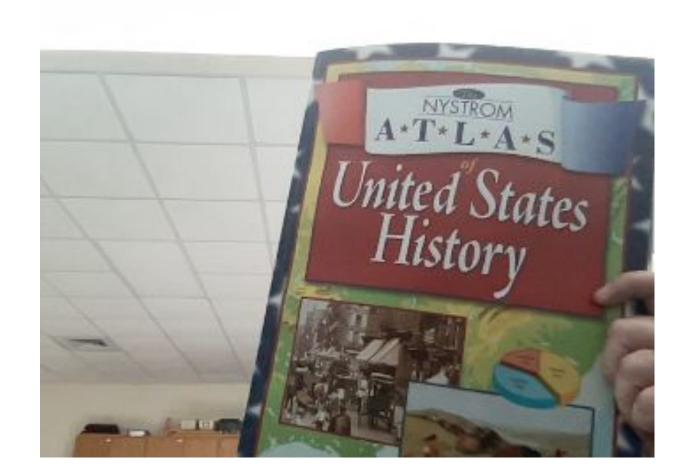
Questions

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 School Calendar 2025-2026 DRAFT

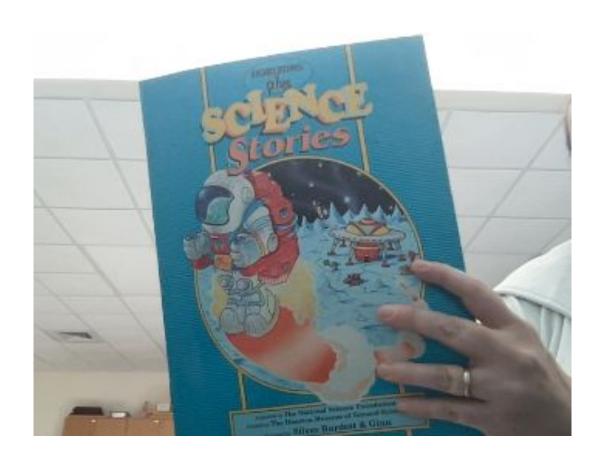
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1/1-1/2 Holiday Vacation							O Sabar	l Vocat	ion		,	X - Prof. Dev. All Schools Early Release					
1/19 - Martin Luther King, Jr. Day						2/10-2/2	2/16-2/20 School Vacation					V - 10	i. Dev. P	MI OUTIOOS	o ⊏ally f	\C Cd5C	
X - Prof. Dev. All Schools Early Release 19 days 98 days accrued					45 days				dava ac !			00 4-	_	405.1			
A!!	19 days	3	98 0	_		N4	15 days		113	days accrued		1	22 days	S	135	days accrued	
April	_		_	2026		May	_		_	2026	•	June	_		_	2026	
M	T	W	<u>T</u>	F		M	T	W	T			M	<u>T</u>	W	<u>T</u>	<u> </u>	
	_	1	2	3			_	_	_	1		1	2	3	4	5	
6	7	8	9	10		4	5	6	7	8		8	9	10*	11	12	
13	14	15	16	17		11	12	13	14	15		15	16	17**	18	19	
20	21	22	23	24		18	19	20	21	22		22	23	24	25	26	
27	28	29	30			25	26	27X	28	29		29	30				
4/20-4/24 School Vacation							5/25 - Memorial Day					* 180th Day, X - Early Release 6/19 - Juneteenth					
							Dev. Al	l Schoo	s Early Release			**185th	day, X	- Early Re	elease		
17 days 152 days accrued						20 days		172 days accrued			8 days			180 days accrued			
Holida					and Tea	achers				ismissal Tir		Codes				Code P	
							End Times:			ORR Jr. & Sr. High Scho						N/A	
, ,						High School			Center & Old Hammondt						11:30 a.m.		
						n. to 2:04 p.m.			Sippican School			12:20 p.m.			11:30 a.m.		
•						'			Rochester Memorial Sch							12:30 p.m.	
11/27 - Thanksgiving Day 7:30 to 2										to moniona	, , ,	12.00	P.111.		. 2.00 p.m.		
12/25- Christmas day Center S						•			Approved by the Joint School Committee								
1/1- New Year's Day 8:30 a.m									XX.XX.XXXX								
1/19 - Martin Luther King, Jr. Day Sippican										www			ter.org				
2/16 - Presidents' Day 8:40 a.m																	
4/20- Patriots' Day Rochesto								hool									
5/25 - Memorial Day 8:40 a.m								•									
	Junetee	•			2	0.0	-										
		•															

Books in Lab

Nystrom Atlas US History-Student books-8

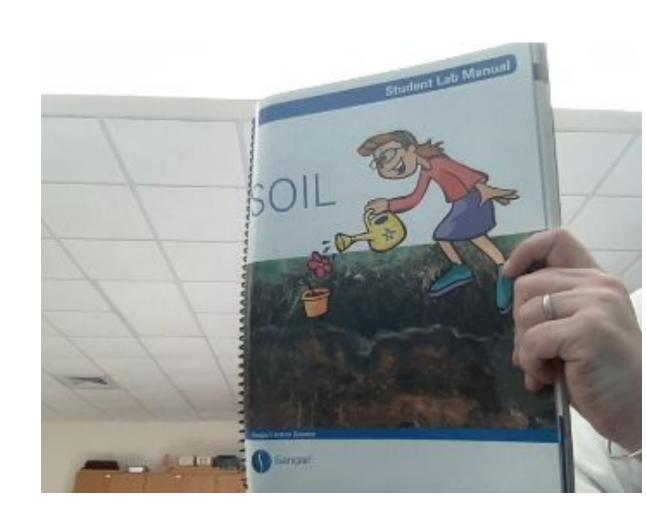


Science Stories-Student books-13

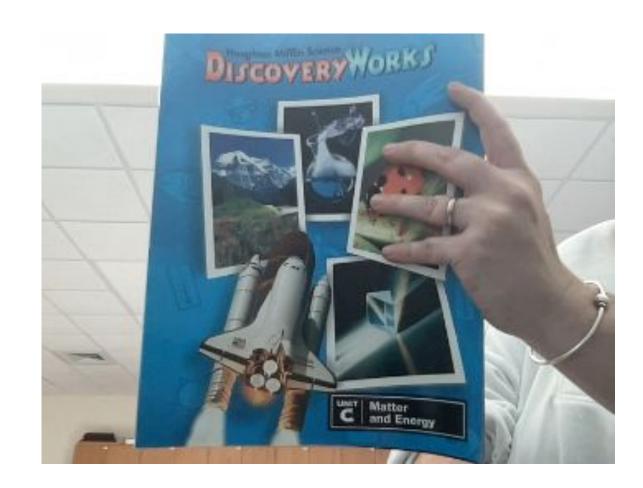


Soil- Student Lab Manual-

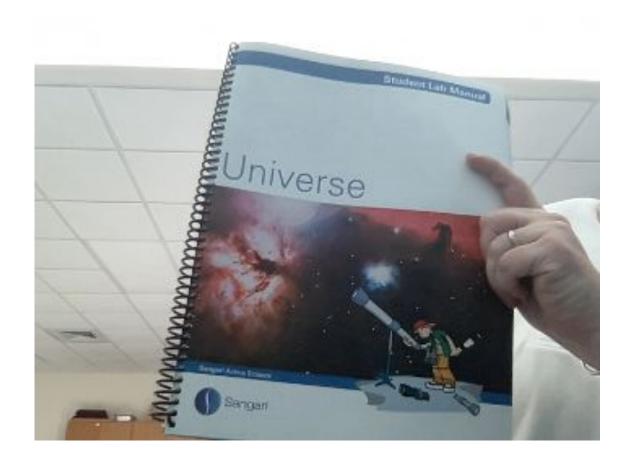
Student Books- 24



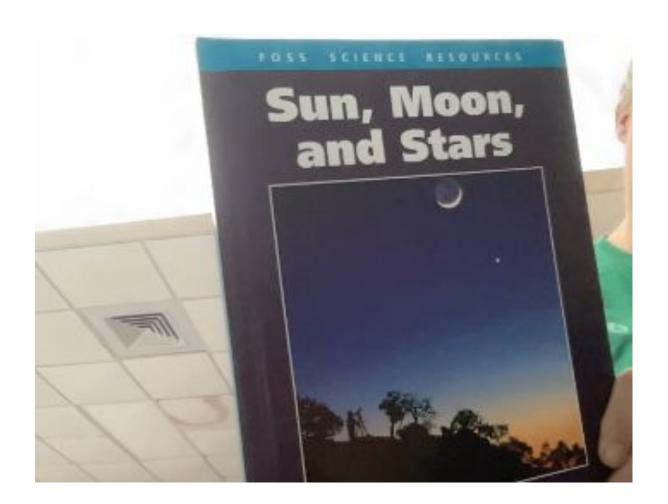
Discovery
Works-Matter and
Energy CStudent Books-15



Sangari- Student Lab Manual, Universe-Student Books- 23

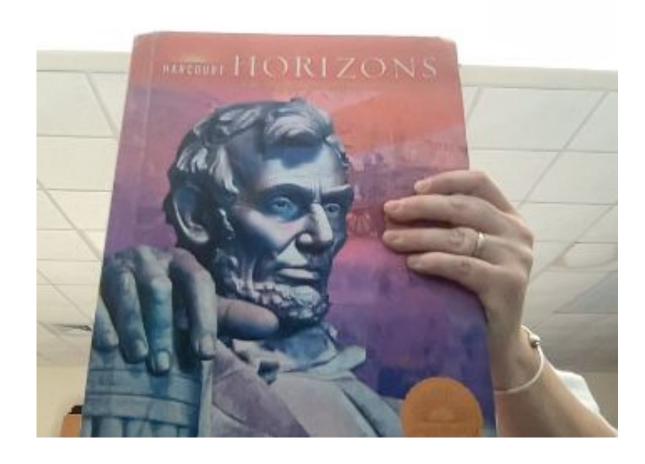


Sun Moon and Stars Foss Resources 93 student books



Horizons- US History Beginnings-

Student Books- 6



Discovery Works
The Changing Earth
60 student books
1 teacher manual
1 teacher printable.



Discovery Works, Plants Student Books- 120 Teacher Manuals-3

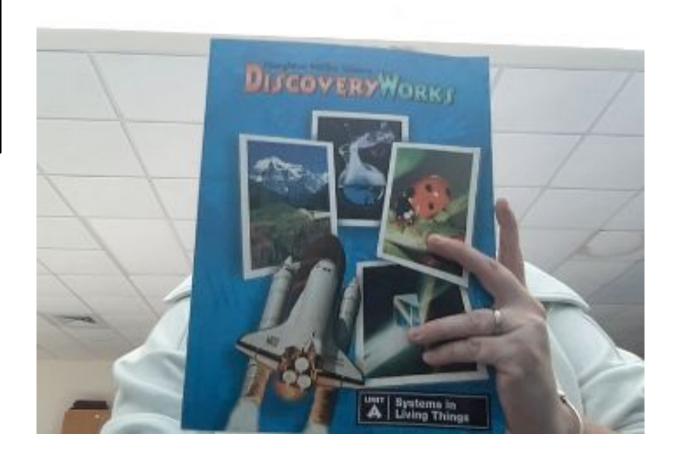


Discovery Works
The Nature of Matter
1 teacher manual
67 student books



Discovery Works-Systems of Living things, Unit A

Student books- 50 Teacher Printables- 1



Steck- Vaughn
World History and You
Book 1
17 student books



Geo Klt-National Geographic- Cells Circa 1992- 1 kit



Discovery Works
Light and Sound
1 Teacher Edition
20 student editions



Mysteries of Science-Reading comprehension kit, circa 1980- 1 kit



Discovery Works Magnetism and Electricity

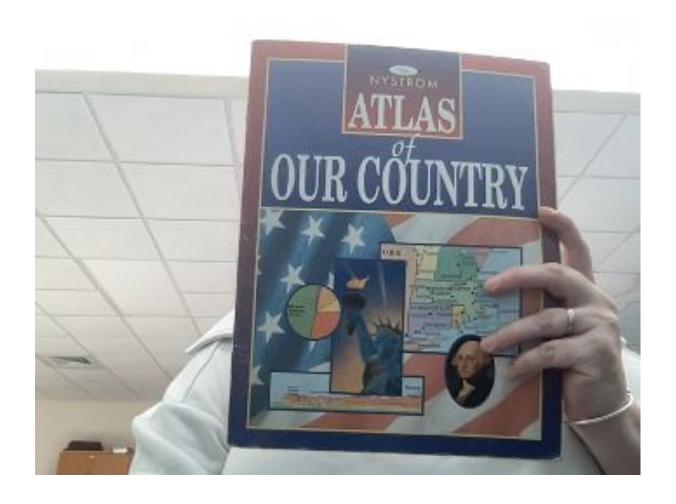
2 Teacher Manual

1 Printables

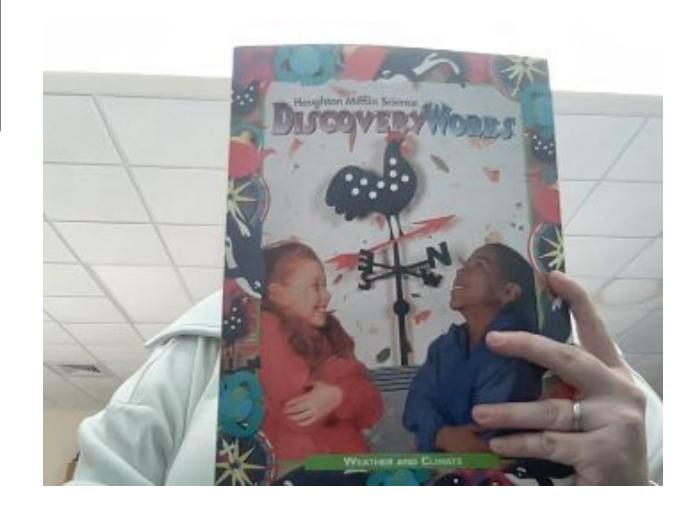
1 student edition



Nystrom Atlas of Our Country Student Books- 27



Discovery Works-Weather and Climate Student books- 6 Teacher books-2



Discovery Works Animals

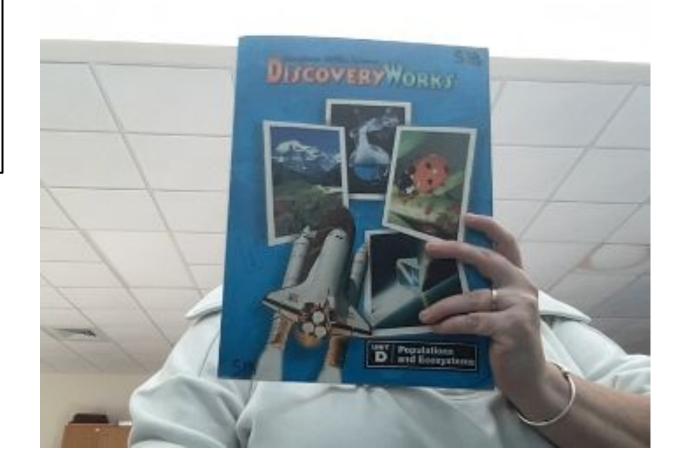
1 student book



Discovery Works
Energy, Work, and
Machines
1 student book



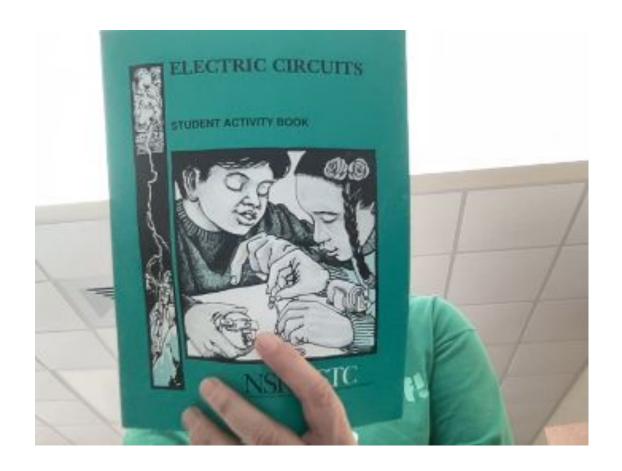
Discovery Works,
Populations and
Ecosystems, Unit DStudent books- 54q



Discovery Works
Properties of Matter
3 Teaching Guides
60 student books

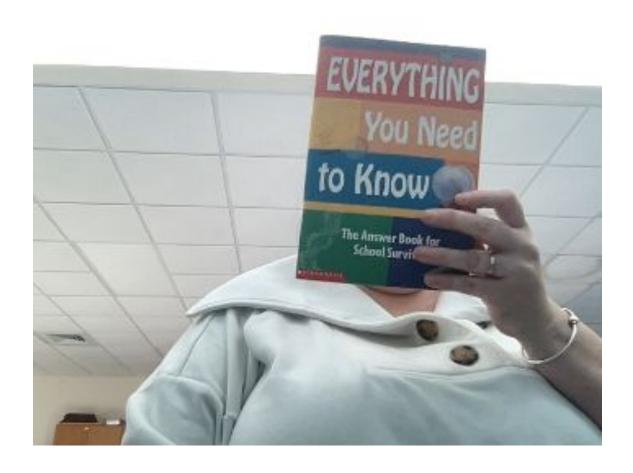


Electric Circuits
NSRC
14 Student Activity Books



Everything you need to know-

1 book

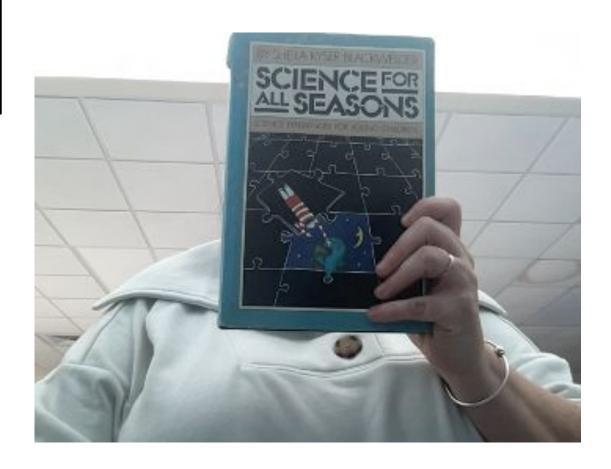


The Mysterious Powders
1 Teacher Edition
Education Development
Center



Science For All Seasons

Book-1

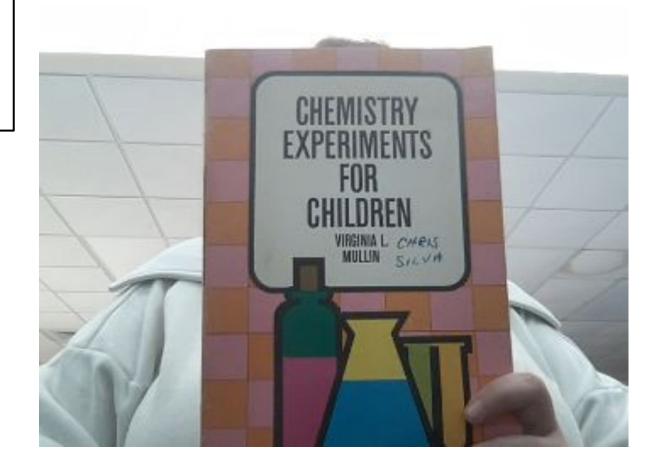


Science Experiments You can Eat

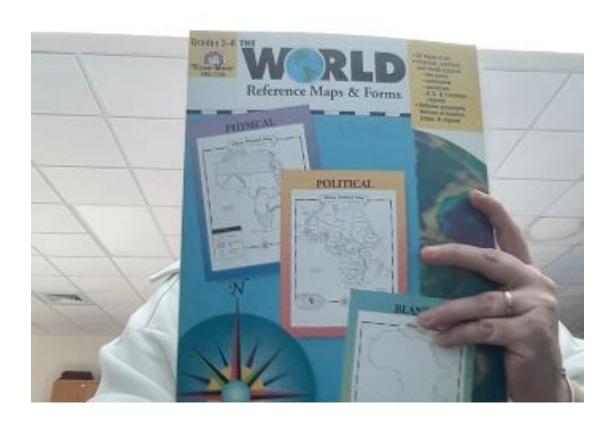
Book-2



Chemistry Experiments for Children- circa 1961 book1-



World Reference Maps and forms book-1



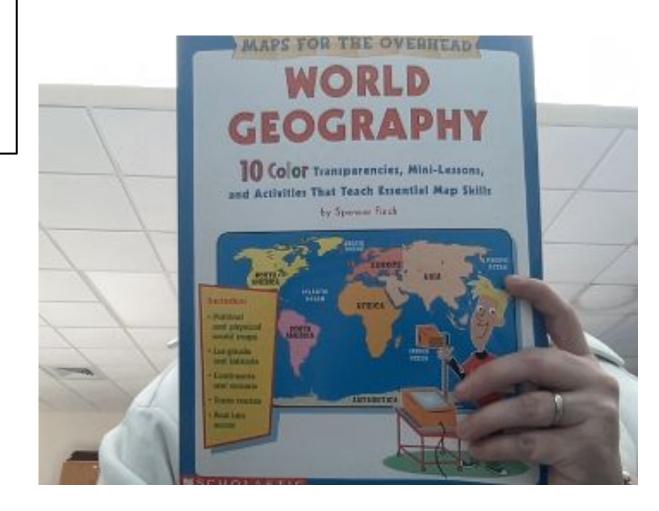
Milliken Light and Sound

1 Teacher Manual I Reproducible Manual

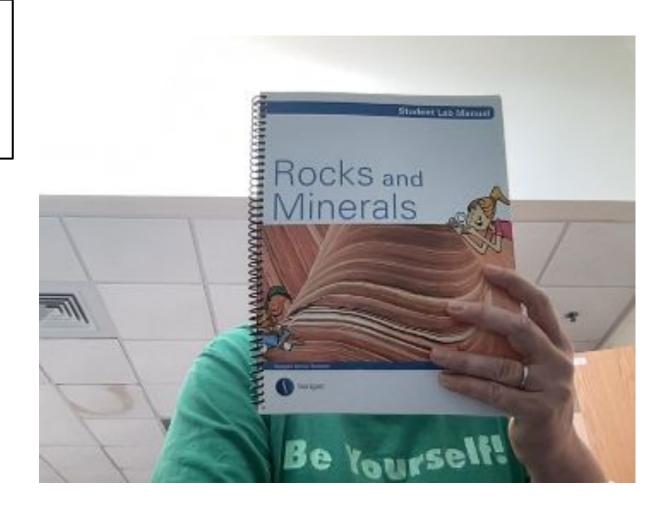


World Geography-Overhead maps

Book- 1

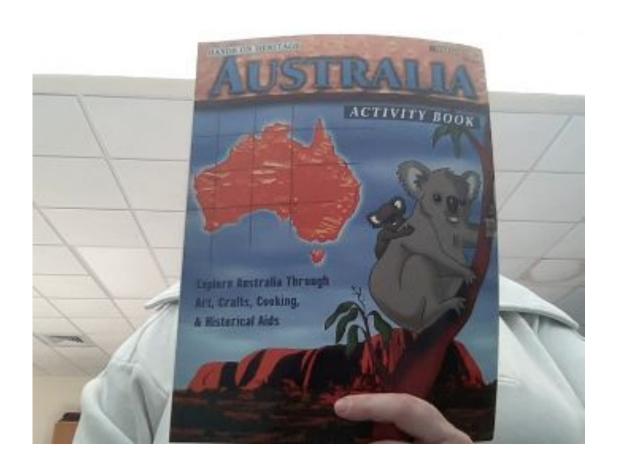


Sangari Rocks and Minerals 1 Student Lab Manual



Australia Activity Book

Book-1



Japan

Book-1



Accent on Science 1 Student Edition



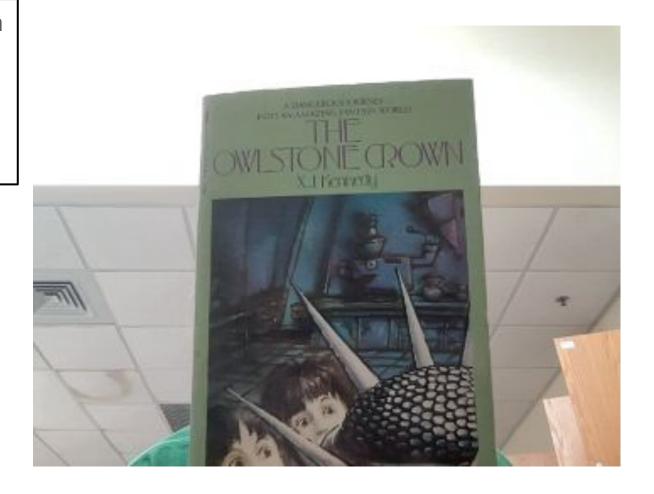
Wrinkle in Time
By Madeleine L'Engle

7 copies



The Owlstone Crown

By X.J. Kennedy 1 copy



Dragonwings
By Laurence Yep
1 copy



My Side of the Mountain

By Jean Craighead George

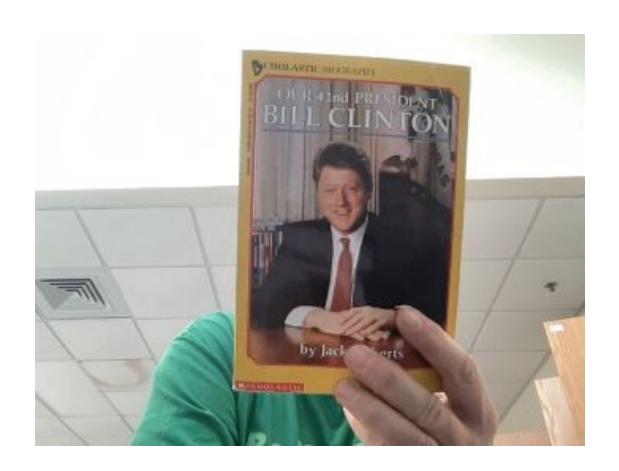
1 copy



Our 42nd President Bill Clinton

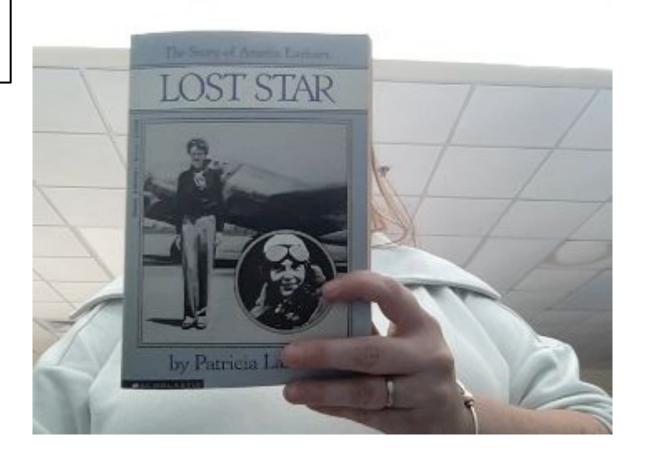
By Jack Roberts

1 copy



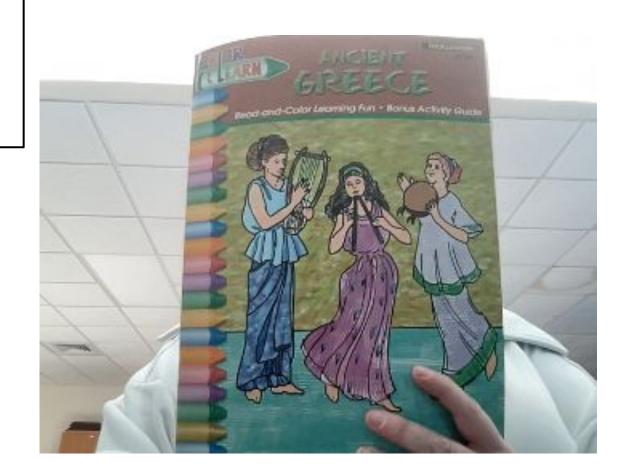
Lost Star Story of Amelia Earhart

Book -1



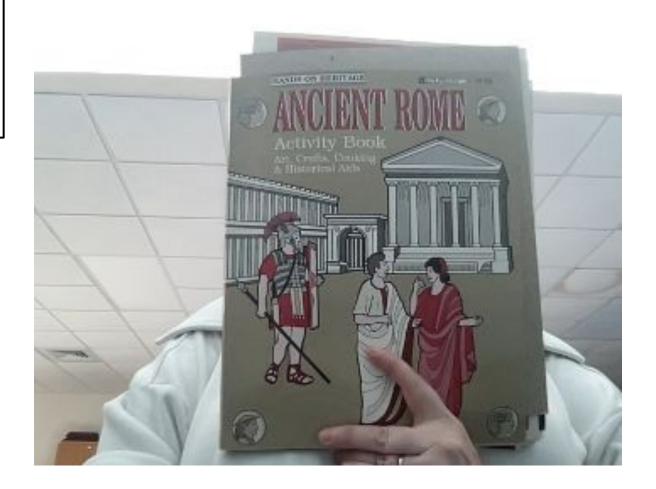
Ancient Greece coloring book

Book- 1

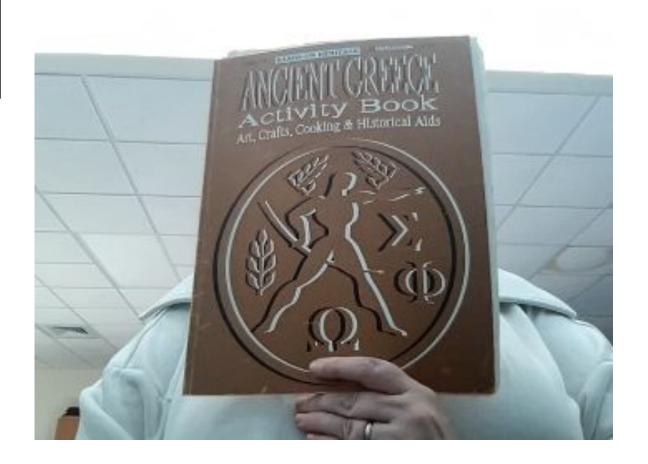


Ancient Rome Activity Book-

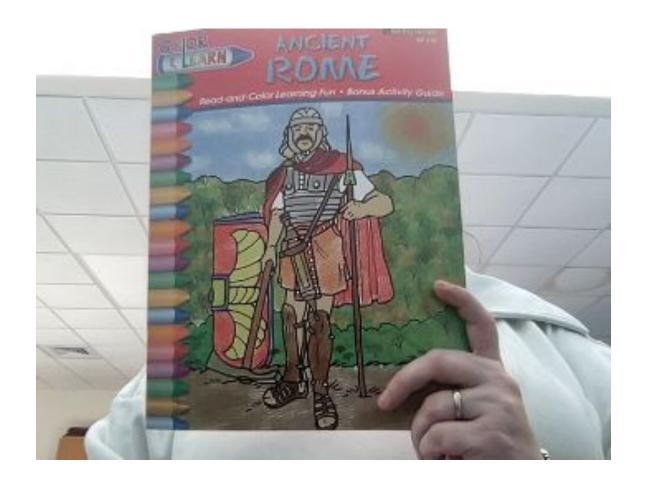
Book -1



Ancient Greece Activity Book



Ancient Romecolor and Learn



Volcanoes and Earthquakes

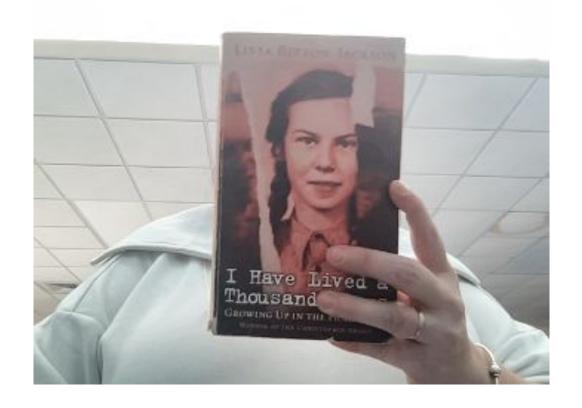


Julie of the Wolves

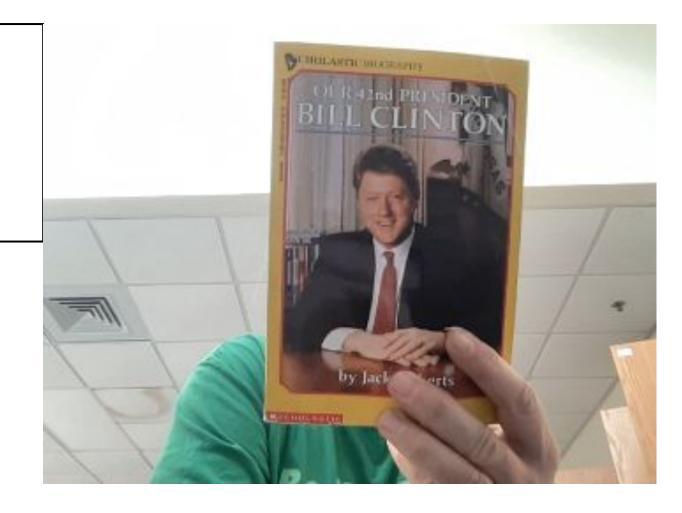
Book=1



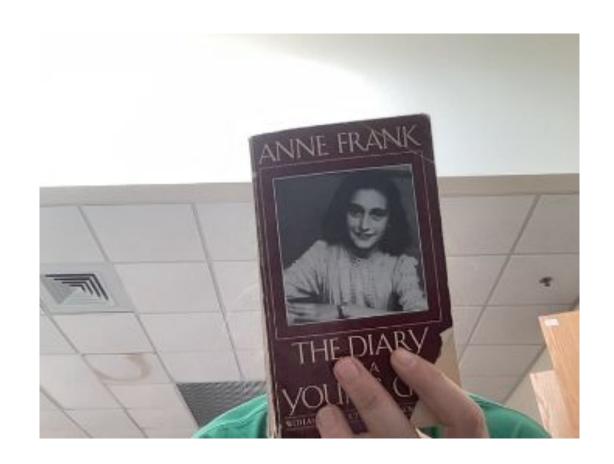
I Have Lived A Thousand Years



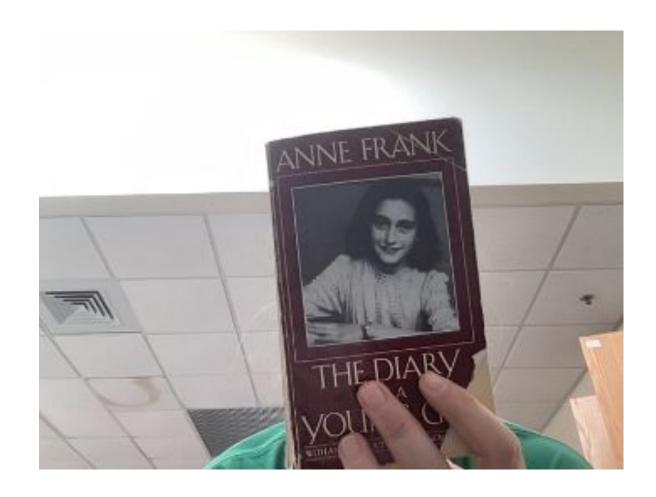
Jacob's Rescue By Malka Drucker 1 copy



Anne Frank 1 copy



Math Sponges
By Leigh Childs
Nancy Adams
1 copy



Lab Supplies

Solar Power TEch kit, circa 1993

1- kit



Neo Sci 2 Chemical and Mechanical Weathering kits

From 2009



Neo Sci 1 Elements Mixtures and Compounds Kit

From 2009



Assorted Rocks and Minerals from old kits (picked apart)



Dune Craft 1 Polymer Science Kit



Foss Kit Sun, Moon, and Stars Very old

1 kit



Discovery Works
Grade 4 Properties
of Matter

1 kit



Rock origins kit, circa 2002

1 kit

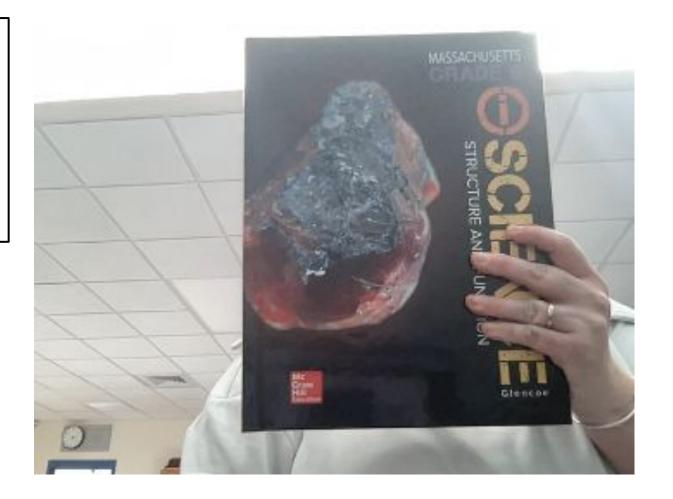


Old Globe Outdated

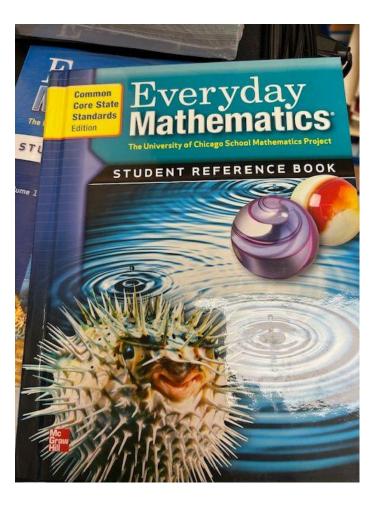


Massachusetts
Grade 6 Science
Structure and
Function

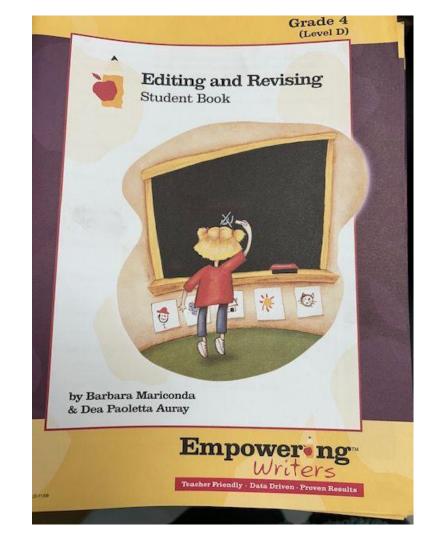
Student Books-25



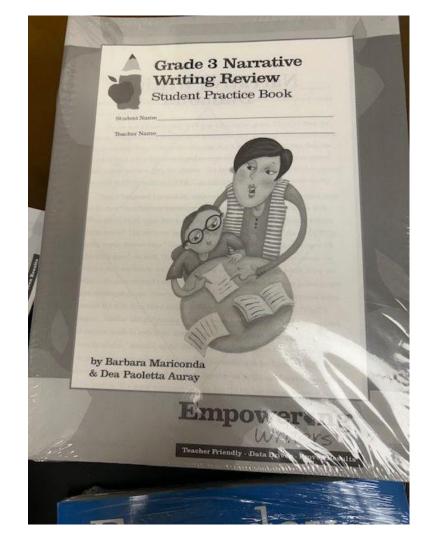
Grade 5 Student Resource Book: Everyday Math (1st Edition)



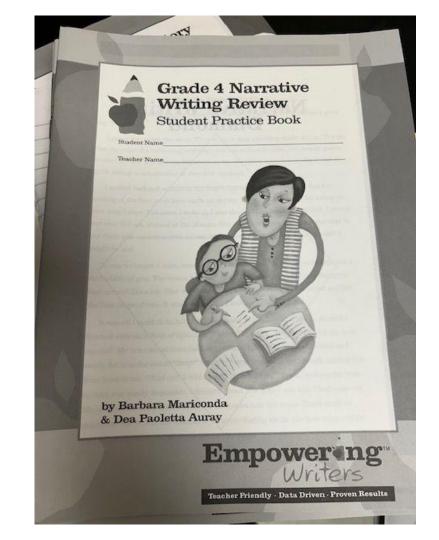
Empowering
Writers Grade 4
Editing and
Revising Student
Book



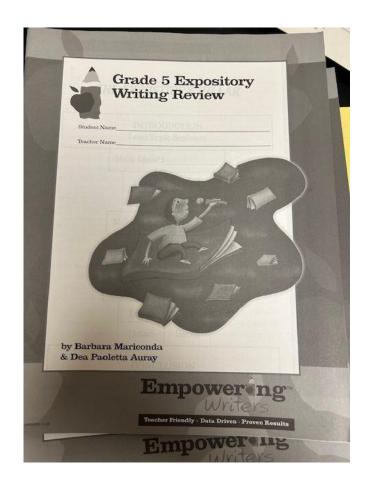
Empowering
Writers Grade 3
Narrative Writing
Review Student
Practice Book



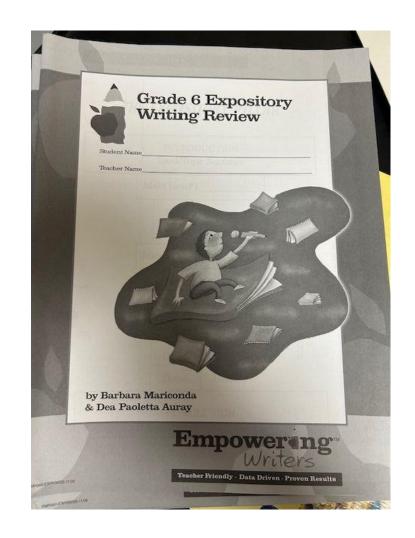
Empowering
Writers Grade 4
Narrative Writing
Review Student
Practice Book



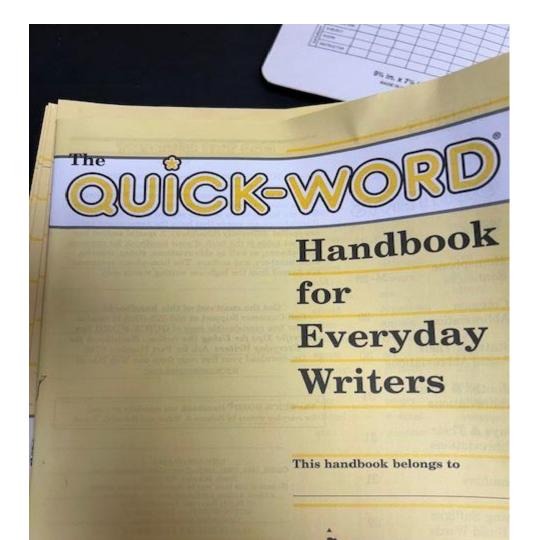
Empowering
Writers Grade 5
Expository Writing
Review Student
Practice Book



Empowering
Writers Grade 6
Expository Writing
Review Student
Practice Book

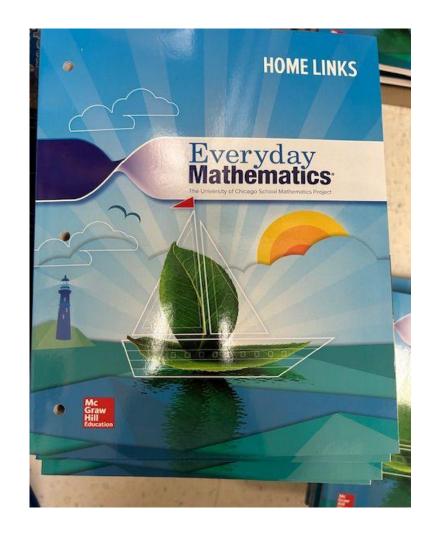


Quick Word Handbook for Everyday Writers

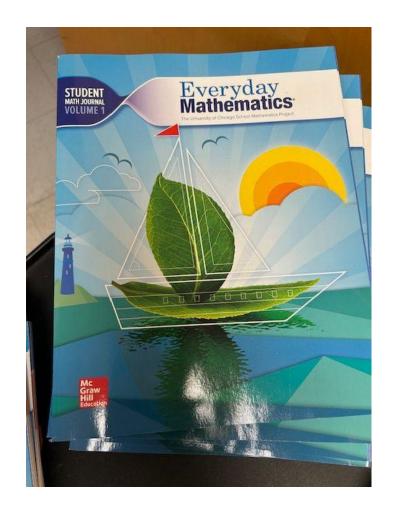


Everyday Math Grade 2 Home Links

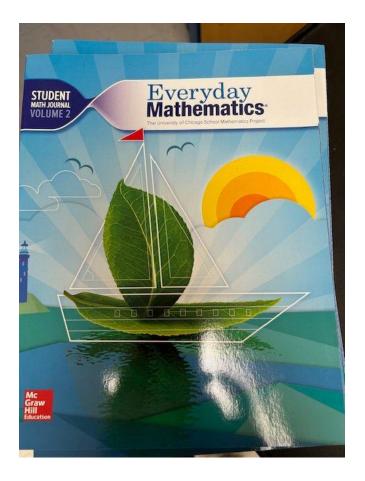
12 copies (1st Edition)



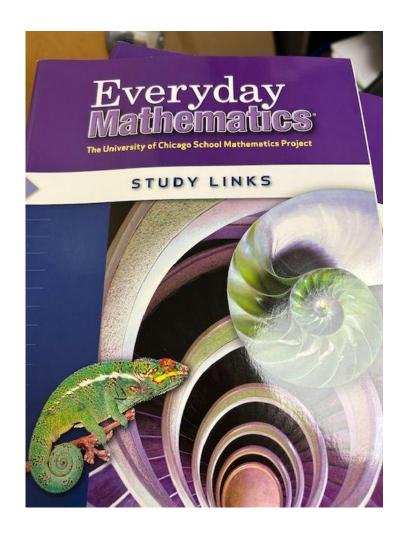
Everyday Math Grade 2 Student Journal Volume 1



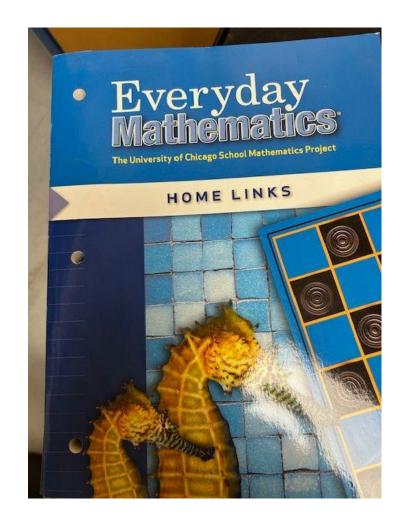
Everyday Math Grade 2 Student Journal Volume 2



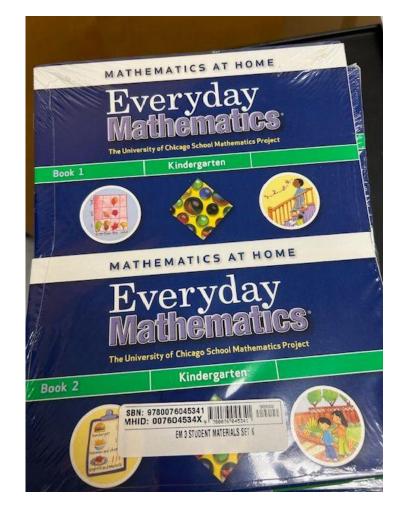
Everyday Math Grade 6 Study Links Book (1st Edition)



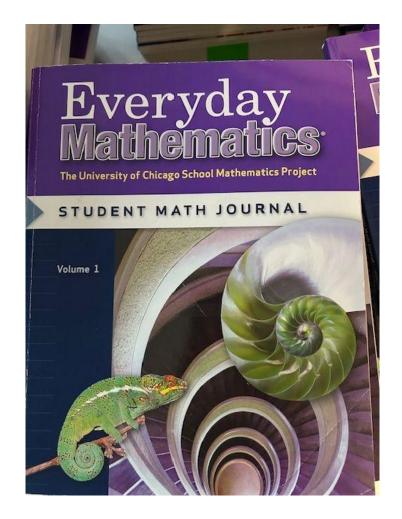
Everyday Math Grade 2 Home Links Student Book (1st Edition)



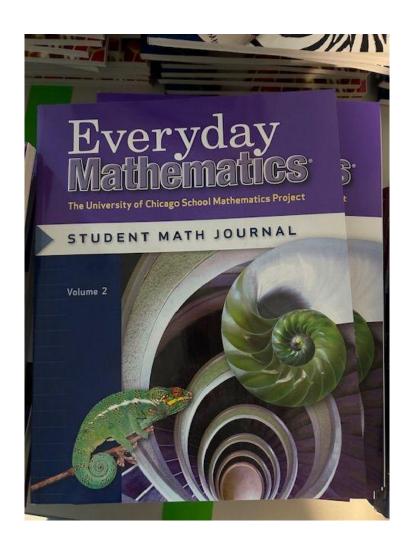
Everyday Math Kindergarten Mathematics at Home Student Books (1st Edition)



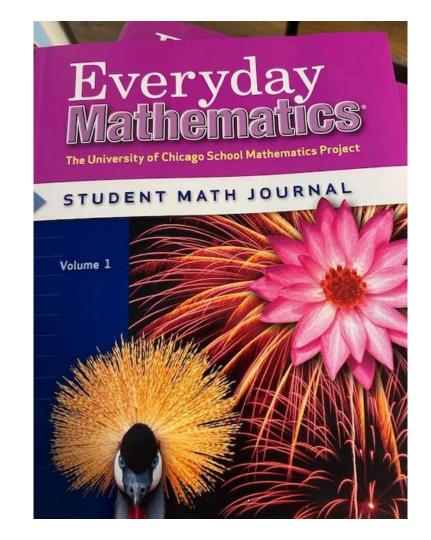
Everyday Math Grade 6 Student Journal Volume 1 (1st Edition)



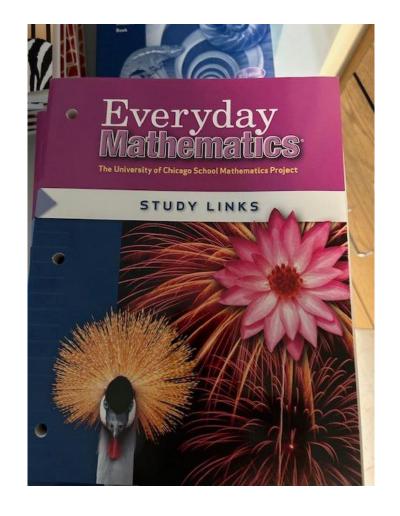
Everyday Math Grade 6 Student Journal Volume 2 (1st Edition)



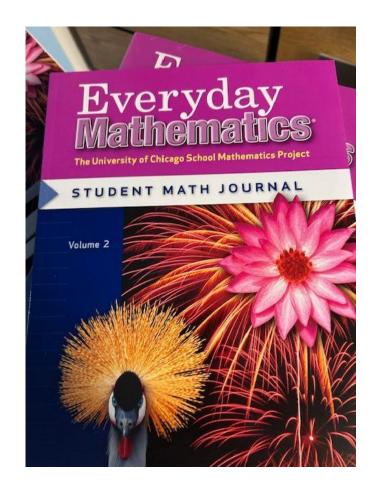
Everyday Math Grade 4 Student Journal Volume 1 (1st Edition)



Everyday Math Grade 4 Study Links Student Book (1st Edition)



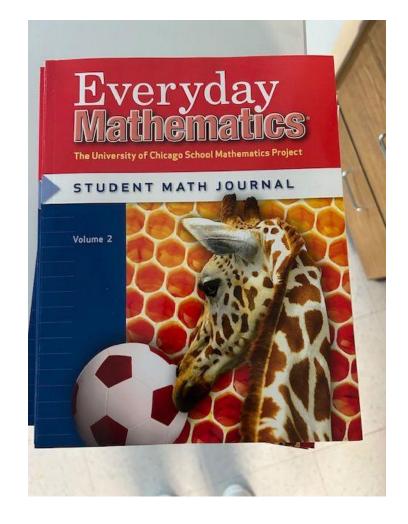
Everyday Math Grade 4 Student Journal Volume 2 (1st Edition)



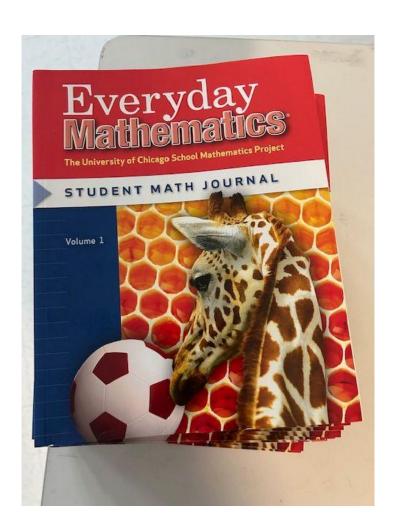
Everyday Math Grade 3 Home Links Student Book (1st Edition)



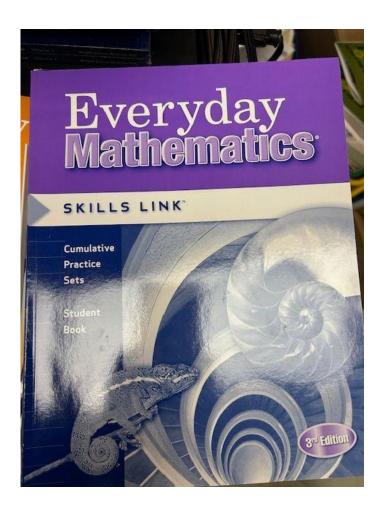
Everyday Math Grade 1 Student Math Journal Volume 2 (1st Edition)



Everyday Math Grade 1 Student Math Journal Volume 1 (1st Edition)

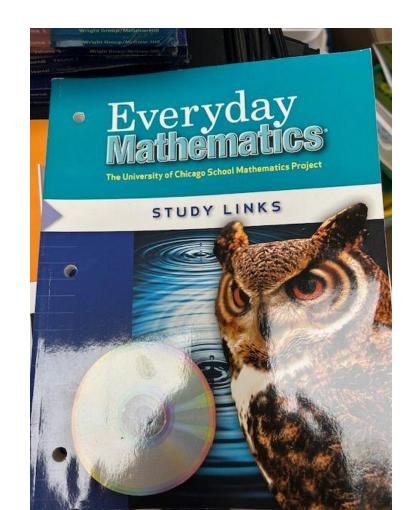


Everyday Math Grade 6 Skills Link (1st Edition)

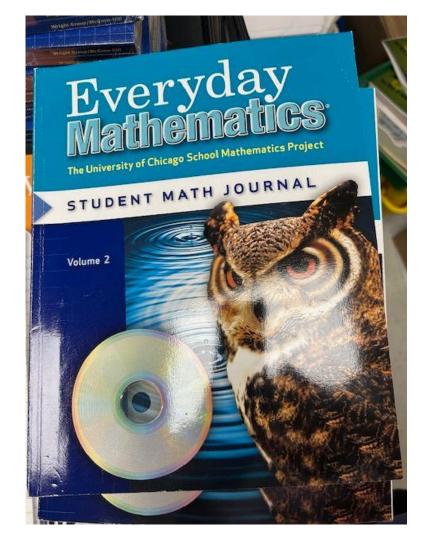


Everyday Math Grade 5 Study Links

(1st Edition)

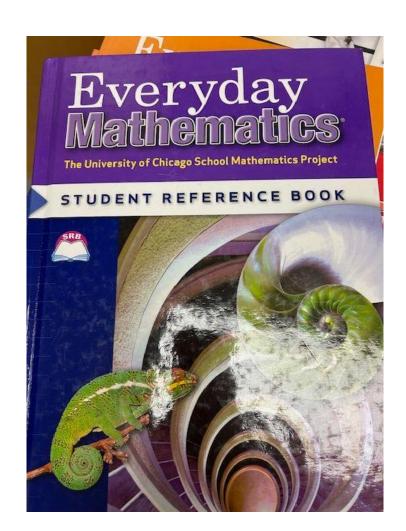


Everyday Math Grade 5 Student Math Journal Volume 2 (1st Edition)



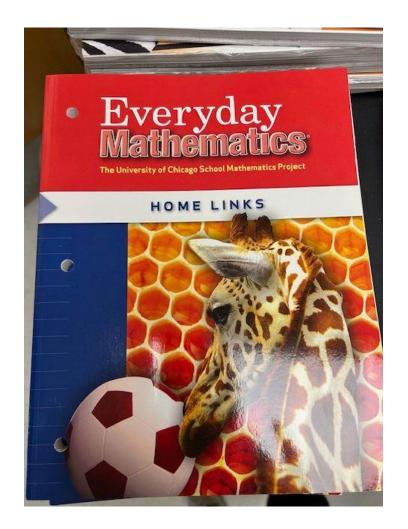
Everyday Math Grade 6 Student Reference Book (1st Edition)

1 copy



Everyday Math Grade 1 Home Links

(1st Edition)





November 6, 2024

Howie Barber, howiebarber@oldrochester.org Sippican Elementary School - Marion Old Rochester Regional School District 135 Marion Road Mattapoisett, MA 02739

cc: Shari Fedorowicz <u>sharlenefedorowicz@oldrochester.org</u> cc: Kim Read <u>Kimread@oldrochester.org</u>

Dear Howie:

OpenSciEd and the Massachusetts Department of Elementary and Secondary Education, would like to thank you once again for your participation in the final year of the OpenSciEd K-5 Field Test during the '24-'25 school year.

In August you received the first half of your budget \$1950. It is now time to issue the second half of that budget. Your available balance for the second half of the year is \$1950.

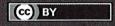
Please complete the expense update grid below. Once the grid is completed, upload this letter with the completed grid using the following <u>link</u>. No receipts are required. The goal is to simply:

- Verify what was spent to support the field test, including locally sourced materials, classroom supplies, etc.
- Update any changes to the number of teachers participating in the final round of the field test

Thank you, again, for your time and commitment.

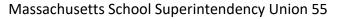
Sincerely,

James Ryan Executive Director, OpenSciEd



OpenSciEd.org

Old Rochester Regional School District





Memo

To: School Committee Members of Marion

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: December 3, 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 November 30, 2024

For the purpose of our Financial Forecasting:

The Marion School District currently has \$1,035,155 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
- ➤ \$6,045,625 Obligations Paid or Encumbered Year to Date
- > \$1,035,155 Remaining Available Funds

FY24-25 APPROV	/ED BUDGET			From Date:	7/1/2024	To Date:	6/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask] Include pre enc	umbrance Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with ze	ro balance	_		_		-	
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
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	\$552.00	\$1,048.00	65.50%
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,226.53	(\$226.53)	-22.65%
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	\$1,778.53	\$6,696.47	79.01%
01.302.004.1210.01.02	SUPERINTENDENT	\$35,967.34	\$0.00	\$0.00	\$35,967.34	\$35,529.03	\$438.31	1.22%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,140.17	\$0.00	\$0.00	\$11,140.17	\$11,077.89	\$62.28	0.56%
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$0.00	\$0.00	\$2,300.00	\$2,841.44	(\$541.44)	-23.54%
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	\$37.83	\$562.17	93.70%
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$2,366.23	(\$866.23)	-57.75%
01.302.004.1210.06.36	MISCELLANEOUS	\$0.00	\$0.00	\$0.00	\$0.00	\$1,344.00	(\$1,344.00)	0.00%
01.302.004.1210.06.37	TRAVEL & CONFERENCES	\$3,660.00	\$0.00	\$0.00	\$3,660.00	\$148.89	\$3,511.11	95.93%
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$21,547.78	\$0.00	\$0.00	\$21,547.78	\$23,819.84	(\$2,272.06)	-10.54%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$8,517.48	\$0.00	\$0.00	\$8,517.48	\$8,475.08	\$42.40	0.50%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$27,615.27	\$0.00	\$0.00	\$27,615.27	\$27,044.06	\$571.21	2.07%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$30,928.33	\$0.00	\$0.00	\$30,928.33	\$30,988.08	(\$59.75)	-0.19%
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$8,324.04	(\$8,324.04)	0.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,871.52	\$0.00	\$0.00	\$12,871.52	\$4,406.84	\$8,464.68	65.76%
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	\$74.88	\$425.12	85.02%
01.302.004.4130.04.15	TELEPHONE	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$177.80	\$2,822.20	94.07%
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	\$156,655.93	\$12,991.96	7.66%
01.302.007.2210.01.02	PRINCIPAL	\$128,395.42	\$52,461.53	\$52,461.53	\$75,933.89	\$71,538.47	\$4,395.42	3.42%
01.302.007.2210.01.05	ASST PRINCIPAL	\$111,461.34	\$46,538.47	\$46,538.47	\$64,922.87	\$63,461.53	\$1,461.34	1.31%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$42,737.94	\$13,533.72	\$13,533.72	\$29,204.22	\$30,570.56	(\$1,366.34)	-3.20%
01.302.007.2210.02.09	CLERICAL	\$0.00	\$225.00	\$225.00	(\$225.00)	\$0.00	(\$225.00)	0.00%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,329.65	\$2,238.21	\$2,238.21	\$6,091.44	\$6,003.99	\$87.45	1.05%
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	\$3,026.92	\$3,026.92	(\$26.92)	\$0.00	(\$26.92)	-0.90%
01.302.007.2210.05.23	SUPPLIES COPYING	\$4,800.00	\$1,858.20	\$1,858.20	\$2,941.80	\$2,941.80	\$0.00	0.00%
01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$6,400.00	\$5,642.06	\$5,642.06	\$757.94	\$617.03	\$140.91	2.20%
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$420.41	\$420.41	\$1,479.59	\$1,461.23	\$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	\$1,274.00	\$1,274.00	(\$1,024.00)	\$0.00	(\$1,024.00)	-409.60%
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	\$978.57	\$978.57	\$1,021.43	\$1,821.43	(\$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	\$5,861.38	\$5,861.38	\$8,138.62	\$8,053.62	\$85.00	0.61%
	Dept: SCHOOL ADMINISTRATION - 007	\$326,024.35	\$134,058.47	\$134,058.47	\$191,965.88	\$186,469.66	\$5,496.22	1.69%
01.302.010.2305.01.03	TEACHERS	\$1,776,868.00	\$425,966.51	\$425,966.51	\$1,350,901.49	\$1,116,195.89	\$234,705.60	13.21%
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$21,905.40	\$21,905.40	\$28,094.60	\$0.00	\$28,094.60	56.19%
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%
Drinta da 40/00/0004 7	AO. 40 AM Departs wetCl ConDet			04405	<u> </u>		Dogg	

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FY24-25 APPR	OVED BUD	GET			From Date:	7/1/2024	To Date:	6/30/2025			
Fiscal Year: 2024-20)25	☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range									
		Exclude Inactive Accounts with zero	o balance	_		_		·			
Account Number		Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bud		
01.302.010.2351.04.03		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	\$0.00	\$1,685.00	67.40%		
		Dept: CLASSROOM TEACHERS - 010	\$1,847,368.00	\$448,686.91	\$448,686.91	\$1,398,681.09	\$1,116,195.89	\$282,485.20	15.29%		
01.302.013.2305.01.03		TEACHERS	\$253,114.00	\$80,617.95	\$80,617.95	\$172,496.05	\$219,420.05	(\$46,924.00)	-18.54%		
01.302.013.2330.03.08		PARAPROFESSIONALS	\$34,954.50	\$9,176.16	\$9,176.16	\$25,778.34	\$25,606.72	\$171.62	0.49%		
01.302.013.2430.05.23		SUPPLIES	\$4,950.00	\$4,947.10	\$4,947.10	\$2.90	\$0.00	\$2.90	0.06%		
		Dept: KINDERGARTEN - 013	\$293,018.50	\$94,741.21	\$94,741.21	\$198,277.29	\$245,026.77	(\$46,749.48)	-15.95%		
01.302.016.2305.01.03		TEACHERS	\$57,614.00	\$16,685.99	\$16,685.99	\$40,928.01	\$200.00	\$40,728.01	70.69%		
01.302.016.2430.05.23		SUPPLIES & MATERIALS ART	\$4,950.00	\$2,362.84	\$2,362.84	\$2,587.16	\$0.00	\$2,587.16	52.27%		
		Dept: ART PROGRAM - 016	\$62,564.00	\$19,048.83	\$19,048.83	\$43,515.17	\$200.00	\$43,315.17	69.23%		
01.302.024.2305.01.03		TEACHERS	\$21,200.08	\$0.00	\$0.00	\$21,200.08	\$13,544.32	\$7,655.76	36.11%		
		Dept: ELL PROGRAM - 024	\$21,200.08	\$0.00	\$0.00	\$21,200.08	\$13,544.32	\$7,655.76	36.11%		
01.302.025.2305.01.03		TEACHERS	\$182,370.80	\$49,067.53	\$49,067.53	\$133,303.27	\$133,583.49	(\$280.22)	-0.15%		
01.302.025.2330.03.08		PARAPROFESSIONALS	\$62,537.65	\$7,200.78	\$7,200.78	\$55,336.87	\$20,244.90	\$35,091.97	56.11%		
01.302.025.2410.05.23		TEXTBOOKS	\$0.00	\$577.33	\$577.33	(\$577.33)	\$0.00	(\$577.33)	0.00%		
01.302.025.2430.05.23		SUPPLIES	\$4,950.00	\$2,668.12	\$2,668.12	\$2,281.88	\$31.82	\$2,250.06	45.46%		
		Dept: ENGLISH - 025	\$249,858.45	\$59,513.76	\$59,513.76	\$190,344.69	\$153,860.21	\$36,484.48	14.60%		
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	\$27,629.21	\$27,629.21	\$74,993.79	\$75,193.79	(\$200.00)	-0.19%		
01.302.040.2415.06.37		TRAVEL & CONFERENCES	\$0.00	\$330.00	\$330.00	(\$330.00)	\$0.00	(\$330.00)	0.00%		
01.302.040.2430.05.23		SUPPLIES	\$4,950.00	\$2,530.17	\$2,530.17	\$2,419.83	\$1,104.44	\$1,315.39	26.57%		
01.302.040.4230.04.29		MAINTENANCE OF EQUIPMENT	\$0.00	\$660.13	\$660.13	(\$660.13)	\$0.00	(\$660.13)	0.00%		
01.302.040.7400.04.29		REPLACEMENT OF EQUIPMENT	\$0.00	\$141.55	\$141.55	(\$141.55)	\$0.00	(\$141.55)	0.00%		
		Dept: MEDIA SERVICES - 040	\$107,573.00	\$31,291.06	\$31,291.06	\$76,281.94	\$76,298.23	(\$16.29)	-0.02%		
01.302.043.2305.01.03		TEACHER	\$202,456.00	\$54,803.56	\$54,803.56	\$147,652.44	\$148,952.44	(\$1,300.00)	-0.64%		
01.302.043.2330.04.09		ACCOMPANIST	\$850.00	\$0.00	\$0.00	\$850.00	\$180.00	\$670.00	78.82%		
01.302.043.2430.05.23		SUPPLIES	\$4,950.00	\$1,288.87	\$1,288.87	\$3,661.13	\$629.99	\$3,031.14	61.24%		
01.302.043.4230.04.29		MAINTENANCE OF EQUIPMENT	\$0.00	\$970.00	\$970.00	(\$970.00)	\$0.00	(\$970.00)	0.00%		
		Dept: MUSIC - 043	\$208,256.00	\$57,062.43	\$57,062.43	\$151,193.57	\$149,762.43	\$1,431.14	0.69%		
01.302.049.2305.01.03		TEACHER	\$155,946.00	\$41,985.68	\$41,985.68	\$113,960.32	\$114,361.32	(\$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	\$45,399.24	\$45,399.24	\$115,496.76	\$114,361.32	\$1,135.44	0.71%		
01.302.052.2430.05.23		SUPPLIES	\$4,950.00	\$2,772.57	\$2,772.57	\$2,177.43	\$227.06	\$1,950.37	39.40%		
		Dept: SCIENCE - 052	\$4,950.00	\$2,772.57	\$2,772.57	\$2,177.43	\$227.06	\$1,950.37	39.40%		
01.302.055.2430.05.23		SUPPLIES	\$4,950.00	\$4,857.14	\$4,857.14	\$92.86	\$0.00	\$92.86	1.88%		
		Dept: SOCIAL STUDIES - 055	\$4,950.00	\$4,857.14	\$4,857.14	\$92.86	\$0.00	\$92.86	1.88%		
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	\$2,800.00	\$17,200.00	86.00%		
01.302.061.2351.05.23		SUPPLIES	\$5,500.00	\$75.00	\$75.00	\$5,425.00	\$11.72	\$5,413.28	98.42%		
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Calcular Inactive Accounts with zero belance Calcular Inactive Accounts	FY24-25 APPROVED	BUDGET			From Date:	7/1/2024	To Date:	6/30/2025	
Account Number Description	Fiscal Year: 2024-2025	☐ Subtotal by Collapse Mask ☐	Include pre enc	umbrance Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date I	Range
01302.076.2360.04.36		Exclude Inactive Accounts with zero	o balance						
1932.0612490.05.23	Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
Pept: UNRIPOLIUM DEVELOPMENT - 081 \$38,900.00 \$290.00 \$329.00 \$29	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%
Teacher September Septem	01.302.061.2430.05.23	SUPPLIES	\$0.00	\$184.00	\$184.00	(\$184.00)	\$0.00	(\$184.00)	0.00%
15.002.08F7.2430.05.23 SUPPLIES S49.59.00 \$986.82 \$53.98.18 \$52.89.50 \$13.024.88 \$1.00		Dept: CURRICULUM DEVELOPMENT - 061	\$36,500.00	\$259.00	\$259.00	\$36,241.00	\$2,811.72	\$33,429.28	91.59%
Dept. ERNICHMENT PROGRAM - 087 \$101,544 0 \$27,315.92 \$372,315.92 \$372,200.05 \$32,605.00 \$15,200.00 \$101,000.00 \$100.00	01.302.067.2305.01.03	TEACHER	\$96,594.00	\$26,329.10	\$26,329.10	\$70,264.90	\$71,664.90	(\$1,400.00)	-1.45%
01.302.076.3200.01.11 NURSE \$70,741.40 \$32.061.50 \$23.061.50 \$47,679.90 \$82.95.50 \$(\$14,915.00) -21.08 \$10.302.076.3200.04.11 CONTRACTED PHYSICIAN \$4.200.00 \$0.00 \$0.00 \$4.200.00 \$0.00 \$4.200.00 \$0.00 \$10.302.076.3200.06.23 \$UPPIES \$1,900.00 \$2,754.95 \$7.754.95 \$825.95 \$0.00 \$30.00 \$30.00 \$30.00 \$0.	01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$986.82	\$986.82	\$3,963.18	\$938.30	\$3,024.88	61.11%
10 302.076 30200 06.11 10 02.076 30200 05.23 10 SUPPLIES 10 30.000 30.000 \$2.000 \$0.000 \$3.000 \$4.0000 \$0.000 \$3.000 \$1.0000 \$		Dept: ENRICHMENT PROGRAM - 067	\$101,544.00	\$27,315.92	\$27,315.92	\$74,228.08	\$72,603.20	\$1,624.88	1.60%
19302076 32000 05.23 SUPPLIES \$1,900.00 \$2,774.95 \$2,774.96 \$884.95 \$0.00 \$8.00 \$200.00 \$3.00 \$	01.302.076.3200.01.11	NURSE	\$70,741.40	\$23,061.50	\$23,061.50	\$47,679.90	\$62,595.50	(\$14,915.60)	-21.08%
193020763200.06.36 ASSOCIATION DUES \$200.00 \$0.00 \$0.00 \$200.00 \$0.00 \$300.00	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%
19.302.076.3200.06.37 TRAVEL & CONFERENCES \$350.00 \$0.00 \$30.00 \$50.00 \$50.00 \$350.00 100.00 10.302.076.4230.04.29 MAINTENANCE OF EQUIPMENT \$1500.00 \$0.00 \$0.00 \$10.00 \$50.00 \$10.00	01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$2,754.95	\$2,754.95	(\$854.95)	\$0.00	(\$854.95)	-45.00%
0.302.086.410.0.0.12	01.302.076.3200.06.36	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
Dept: HEALTH SERVICES - 076 \$77,491.40 \$25,816.45 \$25,816.45 \$51,674.95 \$62,595.50 \$(\$10,920.55) 14.00	01.302.076.3200.06.37	TRAVEL & CONFERENCES	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00	100.00%
01:302:095:3000.06.40 REGULAR EDUCATION - PUPIL K-6 Dept. TRANSPORTATION - 079 S325,000.00 S0.00 S1,500.00 S1,500.00 S0.00 S1,500.00 S1,500.00 S0.00 S1,500.00 S1,500.0	01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
Dept: TRANSPORTATION - 079 \$325,000.00 \$0.00 \$0.00 \$325,000.00 \$0.		Dept: HEALTH SERVICES - 076	\$77,491.40	\$25,816.45	\$25,816.45	\$51,674.95	\$62,595.50	(\$10,920.55)	-14.09%
Dept: TRANSPORTATION - 079 \$325,000.00 \$0.00 \$0.00 \$325,000.00 \$0.	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. SCHOOL SECURITY - 085							·		100.00%
01.302.088.4110.03.10 OLISTODIAL SUPERVISOR \$52.450.90 \$21.579.42 \$21.579.42 \$31.679.42 \$30.871.48 \$29.343.58 \$1.527.90 2.91 01.302.088.4110.03.11 CUSTODIAL OVERTIME \$10,000.00 \$0.00 \$0.00 \$0.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$0.00 \$10,000.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$0.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$10,000.00 \$1	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%
01-302.088.4110.03.10		Dept: SCHOOL SECURITY - 085	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.088.4110.03.11 CUSTODIAL OVERTIME \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$0.00 \$10,00.00 \$10	01.302.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,656.02	\$0.00	\$0.00	\$17,656.02	\$16,956.16	\$699.86	3.96%
01-302-088-410-04.35	01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$52,450.90	\$21,579.42	\$21,579.42	\$30,871.48	\$29,343.58	\$1,527.90	2.91%
01-302.088.472.04.18 GAS \$46,450.00 \$1,092.99 \$1,092.99 \$46,357.01 \$53,007.01 \$(8,855.00) \$1.80 \$1.00.00 \$1.00.	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%
01-302.088.4130.04.15 TELEPHONE \$7,500.00 \$1,893.20 \$1,893.20 \$5,606.80 \$4,476.80 \$1,130.00 15.07 01.302.088.4130.04.16 ELECTRICITY \$125.50.00 \$45,893.72 \$45,893.72 \$79,680.28 \$81,160.28 (\$1,480.00) -1.18 01.302.088.4210.04.32 MAINTENANCE OF GROUNDS \$2,700.00 \$0.00 \$2,700.00 \$1,000.00 \$1,700.00 62.98 01.302.088.4220.04.32 MAINTENANCE OF BUILDING \$40,000.00 \$55,008.15 \$55,008.15 (\$15,008.15) \$20,229.15 (\$35,237.30) -88.09 01.302.088.4220.05.26 CHEMICALS \$5,500.00 \$0.00 \$5,500.01 \$0.00 \$5,000 \$1.302.088.4220.05.27 PAPER \$18,000.00 \$4,924.05 \$4,924.05 \$13,075.95 \$75.95 \$13,000.00 72.22 01.302.088.4220.05.28 CUSTODIAL SUPPLIES \$18,500.00 \$12,272.64 \$12,272.64 \$6,227.36 \$9,227.36 (\$3,000.00) \$1.002.088.4220.05.29 LIGHTING \$500.00 \$0.00 \$500.00 \$500.00 \$0.00 \$50.00 \$0.00 \$0.00 \$50.00 \$0.	01.302.088.4110.04.35	CONTRACTED CUSTODIAL	\$161,953.00	\$42,037.44	\$42,037.44	\$119,915.56	\$119,915.56	\$0.00	0.00%
01.302.088.4130.04.16	01.302.088.4120.04.18	GAS	\$46,450.00	\$1,092.99	\$1,092.99	\$45,357.01	\$53,907.01	(\$8,550.00)	-18.41%
01.302.088.4210.04.32 MAINTENANCE OF GROUNDS \$2,700.00 \$0.00 \$0.00 \$1,700.00 \$1,700.00 62.96 01.302.088.4220.04.32 MAINTENANCE OF BUILDING \$40,000.00 \$55,008.15 \$55,008.15 \$15,008.15 \$20,229.15 \$35,237.30 88.09 01.302.088.4220.05.26 CHEMICALS \$5,500.00 \$0.00 \$5,500.00 \$5,500.00 \$5,500.00 \$5,500.00 \$5,500.00 \$1,000.00 \$5,500.00 \$1,000.00 \$5,500.00 \$1,000.00 \$5,500.00 \$1,000.00 \$5,500.00 \$1,000.	01.302.088.4130.04.15	TELEPHONE	\$7,500.00	\$1,893.20	\$1,893.20	\$5,606.80	\$4,476.80	\$1,130.00	15.07%
01.302.088.4220.04.32 MAINTENANCE OF BUILDING \$40,000.00 \$55,008.15 \$55,008.15 \$55,008.15 \$20,229.15 \$35,237.30 88.09 01.302.088.4220.05.26 CHEMICALS \$5,500.00 \$0.00 \$5,500.00 \$5,000.00 \$5,500.00 \$0.00 \$5,500.00 \$0.00 \$5,500.00 \$0.00 \$5,500.00 \$0.00 \$5,500.00 \$0.00 \$5,500.00 \$0.00	01.302.088.4130.04.16	ELECTRICITY	\$125,520.00	\$45,839.72	\$45,839.72	\$79,680.28	\$81,160.28	(\$1,480.00)	-1.18%
01.302.088.4220.05.26 CHEMICALS \$5,500.00 \$0.00 \$5,500.00 \$0.00 \$5,500.00 100.00 01.302.088.4220.05.27 PAPER \$18,000.00 \$4,924.05 \$4,924.05 \$13,075.95 \$75.95 \$13,000.00 72.22 01.302.088.4220.05.28 CUSTODIAL SUPPLIES \$18,500.00 \$12,272.64 \$12,272.64 \$6,227.36 \$9,227.36 \$(30,000.00) -16,222 01.302.088.4220.05.29 LIGHTING \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$500.00 \$500.00 \$500.00 \$0.00	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%
01.302.088.4220.05.27 PAPER \$18,000.00 \$4,924.05 \$4,924.05 \$13,075.95 \$75.95 \$13,000.00 72.22 01.302.088.4220.05.28 CUSTODIAL SUPPLIES \$18,500.00 \$12,272.64 \$12,272.64 \$6,227.36 \$9,227.36 \$(\$3,000.00) -16.22 01.302.088.4220.05.29 LIGHTING \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00	01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$40,000.00	\$55,008.15	\$55,008.15	(\$15,008.15)	\$20,229.15	(\$35,237.30)	-88.09%
01.302.088.4220.05.28	01.302.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
Dept: OPERATION & MAINTENANCE - 088 \$500.00 \$0.00 \$0.00 \$500.00 \$500.00 \$500.00 \$500.00 \$0.0	01.302.088.4220.05.27	PAPER	\$18,000.00	\$4,924.05	\$4,924.05	\$13,075.95	\$75.95	\$13,000.00	72.22%
Dept: OPERATION & MAINTENANCE - 088 \$506,729.92 \$184,647.61 \$184,647.61 \$322,082.31 \$336,291.85 (\$14,209.54) -2.80	01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$18,500.00	\$12,272.64	\$12,272.64	\$6,227.36	\$9,227.36	(\$3,000.00)	-16.22%
01.302.093.2130.01.04 BUILDING TECH COORDINATOR \$0.00 \$0.00 \$0.00 \$0.00 \$40,011.52 (\$40,011.52) 0.00 \$1.302.093.2130.03.04 NETWORK TECHNICIAN \$62,085.79 \$0.00 \$0.00 \$62,085.79 \$21,182.56 \$40,903.23 65.88 \$01.302.093.2130.04.33 IN SERVICE TRAINING \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$500.00 \$500.00 \$500.00 \$0.00 \$500.00 \$0.00	01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.302.093.2130.03.04 NETWORK TECHNICIAN \$62,085.79 \$0.00 \$0.00 \$62,085.79 \$21,182.56 \$40,903.23 65.88 01.302.093.2130.04.33 IN SERVICE TRAINING \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$100.00 01.302.093.2250.05.23 SUPPLIES SOFTWARE \$23,500.00 \$779.80 \$779.80 \$22,720.20 \$786.46 \$21,933.74 93.34 01.302.093.2451.05.23 SOFTWARE \$0.00 \$2,803.05 \$2,803.05 \$2,803.05 \$2,803.05 \$11,982.38 \$14,785.43 0.00 01.302.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$18,798.00 \$18,798.00 \$18,798.00 \$18,798.00 \$13,798.00 \$13,798.00 \$13,798.00 \$13,798.00 \$13,000.093.2430.04.15 TELEPHONE \$12,250.00 \$6,084.42 \$6,084.42 \$6,165.58 \$6,815.84 \$65.00.00 \$0.302.093.4230.04.28 ACQUISITION OF EQUIPT \$2,500.00 \$0.00 \$0.00 \$2,500.00 \$		Dept: OPERATION & MAINTENANCE - 088	\$506,729.92	\$184,647.61	\$184,647.61	\$322,082.31	\$336,291.85	(\$14,209.54)	-2.80%
01.302.093.2130.04.33 IN SERVICE TRAINING \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$0.00 \$500.00 \$	01.302.093.2130.01.04			·					0.00%
01.302.093.2250.05.23 SUPPLIES SOFTWARE \$23,500.00 \$779.80 \$779.80 \$22,720.20 \$786.46 \$21,933.74 93.34 01.302.093.2430.05.23 SOFTWARE \$0.00 \$2,803.05 \$2,803.05 (\$2,803.05) \$11,982.38 (\$14,785.43) 0.00 01.302.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$18,798.00 \$18,798.00 (\$13,798.00) \$0.00 \$0.379.80 \$12,800.00 \$0.00	01.302.093.2130.03.04								65.88%
01.302.093.2430.05.23 SOFTWARE \$0.00 \$2,803.05 \$2,803.05 \$2,803.05 \$11,982.38 \$11,982.38 \$14,785.43 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 \$2,803.05 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 \$13,798.00 \$0.00 <td< td=""><td>01.302.093.2130.04.33</td><td></td><td></td><td>·</td><td></td><td></td><td></td><td></td><td>100.00%</td></td<>	01.302.093.2130.04.33			·					100.00%
01.302.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$18,798.00 \$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 \$6,084.42 \$6,084.42 \$6,165.58 \$6,815.84 (\$650.26) -5.31 01.302.093.4230.04.28 ACQUISITION OF EQUIPT \$2,500.00 \$0.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$0.00 \$0.00 \$2,500.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$	01.302.093.2250.05.23								93.34%
01.302.093.4130.04.15 TELEPHONE \$12,250.00 \$6,084.42 \$6,084.42 \$6,165.58 \$6,815.84 (\$650.26) -5.31 01.302.093.4230.04.28 ACQUISITION OF EQUIPT \$2,500.00 \$0.00 \$0.00 \$2,500.00 \$0.00									0.00%
01.302.093.4230.04.28 ACQUISITION OF EQUIPT \$2,500.00 \$0.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$0.302.093.4230.04.29 MAINTENANCE OF EQUIPMENT \$2,500.00 \$0.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$0.00 \$2,500.00 \$	01.302.093.2451.05.23							. , ,	-275.96%
01.302.093.4230.04.29 MAINTENANCE OF EQUIPMENT Dept: COMPUTER PROGRAM - 093 \$2,500.00 \$0.							. ,		-5.31%
Dept: COMPUTER PROGRAM - 093 \$108,335.79 \$28,465.27 \$28,465.27 \$79,870.52 \$80,778.76 (\$908.24) -0.84 01.302.100.2110.01.02 DIRECTOR STUDENT SERVICES \$21,743.71 \$0.00 \$0.00 \$21,743.71 \$20,533.49 \$1,210.22 5.57 01.302.100.2110.02.09 ADMIN ASST STUDENT SVCS \$11,339.61 \$0.00 \$0.00 \$11,339.61 \$11,278.22 \$61.39 0.54 01.302.100.2110.04.36 LEGAL SERVICES \$10,000.00 \$4,785.50 \$4,785.50 \$5,214.50 \$5,214.50 \$0.00 0.00									100.00%
01.302.100.2110.01.02 DIRECTOR STUDENT SERVICES \$21,743.71 \$0.00 \$0.00 \$21,743.71 \$20,533.49 \$1,210.22 5.57 01.302.100.2110.02.09 ADMIN ASST STUDENT SVCS \$11,339.61 \$0.00 \$0.00 \$11,339.61 \$11,278.22 \$61.39 0.54 01.302.100.2110.04.36 LEGAL SERVICES \$10,000.00 \$4,785.50 \$4,785.50 \$5,214.50 \$5,214.50 \$0.00 \$0.00	01.302.093.4230.04.29								100.00% -0.84%
01.302.100.2110.02.09 ADMIN ASST STUDENT SVCS \$11,339.61 \$0.00 \$0.00 \$11,339.61 \$11,278.22 \$61.39 0.54 01.302.100.2110.04.36 LEGAL SERVICES \$10,000.00 \$4,785.50 \$4,785.50 \$5,214.50 \$5,214.50 \$0.00 0.00		·							
01.302.100.2110.04.36 LEGAL SERVICES \$10,000.00 \$4,785.50 \$4,785.50 \$5,214.50 \$5,214.50 \$0.00 0.00									5.57%
									0.54%
			\$10,000.00			\$5,214.50	ֆⴢ,∠14.50	\$0.00	0.00%

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FY24-25 APPROVED BUDGET From Date: 7/1/2024 To Date: 6/30/2025								
Fiscal Year: 2024-20	25 Subtotal by Collapse Mask	Include pre end	umbrance Print	accounts with ze	ro balance 🗸 Fi	Iter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with ze	_	_		_		,	J
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bud
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	\$498.08	(\$388.08)	-352.80%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$0.00	\$0.00	\$120.00	\$8.14	\$111.86	93.22%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$4,285.45	(\$2,285.45)	-114.27%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$51,313.32	\$4,785.50	\$4,785.50	\$46,527.82	\$41,817.88	\$4,709.94	9.18%
01.302.102.2305.01.03	TEACHERS	\$71,228.00	\$19,176.71	\$19,176.71	\$52,051.29	\$52,051.20	\$0.09	0.00%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$50,087.69	\$13,236.38	\$13,236.38	\$36,851.31	\$36,800.99	\$50.32	0.10%
01.302.102.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$33.90	\$33.90	\$466.10	\$166.10	\$300.00	60.00%
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%
01.302.102.2430.03.24	Dept: PROJECT GROW - 102	\$125,315.69	\$32,446.99	\$32,446.99	\$92,868.70	\$89,018.29	\$3,850.41	3.07%
	Dept. PROJECT GROW - 102	\$125,515.09	φ32,440.99	Ф 32,440.99	φ92,000.70	фо9,016.29	φ3,030.41	3.07%
01.302.103.2305.01.03	TEACHERS	\$532,208.20	\$179,710.58	\$179,710.58	\$352,497.62	\$442,095.46	(\$89,597.84)	-16.84%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$248,080.53	\$67,257.80	\$67,257.80	\$180,822.73	\$186,832.05	(\$6,009.32)	-2.42%
01.302.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$660.00	\$0.00	\$0.00	\$660.00	\$0.00	\$660.00	100.00%
01.302.103.2430.05.23	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$36.80	(\$36.80)	0.00%
01.302.103.3300.02.12	BUS MONITORS	\$24,000.00	\$14,577.83	\$14,577.83	\$9,422.17	\$0.00	\$9,422.17	39.26%
	Dept: LEARNING SUPPORT CENTER - 103	\$804,948.73	\$261,546.21	\$261,546.21	\$543,402.52	\$628,964.31	(\$85,561.79)	-10.63%
01.302.106.4230.04.31	SOFTWARE LICENSES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,681.69	(\$1,681.69)	0.00%
	Dept: LEARNING SUPPORT CENTER - 106	\$0.00	\$0.00	\$0.00	\$0.00	\$1,681.69	(\$1,681.69)	0.00%
04 000 440 0005 04 00	TEACHEDO	¢400 500 70	#00.000.04	#00.000.04	Ф75 F00 00	Ф 7 0,00 7 ,00	#0.000.70	0.040/
01.302.118.2305.01.03	TEACHERS	\$102,528.70	\$26,930.61	\$26,930.61	\$75,598.09	\$73,297.39	\$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	\$115,928.05	(\$8,928.05)	-8.34%
	Dept: SPEECH - 118	\$218,348.70	\$28,479.04	\$28,479.04	\$189,869.66	\$189,225.44	\$644.22	0.30%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$38,727.65	\$12,389.76	\$12,389.76	\$26,337.89	\$27,977.07	(\$1,639.18)	-4.23%
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	\$581.32	\$581.32	\$62,418.68	\$0.00	\$62,418.68	99.08%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$21,587.21	\$3,412.79	13.65%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$28,468.25	\$28,468.25	\$96,531.75	\$67,231.75	\$29,300.00	23.44%
01.302.121.2800.04.35	THERAPY	\$0.00	\$0.00	\$0.00	\$0.00	\$1,383.00	(\$1,383.00)	0.00%
	Dept: SUPPORT SERVICES - 121	\$261,387.65	\$42,888.38	\$42,888.38	\$218,499.27	\$118,179.03	\$100,320.24	38.38%
01.302.127.2710.01.03	COUNSELOR	\$77,693.72	\$20,407.38	\$20,407.38	\$57,286.34	\$55,391.37	\$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	\$16,529.66	\$16,529.66	\$50,004.12	\$45,066.34	\$4,937.78	7.42%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$2,109.00	\$2,109.00	\$6,191.00	\$6,327.00	(\$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	\$15,990.94	\$15,990.94	\$54,776.09	\$43,604.06	\$11,172.03	15.79%
01.002.127.2010.01.00	Dept: PSYCHOLOGICAL SERVICES - 127	\$227,554.53	\$55,036.98	\$55,036.98	\$172,517.55	\$150,388.77	\$22,128.78	9.72%
04 202 420 2222 22 42	ODED TRANSPORTATION, COLLAROS	#00.040.00	Φ40 F00 4F	¢40,500,45	¢40.074.05	\$440.F04.00	(\$CO 450 45)	77 540/
01.302.130.3300.06.43	SPED TRANSPORTATION - COLLABOR	\$89,610.00	\$40,538.15	\$40,538.15	\$49,071.85	\$118,531.00	(\$69,459.15)	-77.51%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$154,625.00	\$17,325.00	\$17,325.00	\$137,300.00	\$28,575.00	\$108,725.00	70.32%
01.302.130.3300.06.45 01.302.130.3300.06.46	SPED TRANSPORTATION - PRESCHO(SPED TRANSPORATION - MCKINNEY	\$29,000.00 \$10,000.00	\$0.00 \$3,156.25	\$0.00 \$3,156.25	\$29,000.00 \$6,843.75	\$0.00 \$19,568.75	\$29,000.00 (\$12,725.00)	100.00% -127.25%
01.302.130.3300.00.40	SFED TRANSPORATION - INCRINNET	Ψ10,000.00		φ3,130.23	ΨΟ,073.73	ψ13,300.73	(ψ12,120.00)	121.23/0

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FY24-25 APPROVED	BUDGET			From Date:	7/1/2024	To Date:	6/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🗹 F	ilter Encumbrance	Detail by Date F	Range
	Exclude Inactive Accounts with zero	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Baland	ce % Bud
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$87,179.00	\$10,038.16	\$10,038.16	\$77,140.84	\$31,027.04	\$46,113.80	52.90%
	Dept: SPED TRANSPORTATION - 130	\$370,414.00	\$71,057.56	\$71,057.56	\$299,356.44	\$197,701.79	\$101,654.65	27.44%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$206,456.00	\$15,761.02	\$15,761.02	\$190,694.98	\$141,979.98	\$48,715.00	23.60%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$188,209.00	\$22,846.63	\$22,846.63	\$165,362.37	\$18,422.00	\$146,940.37	78.07%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$394,665.00	\$38,607.65	\$38,607.65	\$356,057.35	\$160,401.98	\$195,655.37	49.58%
	Grand Total:	\$7,080,780.00	\$1,698,784.18	\$1,698,784.18	\$5,381,995.82	\$4,346,840.56	\$1,035,155.26	14.62%

End of Report

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Ja IMBRANCF

MARION PUBLIC SCHOOLS

Prepared By: Voucher No: 2493 Voucher Date: 10/31/2024

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$2,794.00 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.

Ms. April Nye

Chairperson

Ms. Nichole Danie

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 20

MARION SPEC REVENUE REVOLVING

Amount

\$2,794.00

\$2,794.00

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2492

Voucher Date: 10/31/2024

Prepared By:

Printed: 10/31/2024 11:24

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$52,047.39 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.

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	\$51,161.66
24	FY24 FEDERAL GRANTS	\$885.73

\$52,047.39

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2494

Voucher Date: 11/13/2024

Prepared By:

michells Charette

Printed: 11/13/2024 03:16:55 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$48,609.34 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.

Ms. April Nye

Ms. Nichole Danici

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	\$32,769.12
24	FY24 FEDERAL GRANTS	\$170.00
25	FY25 FEDERAL GRANTS	\$471.68
35	FY25 STATE GRANTS	\$15,198.54

\$48,609.34

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

Food Service Director's Report: December 2024

Sippican Elementary

Directors Update:

- Meal participation continues to grow strong
- The Food service department volunteered their time to cook and serve another successful Tri-Town Senior Citizen Thanksgiving Dinner banquet, hosted by the ORR Junior High School.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part time job – this may be the opportunity for you. Contact Jill Henesey for more details.

	Students Receiving Free and Reduced Meals:										
	Free:					102					
				Reduced:	14		4 %				
	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%	1,635	2 3%	4,029	57 %			
October	1451	19%	4575	59%	1,874	24 %	4,502	59 %			
November	1184	18%	4059	62%	1525	26 %	3482	60 %			
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: November 2024

Sippican Elementary School

- Met with Town Officials concerning our Capital requests.
- Contractor evaluated/surveyed the condition of our chiller.
- Repaired condensate leak in boiler piping.
- Conducted routine maintenance on all facility equipment and systems.

Sincerely,

Gene Jones
Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org



Message of the Month

Dear School Community,

First and foremost, with the holiday break upon our school community – I would like to take this opportunity to wish everyone a wonderful Thanksgiving.



As I continue to visit our schools and the classrooms within them to spend time with our students and faculty, I am impressed with level of student engagement and ongoing learning that is happening.

It is incredible to see our students owning their own learning by demonstrating critical thinking skills, effective communication, utilizing creative problem solving techniques, and collaboration.

Despite being three towns and six schools – we are certainly **one** strong school community.

I am extremely proud and grateful to serve as your Superintendent of Schools. #WEareOR

With all respect,

Michael S. Nelson Superintendent of Schools



Old Hammondtown School



Old Hammondtown School



ORR High School



Project 351 Workshop



Project 351 Workshop



Project 351 Workshop

Office of Teaching and Learning

From Dr. Fedorowicz

As we look to the end of the third month of school and head into the winter months, I hope you are feeling as inspired as I am. We are making great strides to support student learning and professional growth.

Professional Development

Our last full Professional Development (PD) day was on November 5th, which specifically targeted content and subject areas as



designed by the Professional Development Planning Process developed by the Instructional Council. This is the first year we are rolling out the new draft of this process in order to assist in providing more meaningful and rigorous PD. The document is a work in progress, but serves as a guide to enhancing PD throughout the year. The Department Coordinators have been very instrumental in assisting with the development of PD this year to provide collaborative work and creating targeted lesson plans. Elementary school educators are focused on the second year of the IntoReading core literacy program including enhanced Tier II and III training, OpenSciEd, and Investigating History.

Curriculum Updates

A tremendous amount of work and effort has gone into the new High Quality Instructional Material (HQIM) curriculum this year, or updating to ensure alignment with DESE. This is not only a huge task but also requires adjusting our instructional delivery as well. The Junior High School math team is unpacking <u>Amplify Desmos Math</u> which is rated very highly by DESE. <u>OpenSciEd</u> has

hands-on, inquiry based learning activities that require time to set up, break down and adjust teaching moments depending on the outcome of the experiments. Our <u>Investigating History</u> is also inquiry-based and provides a new way to teach history. Our elementary literacy teachers and specialists are continuing their work with the HILL for Literacy this year to focus on instructional delivery for Tiers II and III. They are about 60-70% through the Science of Reading training modules that align our Instructional Focus to Instructional Practices as recommendations and resources for Tiers I, II and III to provide individualized and small group instruction.

Please reach out to Dr. Shari Fedorowicz at <u>sharifedorowicz@oldrochester.org</u> or 508-758-2772, ext. 1955 with any questions.

Office of Student Services

From Dr. Curley

Unified Basketball Game

On Wednesday, Nov 13, 2024, the Unified Basketball Team played against the Tri-Town Police Departments in their 3rd annual basketball game at Old Rochester Regional High School. The gym was packed and the excitement was palpable from the players and the spectators. Although the Tri-Town Police Department's tied it up at one point, the Bulldogs were able to pull off the win! A huge thank you to the Police Department's of Marion, Mattapoisett and



Rochester for participating in this amazing community event. Additionally, thank you to our amazing educators, Danielle Dore and Emma Fenton, for planning this event! If you were unable to attend this year, it is a must see event!

Bullying and Harassment Prevention and Intervention Plan

The District is in the process of updating the *Bullying and Harassment Prevention and Intervention Plan* and will be seeking input from parents and community members throughout the months of December and January at School Council Meetings and through the District Website.

SEPAC Meeting

Please join us at the next Special Education Parent Advisory Council (SEPAC) meeting at 4pm on Wednesday, December 4, 2024 to review the by-laws. This is an in-person meeting at the ORRHS Library.

Please reach out to Dr. Jaime Curley at <u>jaimecurley@oldrochester.org</u> or 508-758-2772, ext 1942 with any questions.

Ballot Question 2, regarding the Massachusetts Comprehensive Assessment System (MCAS) exam, has been approved by voters. What does this mean?

The question asked voters whether students should be able to graduate high school without achieving a certain competency on the MCAS exam.

Since the question passed, MCAS testing competency is no longer a requirement for students to graduate high school. The standard for high school graduation is now determined by the district rather than by the State. Students must still complete all district graduation requirements.

However, MCAS testing will not be eliminated. State testing is federally mandated, so students will continue to take the MCAS exams on the current state schedule, including in Grade 10. Read more.

New Mass Literacy for Families and Communities Resource

The Mass Literacy Guide has been empowering educators since 2020 with practical strategies and resources for PreK-3 literacy. Now this hub of early literacy information includes a section designed specifically for families and communities. Families and community members can use the site to learn more about reading and writing instruction and how to support it at home. Educators



Question #2
Passed in Massachusetts

What does this mean?

This vote has eliminated the state requirement that students pass the Massachusetts Comprehensive Assessment System (MCAS) tests to receive a high school diploma.

Repealing this requirement does not reduce or eliminate MCAS testing at any grade level or change the use of MCAS exams in the State accountability system.

The standard for high school graduation is now determined by the district rather than by the State. Students must still complete all district graduation requirements.

can use the site to provide caregivers with information about evidence-based early literacy.

Tri-Town Digital Equity Event

A steering committee through the Southeastern Regional Planning & Economic Development District (SRPEDD) was formed to develop a Digital Equity Plan in order to enable Marion, Mattapoisett and Rochester an opportunity to leverage regional resources. A public workshop is available on Wednesday, December 4th from 6:00-8:00pm at ORRHS. All are invited to attend.



In the School Community

ORRHS students, Zachary Riggs (12th grade), Rafael Duarte (10th grade), Lazaro Rosa (10th grade), and Jacob Gear (10th grade), are taking their engineering skills to the next level in Mr. McElroy's classes thanks to generous donations from community members John Menzel, James Gallagher and one more anonymous individual. Read more.



As part of an OpenSciEd unit on how sound transfers energy through particles of a medium, 6th grade students built models to show changes in amplitude and frequency of a sound in Ms. Jacobsen's class. Read more.



Assistant Superintendent of Teaching and Learning Dr. Shari Fedorowicz and Marion Police Chief Richard B. Nighelli recently attended and delivered presentations at the Plymouth County District Attorney's Office Handle With Care Conference on Tuesday, Nov. 12. Read more.



Click here to view all the news across our schools!

School Committee Happenings

Did you know that our districts are served by five regular school committees? Recently, our school committees reviewed and approved donations and grants, approved travel and upcoming trips and advertising for the athletic department. Click here for the complete schedule, meeting resources and minutes. Upcoming meetings:

December 5th - Marion School Committee December 12th - ORR School Committee



ORRconnect on Facebook

ORRconnect is also on Facebook!

Like us on Facebook to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!

Center School

Old Hammondtown School

Rochester Memorial School

Sippican School

ORR Junior High School

ORR High School



ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all. Check out the Mobile App Info Sheet for details on the information within our app.

Search ORRconnect in the app store or use the links from your mobile device.

From your Apple Mobile Device
From your Android Mobile Device



ORRconnect

Community Information and Flyers

Flyers from throughout the Tri-Town are shared with families on our website on the Community page.



Michael S. Nelson, Superintendent

www.oldrochester.org



Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the students from Marion, Mattapoisett and Rochester. The mission of our school system is to inspire all students to think, to learn and to care.



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: December 5, 2024



Sippican School Main Office

Sippican School Community Update: Mission, Initiatives, and Gratitude

Our mission remains steadfast: to provide a high-quality education that inspires students to reach their full potential. Through innovative teaching strategies, a strong focus on the arts, and a commitment to character development, we strive to create a nurturing environment where every child can thrive. I want to express my sincere gratitude to our dedicated staff, supportive parents, and engaged students. Their unwavering commitment to excellence is what makes Sippican School a special place.

Our Mission Statement:

The mission of our school district is to inspire all students to think, learn, and care. Sippican School is committed to fostering a respectful, responsible, and kind learning environment. We've launched the "3 to Be" initiative to remind our community of these important values.

"Sippican 3 to Be"
Be Respectful
Be Responsible
Be Kind

Students spread kindness by acknowledging the hard work of our custodians.



The New Bedford Symphony Orchestra Educates & Entertains

Mrs. Richard brought the magic of the New Bedford Symphony Orchestra to Sippican Elementary School. Students in grades 2–6 were treated to an unforgettable performance by talented musicians, showcasing the power and beauty of classical music. This exciting event ignited young imaginations and inspired a lifelong love of music. Sponsored by V.A.S.E.



November All School Meeting:

We ended our short Thanksgiving week with our first all-school meeting. We were so impressed with our students' behavior and their enthusiasm for learning. A special shout-out to our amazing Festival Band for their incredible performance!

We also took the opportunity to recognize students who have demonstrated outstanding character counts. Additionally, Officer Tracy formally introduced our new service dog, Norman, and unveiled the new Norman Award. We're so proud of all that's happening at Sippican School!

As we head into the busy holiday season, let's remember to stay focused on our "3 to Be's": Be Respectful, Be Responsible, and Be Kind.





School Resource Officer Tracy & Norman



Junior Reporters on the Scene

The junior reporters are off to a great start! Mrs. Lawrence is guiding them through their first assignment:

Video: Meet the Sippican Junior Reporters

Video: Sippican School Gives Thanks

Video: November News

<u>Feinstein Leadership Program Jr. Scholars Golden Ticket Lottery & Grant Opportunity:</u>

Our Feinstein Jr. Scholar Pantry & Feinstein Jr. Scholar Kindness Tree Grant Programs

Our amazing Kindness Crew has been leading and organizing these impactful programs. They've inspired the school community through creating posters, making morning announcements, and encouraging participation. We're excited to see them collect leaves of gratitude and kindness to adorn our bulletin board.

Feinstein Leadership Schools can apply for a \$2,000 grant per program. If our school implements **both** projects, you're eligible for a \$4,000 grant!

Grant Deadline: Friday, December 13th, 2024

Feinstein Jr. Scholar Pantry:

- **Empowering Students:** This program emphasizes providing resources and fostering a sense of community.
- Nourishing Minds and Bodies: Students have access to healthy food items outside of school hours.
- **Supporting Our Community:** The pantry is stocked with non-perishable food items, and other essential items to support students and families.

Let's work together to make a difference!



Feinstein Jr. Scholar Kindness Tree: This program promotes kindness and community among students. The Kindness Tree is a physical tree or display where students can hang notes or acts of kindness. These acts can range from simple gestures like holding a door for someone to larger acts of service.



We Have A Feinstein GOLDEN TICKET Winner!

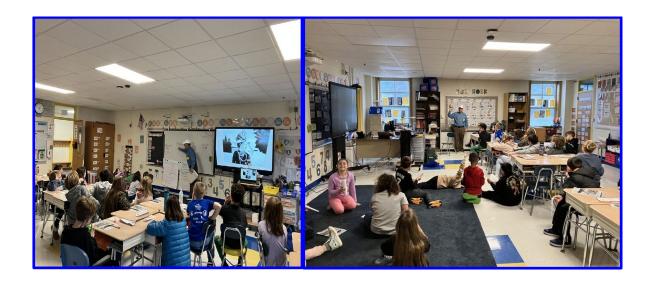


As the golden ticket winner we as a school receive \$5,000 to spend as we choose. Rose gets a "Feinstein Jr. Scholar" sweatshirt, her picture will appear on WPRI Channel 12 News, and she gets \$500 to donate to her charity of choice. She has chosen to donate to the Marion Council on Aging.

Rose said she wants to donate to the elderly in her community. She helps to take care of her grandmother and she and her family always talk about taking care of the elderly as they once cared for us.

Marion Grow Project and Sippican Garden Wampanoag / Squanto Lesson

Mr. Costa's third-grade class at Sippican Elementary School is embarking on an exciting journey into local history and sustainable living! As part of the Marion Grow Project, students will learn about the Wampanoag people, including Squanto, and their deep connection to the land. They will plant their own seeds, tending to a garden that reflects the traditions of the past while fostering a greener future. This hands-on experience will not only spark curiosity about local history but also instill a sense of responsibility for the environment.



Upcoming Spirit Week



Conclusion

Sippican School is proud to share the many exciting initiatives and opportunities that are enriching our students' educational experience. From academic advancements to community service projects, our dedicated staff is committed to providing a comprehensive and engaging learning environment.

We are grateful for the continued support of our community and the enthusiasm of our students. Together, we are building a strong foundation for a successful year.

Thank you for your continued support.

Best,

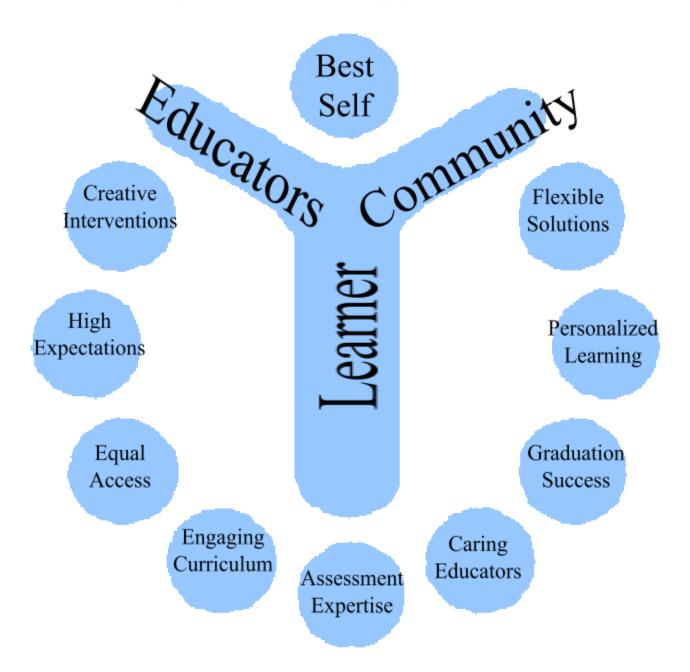
Lynn Dessert M. Ed Principal

Sippican Elementary School 16 Spring Street, Marion, MA 02738 Phone: 508-748-0100 Fax: 508-748-1953

November 2024 Annual Report for 23-24

READS Collaborative

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



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

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

www.readscollab.org



Approved by the Board on Thursday, November 14, 2024

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 20 Member Districts.

Leadership at READS Collaborative

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

Executive Committee as of December 2024

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

- Felicia Moschella, Ph.D., Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Ryan Powers, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Priya Tahiliani, Ed.D., Superintendent, Brockton
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Michael Nelson, Superintendent, Marion, Mattapoisett, Rochester
- Jennifer O'Neill, Ed.D., Superintendent, Norton
- John Cabral, Superintendent, Taunton
- Mark Bodwell, Superintendent, West Bridgewater
- Jeffrey Szymaniak, Superintendent, Whitman-Hanson Regional

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Melanie Hart, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Jami Langley, Brockton
- Melissa Leary, Carver
- Marie-Juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Kelly Steele, Freetown-Lakeville Regional
- Jamie Curley, Ed.D., Marion, Mattapoisett, and Rochester
- Jennifer Healy, Middleborough

- Cassandra Russo, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathleen Marble, West Bridgewater
- Christine Godino, Whitman Hanson Regional

READS Collaborative Administration as of December 2024

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Rebekah Marchilena, Program Director, Deaf and Hard of Hearing Program
- John Dorn, Psy.D., Neuropsychologist
- Christine Shea, Technology Director
- Linda Woodcock, Clinic Manager

READS Collaborative Treasurer - Patrick Meagher

READS Collaborative Mission Statement

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

Guiding Beliefs and Core Values

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

Vision Statement

• Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of READS

Collaborative takes pride in the fact that students recognize that the entire staff <u>respects</u> them, <u>encourages</u> them to reach their potential and supports them in the <u>achievement</u> of their goals.

- READS Collaborative emphasizes <u>determination</u> as the key to achieving academic growth and to preparing for a <u>success</u>ful transition to a general education setting, higher education or vocation, and a productive adult life.
- READS Collaborative continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. READS Collaborative continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

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

READS Collaborative is focused on the mission to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 20 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

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

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service 50
- Employees 179
- 20 Member Districts:

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

• Total Member and Non-Member Districts Served – 20 Members, 35+ Non-Members

Programs Sites

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

Enrollment

- o READS Academy 96 students
- o Deaf and Hard of Hearing Program 52 students
- o Family Success Partnership 75 families
- o District Services approximately 500

Programs and Services Provided to Member and Non-Member Districts

- Administrative Mentoring
- Alternative Education/Therapeutic Intervention Program PreK -12+ Public Day Program READS Academy Program
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Clinical Evaluations (Neuropsychological, Risk Assessments, Personality, Psycho-educational)
- Deaf and Hard-of-Hearing Program (PreK-12+)
- District Services (Therapeutic Intervention and Multi-Disciplinary Support)
- Early Intervention Specialized Deaf and Hard of Hearing Services (birth to 3)
- Educational Audiology Services (Central Auditory Processing Assessment, Educational Audiology Consultation, Environmental Assessment, and Audiological Assessment)
- Family Success Partnership (Wraparound Services)
- Grant Applications, as a collaboration of districts
- In-District Program Consultation
- Program Evaluations and Consultation to School Districts
- Program Evaluation
- Professional Development
- Social Emotional Learning and Behavioral Health Consultation
- Summer Programs
- Teacher of the Deaf Services (Consultation, Direct Service, Observational and Standardized Assessment, and Functional Listening Evaluation)

Staff Demographics *Indicates part-time or per diem staff

Administrators/Directors Executive Director (1) Business Manager (1) Program Directors (3) Assistant Program Director (Academy)(1) Technology Director (1) Clinical Directors (Academy)(2) DHH Team Chair (1) Clinic Manager (1)	11	Administrative Support Personnel Administrative Assistant to Executive Director (1) Human Resources Coordinator (1) Accounts Payable and Receivable Coordinator (1) Administrative Secretary (1) Administrative Secretary to District Services Director (1) Admissions Coordinator - Academy (1) Technology Support Specialist (1) *Interpreter Coordinator - DHH (.5) *Payroll Clerk (.5) *Transcriptionist (.2)	8.2
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*35	Special Education Secretaries Program Secretaries	4
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	42	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	3
*Speech/Language Pathologists & Assistants	8	*American Sign Language Interpreters	14.5
*Clinical Psychologists	3	School Psychologists	3
*Audiologist	1	Bus Driver	0
*Assistive Technology and AAC Specialist	1	Substitutes	18
Facilities Manager	1	Treasurer	.5

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

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

"The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide

diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

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

The overall objectives of READS Collaborative are:

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

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

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

Residual Impact of the Covid-19 Pandemic

The 23-24 school year continued to be impacted by staff absences due, in part, to Covid-19 quarantine requirements of 5 days from a positive result through the majority of the school year.

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

During the 23-24 school year, focus was balancing the needs for enrolled students and supporting staff while also working to increase overall student enrollment to maintain fiscal responsibilities.

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

The approval for the updated READS Collaborative Agreement by the Board, Members' School Committees and the DESE has resulted in the official addition of both Brockton Public Schools and Whitman-Hanson Regional School District effective July 1, 2024.

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

- 1. To complement the educational programs and services of districts in a cost-effective manner;
 - **a.** Grants received: Capital Skills, Safe and Supportive Schools Grant, and the Mental Health Grant

b. Two additional school districts, Brockton Public Schools and Whitman-Hanson Regional School District, obtained full membership

2. To improve the academic growth of students;

- **a.** Enrollment by May 2024 included 100 students at the Academy for grades PreK-12+ including the West Bridgewater campus. .
- b. Enrollment for the DHH Program by May 2024 included 50 Students from 25+ neighboring member and non-member school districts.
- **c.** Students' academic learning and social emotional progress has continued despite the challenges of covid-related illnesses, increased acuity of students enrolled, and other factors.
- d. A .5 reading teacher was added to meet the instructional needs of our students at the Academy.
- e. The Academy took on providing its own nutritious and balanced daily breakfast and lunch to all students. READS Collaborative became a member of the National School Lunch Program, allowing for reimbursable meals to our students.
- f. The Academy had 6 students graduate with a high school diploma for the Class of 2024! The Academy at Bedford Street location had five graduates and the West Bridgewater location had one.
- g. The DHH Program had one student graduate from Bristol Plymouth Regional Technical School in June 2024 and one student from Norton move on to the Norton 18-22 transition program.

3. To provide a range of diagnostic educational assessments for local districts;

- **a.** READS Clinic continues to offer valuable psychoeducational, neuropsychological, risk, and personality assessments. The Clinic has added the administration of the ADOS (Autism Diagnostic Observation Schedule), a standardized assessment used to diagnose autism spectrum disorder (ASD).
- b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education, Central Auditory Processing, Functional Listening Evaluation, Educational Audiology, and Audiological Assessments, and other assessments as requested. Collectively, District Services staff completed over 220 evaluations for the 23-24 school year.

4. To offer quality professional development opportunities to general and special education teachers and related service providers;

- a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Collaborative Problem Solving through MGH Think: Kids made accessible through the Mental Health Grant was provided to READS staff **and** several staff members from 4 member districts for training and coaching.

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

- a. The wraparound services known as Family Success Partnership have maintained the scope of support to families and school teams from the previous year. FSP clinicians continued to provide support to 75 families in 7 districts.
- b. READS Academy continues its important work with Collaborative Problem Solving. READS has its own CPS certified Trainer as of June 2024. Plans are in place to add 4 more certified CPS trainers by June 2025. This is ensuring the plan for sustainability will be achieved by June 2025.
- c. District Services added new contracts for the 2023-2024 school year for the following services and districts:
 - i. OT: Clarke School for the Deaf, East Bridgewater Public Schools
 - ii. PT: Braintree, New Heights Charter School

- iii. APE: Wareham, Silver Lake Regional
- ix. Speech: East Bridgewater Public Schools
- x. Psychoeducational Evaluations: Old Colony Regional Vocational High School
- xi. Home Care Related Services: Middleboro, Norton
- xii. Teacher of the Deaf Itinerant Services: Freetown-Lakeville, Monomy, North Attleboro, Norwood, Weymouth
- d. District Services also filled the short term coverage needs for the following services and districts in 2023-2024:
 - i. PT: Weymouth Public Schools (September 2023 January 2024)
 - ii. OT: Whitney Academy (April 2024 June 2024)
- e. In an effort to meet the growing needs of member and non-member districts, District Services hired an additional one full time Teacher of the Deaf, one part-time occupational therapist, one part-time speech and language pathologist assistant, two part-time occupational therapy assistants, and one part-time physical therapy assistant.
- f. DHH now has 15 ASL interpreters to address the growing need of individualized educational programming for its students, which includes maximum inclusive opportunities. This is an increase of 1.5 from the previous school year.

Progress Toward Achieving the Objectives in READS Strategic Plan

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

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

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

READS Academy Program Overview

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

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

a 10-month calendar with an Extended School Year 5-week summer program.

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

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

READS Academy Assessment Services

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

READS Alternative Learning Program Supports (ALPS)

All READS students attend school in person with exceptions for those requiring short-term alternative programming due to safety and other circumstances requiring alternative learning program support (ALPS) interventions. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such support.

In addition, students may require and be provided with short-term tutoring support per the recommendation of the student's educational team.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (2), an additional 2 therapy dogs will make scheduled visits for students
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - o Individualized and small group academic instruction
 - o Technology Instruction PreK-12
 - o MCAS preparation and support
 - o Reading Intervention
 - o Pre-vocational training

- o Fine Arts education opportunities
- o Employability Skills (9-12+)
- o Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings
- Consultation to referring school districts

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

READS Academy Program Director Erinn Fautuex supervised programming that serves the students, families and districts in preschool to grade 6. She was supported by the Program Advancement Director Deirdre Dodd-Pizzuto until her retirement in June 2024. In addition, the PreK-6 School was also supported by Clinical Director Carrie Smith. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development for this age group.

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

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

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

The elementary students continue to learn science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. High Impact Wonders ELA curriculum was purchased for grades K-6. Training for Wonders began in the Spring of 2024 with full implementation scheduled for September 2024. Students in grades PreK - 6 also participate in art and physical education classes.

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

READS Academy programming for grades 7-12+ was also led by Program Director Erinn Fautuex along with Program Advancement Director Deirdre Dowd-Pizzuto until her retirement in June 2024. Students in grades 7-12+ had their own Clinical Director Doreen Souza supporting staff and students. The READS Academy's specialized staff included 3 full time counselors as well as special educators and assistants with experience and specialized training in promoting self-regulation and social development. READS had 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

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

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

READS Academy for grades 7-12+ has a one-to-one for Chromebooks for student use and utilizes Google

Apps for Education and other applications to provide families with access to student learning.

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

- Industrial Technology:
 - o 3-D and Laser Printing Lab
 - o Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.
- Capital Skills Grant Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were introduced in the fall of 2022 and continued in the 23-24 school year.

Dual Enrollment

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

Work-Based Learning Program

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

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

Students participated in onsite work-based learning opportunities during the 23-24 school year.

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic. READS Academy staff continue to work toward building students' employability skills to be able to meet the criteria for off-site work-based learning opportunities in the near future.

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

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition

from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

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

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities
 - o Collaborative Problem Solving Think:kids Program from MGH with Dr. Stuart Ablon
 - O Social Resilience Model Professional Development Offering
 - o Mental Health First Aid Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - o inform IEP Teams in the development of goals and objectives
 - o monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements
- A partnership with Bristol Community College nursing program for students to complete observation hours with READS Academy school nurses was established in 23-24.

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

- Priority 1 Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff, students, and families completed the surveys sent out by the Executive Director as part of her Entry Plan. Results showed increased focus needed on student and staff wellness. The Emergency Response Team continues to schedule 'table drills' to practice emergency evacuations in the event of an intruder. The leadership team continues to periodically review safety procedures.
- **Priority 2 -** Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social

Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work was established for the Academy program. In addition, the Safe and Supportive Schools grant award provided funding for an equity audit to support a defined action plan for future years. This audit was completed by IDEAS starting in January 2023 with a concluding report in June 2023 containing recommendations. Consultation through Dr. Carlos Hoyt continued in 23-24.

- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4 -** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends improved in 23-24 since the impact of Covid-19. Due to the increasing in-district specialized programming, READS is seeing increased referrals for students with more complex social-emotional profiles. The enrollment reached 100 students for the Academy as a whole by May 2024.

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

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Director, Evelyn Rankin, sits on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 44 years the program has educated hundreds of children with hearing loss. The program currently **(FY24) serves 50** students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

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

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

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

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

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support

and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

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

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

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

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

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

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. Although unable to qualify for the Academic Bowl in 2024, efforts are being made to recruit and strengthen a Team for FY25.

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

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

DHH students participated in the 8th grade trip to New York City with their peers. Students have participated in Norton Sports such as the soccer and basketball teams. One student is on the cheerleading team. Students attended the Woosox game in Rhode Island for Deaf Awareness Night. DHH students also participated in Norton High School's Unified Sports.

DHH Services Provided in All Locations

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

Additional services may include:

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

DHH Early Intervention Specialty Service Provider

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

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

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

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

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic in collaboration with host school districts, Norton Public Schools and Bristol-Plymouth Regional Technical School.
- Priority 2 Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. Dr. Carlos Hoyt met on a couple of occasions with the DHH Program Director and one of the Teachers of the Deaf (TOD) to review the Diversity, Equity, and Inclusion needs for DHH students and staff in order to establish priority areas of focus.
- **Priority 3** Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. The READS DHH program continues to have a stable enrollment of students and several new referrals each year. Increased inclusive opportunities are available to students with support from ASL interpreters. In response to the demand for consultation services, the additional need for increased staff to provide services for students in districts is continually being assessed and provided.

District Services

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

- ♦ Academic Tutoring in the Home
- ♦ Adaptive Physical Education
- ♦ Applied Behavioral Analysis, training and support
- ♦ Assistive Technology Assessments and Consultation
- ♦ Augmentative and Alternative Communication (AAC) Assessments and Consultation
- ♦ Central Auditory Processing Evaluations
- ♦ Educational Audiology assessment and consultation
- ♦ Family Success Partnership Counselor (wraparound services)
- ♦ Functional Behavioral Assessments, consultation and training
- ♦ Home-Care Services
- ♦ Occupational Therapy
- ♦ Orientation and Mobility Consultation
- ♦ Physical Therapy
- ♦ Professional Development
- ♦ Program Reviews
- ♦ Sensory Integration, evaluation/consultation

- ♦ Speech/Language Evaluation and Intervention
- ♦ Specialized Staffing, including counselors
- ♦ Summer services
- ♦ Teacher of the Deaf Itinerant assessment, consultation, and direct services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. This year, District Services added Teacher of the Deaf Itinerant services and Educational Audiology services under its purview. Services expanded within this calendar year include the Assistive Technology and Augmentative and Alternative Communication Evaluations, Teacher of the Deaf Itinerant services, home care services, speech and language therapy, adaptive physical education, and physical therapy services. The Family Success Partnership (FSP) program remained stable in supporting 7 districts and 75 families. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

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

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

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. (Please see noted coverages on page 9.) There were 30 AT/AAC evaluations completed during the 23-24 school year. District Services completed 146 evaluations (OT, PT, APE, and SLP [including 10 Independent Educational Evaluations) and during the 2023-2024 school year to support 42 member and non-member districts, which is significantly greater than years past. In total, District Services conducted over 220 evaluations for the 2023-2024 school year.

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

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has continued to expand this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 120 students in their home schools/districts, across 42 school districts, with 21 evaluations conducted. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to increased demand, READS currently has 3 full time and 2 part-time Consulting Teachers of the Deaf.

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 65 in FY22 to 119 for FY23 and 176 in FY24, reflecting a trend of 5 straight years of increased contracts. There were 10 Central Auditory Processing evaluations and 13 Audiological evaluations. These services are billed through District Services.

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

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

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

Clinic

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

Referrals to the various programs are accepted at any time during the year and are sent by the Special

Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 210 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 284 evaluations for students from Member and non-member districts during the 23-24 school year, up from 270 for FY23. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be offered by the clinic.

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

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of the 2023 - 2024 school year as a hybrid model via ZOOM to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

In addition, Dr. Estrella provided professional development and/or training. She presented "Partnering for Family Success" at the MASC/MASS 2023 Conference. Mr. Benjamin Coleman, special education teacher, and Mrs. Deirdre Dowd Pizzuto, Program Advancement Director, presented during the MassCUE Fall Conference on READS Analytics as a successful and comprehensive data collecting tool for student progress.

MOEC (Massachusetts Organization of Educational Collaboratives)

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

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY24

PROGRAM	FY24 APPROVED BUDGET	
Administration	\$1,509,601	
Clinic	\$318,909	
Clinic Ancillary	\$136,275	

Deaf and Hard-of-Hearing Program	\$3,426,353		
Academy Program	\$6,539,394		
District Services & Ancillary	\$1,690,356		
Teacher of the Deaf	\$369,450		
DHH Summer	\$82,867		
Academy Summer	\$212,225		
District Services Summer	\$39,461		
Early Intervention	\$13,685		
Professional Development	\$3,450		
TOTAL FY24 BUDGET	\$14,342,026		

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

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

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

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

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 20 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

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

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

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

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

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

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;

- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

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

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

Tuition Credits and Clinic Credits to Districts at the Close of FY24

The READS Collaborative was unable to provide any tuition or clinic credits to districts at the close of FY24.

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



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Appendix A

Strategic Planning Action Steps 2021-2024

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

Appendix B Deaf and Hard of Hearing Tuition Comparison FY24

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

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

Appendix C
READS Academy Therapeutic Day Program Tuition Comparison FY24

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