

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

March 25, 2025

ZOOM LINK:

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

Meeting ID: 968 1584 5547

Passcode: 146869

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

7:00pm

MEETING TO ORDER

RECOGNITION

FY2026 SCHOOL CHOICE PUBLIC HEARING

I. Approval of Minutes

A. Minutes

- 1. Regular Minutes: January 30, 2025**
- 2. Executive Session Minutes: January 30, 2025**
- 3. Budget Subcommittee Minutes: March 13, 2025**

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. FY2026 School Choice Vote

B. Approval of Student Handbook Revisions

C. Approval of Donation(s)

D. Approval of School Health Unit Application

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 Fund**
- 8. Policy Subcommittee**
- 9. School Council**
- 10. Equity Subcommittee**

- B. School Committee Reorganization
- C. School Committee Goals
- IX. Future Business**
 - A. Timeline**
 - B. Future Agenda Items**
- X. Open Comments**
- XI. Information Items**
- XII. Executive Session
- ADJOURNMENT**

MARION PUBLIC SCHOOLS
Marion, MA

TO: Marion School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: March 21, 2025
RE: Agenda Items

The following items are on the agenda for March 25, 2025.

FY2620 SCHOOL CHOICE PUBLIC HEARING

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

I. Approval of Minutes

A.1. Regular Minutes –

Recommendation

That the School Committee review and approve the minutes of January 30, 2025. Please refer to “MSC 03252025 January Minutes”.

A.2. Executive Session Minutes –

Recommendation

That the School Committee review and approve the minutes of January 30, 2025.

A.3. Budget Subcommittee Minutes –

Recommendation

That the School Committee review and approve the minutes of March 13, 2025. Please refer to “MSC 03252025 March Minutes - Budget”.

IV. General

A. FY2026 School Choice Vote

Recommendation:

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

B. Approval of Student Handbook Revisions

Recommendation:

That the School Committee review revisions to the 2024-2025 Student Handbook. Please refer to “MSC 03252025 Student Handbook”.

C. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- \$1,135.84 from Art to Remember from the art fundraiser.
- \$500 Donors Choose gift card for Jessica Barrett from Code.org’s Hour of Code sweepstakes.

Please refer to “MSC 03252025 Art to Remember donation” and “MSC 03252025 Donors Choose donation”.

D. 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. Please refer to “MSC 03252025 School Health Unit Application Guidance” and “MSC 03252025 School Health Unit Application Signature Page”.

V. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 03252025 FY25 Financial Report Memo” and “MSC 03252025 FY25 General Operating Financial Report”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of January 29, February 12, 26, March 10 and 12, 2025. Please refer to “MSC 03252025 Warrant(s)”.

3. Food Services Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 03252025 Food Service Report”.

4. Facilities Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 03252025 Facilities Report”.

D. Personnel

Shari Pacheco was hired as the Principal’s Administrative Assistant and Erica Lopez was hired as an Instructional Assistant.

IX. Future Business

A. Timeline

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

Marion School Committee

May 8, 2025

16 Spring Street

Marion, MA 02738

Joint School Committee

June 12, 2025

133 Marion Road

Mattapoisett, MA 02739

Future Agenda Items

- 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 Quarterly Report, READS DHH Letter for School Committees, the final version of the Bullying and Harassment Prevention and Intervention Plan updated March 2025 and the 2025-2026 School Calendar recently approved by the Joint School Committee. Please refer to “MSC 03252025 READS Quarterly Report”, “MSC 03252025 READS DHH Letter for School Committees”, “MSC 03252025 Bullying Plan” and “MSC 03252025 2025-2026 School Calendar”.

If you have any questions regarding any of these recommendations, please feel free to contact the Superintendent’s Office.

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

**January 30, 2025
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Thursday, January 30, 2025 and called to order by Chairperson Nye, at 7:01pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: Mary Beauregard

OTHERS PRESENT: Michael S. Nelson, Superintendent; Howard Barber, Assistant Superintendent of Finance and Operations; Greg Thomas, Assistant Principal; Melissa Wilcox, Recording Secretary (all in-person); staff, parents, members of the press and public.

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

I. Approval of Minutes:

A.1. Regular Minutes

Recommendation

That the School Committee review and approve the minutes of December 5, 2024.

MOTION: by Ms. Smith to accept the meeting minutes of December 5, 2024 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

A.3. Budget Subcommittee Minutes

Recommendation

That the School Committee review and approve the Budget Subcommittee minutes of December 5,.

MOTION: by Ms. Nye McGaffey to accept the meeting minutes of December 5, 2024 as presented

SECONDED: Ms. Nye

MOTION PASSED 2:0:2 (Nye; yes, Daniel; abstain, Nye McGaffey; yes, Smith; abstain)

IV. General

A. Approval of Fundraiser

Recommendation:

That the School Committee review a Valentines Chocolate Rose Fundraiser proposal from VASE.

VASE President Johanna Vergoni presented information about a potential fundraiser for selling chocolate roses for Valentine's Day to raise money for the 6th grade trip to Camp Burgess in May. She explained they would be available for purchase online only, no cash, through FamilyID and any family member could purchase them for students. A flyer will be shared with families with a QR code. They are locally made and allergen information is available for review when purchasing.

MOTION: by Ms. Smith to approve the Valentines Chocolate Rose Fundraiser as presented

SECONDED: Ms. Daniel

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

B. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- \$4,000 from the Feinstein Foundation for the School Pantry and the Kindness Tree.
- \$1,614.86 from Shutterfly from the fall school pictures.
- \$27.79 from Force4Giving from the 6th grade fundraiser at Red Robin.

MOTION: by Ms. Smith to approve the donations from the Feinstein Foundation, Shutterfly and Force4Giving as presented

SECONDED: Ms. Daniel

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

C. Approval of Grant(s)

Recommendation:

That the School Committee review a Cape Cod 5 Mini-Grant in the amount of \$320 for Jessica Barrett for the Lego Spike Kit.

MOTION: by Ms. Daniel to approve the Cape Cod 5 Mini-Grant in the amount of \$320 as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

V. New Business

C. Business

1. Financial Report

Mr. Barber reported the following:

The Marion School District currently has \$619,373 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

\$ 6,461,407 – Obligations Paid or Encumbered Year to Date

\$ 619,373 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record of warrant(s) of December 5 and December 18, 2024 and January 2 and January 15, 2025 as signed by the sole signatory.

3. Food Service Report

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

- Meal participation continues to grow strong
- Had repair work done to freezer number 2.
- Had repair work done to the steamer.
- 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

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

- Met with Massachusetts School Building Authority (MSBA) in preparations for our 5 year audit scheduled for February 5th.
- Conducted one snow and ice removal operation.
- Repaired leak in fire sprinkler pipe.
- Conducted routine maintenance on all facility equipment and systems.

D. Personnel

Kristin Rego, Principal's Administrative Assistant, resigned her position.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye reported: *In January, I always love to take a look back at the first half of the school years, as we look forward to the second half! We kicked off the first day w/ High Five's with the Marion PD and even Norman got in on welcoming back our students with some "pawfives". Students were reminded of our School Mission statement and the core aspects behind it. They have been reminded to focus on School-Wide*

Expectations of the 3 B's: Be Respectful, Be Responsible, Be Kind. We recognized our amazing staff and their commitment to education, with the many years of service! We had many teachers celebrating 10, 15, 20 25 AND even 35 years of service to our students! They are all amazing and we are so lucky they are here! As Principal Dessert said earlier this school year, "Our teachers are doing an incredible job creating engaging and inspiring learning experiences for our students. Their dedication and passion are evident in every classroom. We're grateful for their hard work and commitment to our school community". The school continued its outdoor classroom partnership with the Marion Institute to participate in the Grow Education Farm-to-School program for the second year in a row. What a great community partnership we have cultivated with the school, the town and MI it has been! Sippican began to participate in The Feinstein Foundation Leadership School Program, which recognizes and encourages students to do good deeds and to be kind. The Feinstein Leadership Program and Responsive Classroom share a common goal, which is to create positive, supportive learning environments. We had a big winner in our first year and the school has received \$9000 this far in this endeavor. Lots of fun events and happenings have taken place since the start of the year! Halloween dances and parades, Holiday shopping events, book fairs, musical celebrations, school wide all school meetings. Our library celebrated reading more than books than ever and our Kindness Crew and Junior Reporters have been hard at work so far in the first half of the year. Thanks to VASE, we have celebrated our amazing teachers and support staff along the way throughout the year! Much more to come in the upcoming months!

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson highlighted his December newsletter.

On behalf of Dr. Fedorowicz, he shared:

- *On Wednesday, January 29th we had a half day Professional Development session. With four Professional Development days past us, we have two more remaining for the year. As part of our PD Planning Process, we had a data literacy meeting with the HILL for Literacy to determine any additional supports needed for students.*
- *We are over half way through the year completing administrative learning walks and finished our second at OHS and the Junior High School this month. Sippican will have their final learning walk in March.*
- *We are 1.5 years in and teachers have really embraced the literacy, including implementing tier 2 and 3 interventions informed by our DIBELS data.*
- *Our first meeting with volunteers for the math committee is tomorrow to review HQIM core math programs. Teachers will use a rubric to narrow down the 8-9 choices they have to 2-3 math programs to pilot during February and March. All teachers will have an opportunity to try the different programs. We hope to have a decision by April.*

On behalf of Dr. Curley, Superintendent Nelson shared:

- *SEPAC Meetings on December 4 (Review By-Laws) and January 15 (Effective Communication)*
- *[Bullying and Harassment Prevention and Intervention Plan](#) (seeking public comment through 1/31)*
- *Community Talks on 1/27 at 6:30pm via zoom (new IEP for parents)- CANCELLED- will be rescheduled*
- *Yesterday's PD day for special education and related staff- Goals & Objectives Utilizing the Blume Method*
- *Now accepting Project Grow applications for the 2025/2026 school year*
 - *JANUARY 21, Tuesday Rochester Memorial School*
 - *MARCH 13, Thursday Mattapoisett Center School*
- *Kindergarten*
 - *Feb. 5th @ 6pm Kindergarten Registration Webinar - via Zoom (all 3 schools)*
 - *March 27th @ 6pm In-person orientation for families at the schools*
 - *May 19th & May 23, 2025 Kindergarten Screening*

PRINCIPAL'S REPORT

On behalf of Principal Dessert, Mr. Thomas reported the following:

Sippican School Community Update: Mission, Initiatives, and Gratitude:

As we begin 2025, I want to reaffirm our commitment at Sippican School to fostering the growth and development of each student. Our core values, expressed through our "3 to Be" expectations – Be Respectful, Be Responsible, and Be Kind – continue to be foundational to our school culture and guide our daily interactions.

We are optimistic for a productive and rewarding year, focused on student learning, personal growth, and the cultivation of a strong sense of community within our school. We encourage ongoing communication and welcome any questions or concerns from families and the community. We remain dedicated to supporting our students and their families in every way possible.

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

Teaching and Learning:

- 1st Graders in Mrs. Roseman's class traced their shadows in the morning and again in the afternoon to observe the movement of the earth.
- Project Grow Researching in The Arctic Exploration Station Dramatic Play area
- 3rd Graders Writing to Pen Pals from Another School
- Mrs. Sweatland's Class Creates Portraits for The Tri-Town Against Racism Art Contest honoring Black History Month.

December 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 Award

Sippican Scoop Premiere Edition

<https://sites.google.com/oldrochester.org/december-24/home>

Feinstein Leadership Program Jr. Scholars Golden Ticket Lottery & Grant Opportunity:

Our Feinstein Jr. Scholar Pantry & Feinstein Jr. Scholar Kindness Tree Grant Programs: Awarded \$4000.00

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 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.

V.A.S.E Updates:

Warm Feet Warm Hearts - Winter Teacher Appreciation

Let's show our appreciation for Sippican Staff at their "Warm Socks Warm Hearts" initiative this winter. Each teacher will receive a pair of socks and all will be entered to win a raffle prize. Check out our Amazon wishlist here:

https://www.amazon.com/hz/wishlist/ls/Q1GHLOGH1L5G/ref=nav_wishlist_lists_2

January 29th - Rose & Vicki Restaurant Night

Stop in on January 29 from 10 am to 8 pm to help out our 6th grade! A portion of sales will be donated toward the Class of 2025 trip to Camp Burgess. Take out, delivery or dine-in.

February 7 - Family Movie Night - Inside Out 2

It's back! Join us on February 7 for Family Movie Night. Doors Open at 5:45 - 8. Food, popcorn and concessions for sale. \$5/pp, \$20 family max. No drop offs.

Boosterthon Corporate Sponsors - THANK YOU

A big thanks to our corporate sponsors that have donated so far this year:

Dr. James Hermenegildo Children's Academy Waterman Building & Remodeling Coastal Orthodontics Marion Social Club Converse Company Realtors Morse Insurance Co. Burke Electrical Contractors Southcoast Insurance Group Heavenly Medical Aesthetics RYCO Rose & Vicki's Bardens Boatyard Bright Funds Silverback Concrete Construction

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 a preliminary draft has been shared and a meeting with Town Officials is being held in the near future. The public hearing will be held in the spring.
2. Building Committee – no report.
3. ORR District School Committee- Ms. Smith reported they met in December and approved travel and heard the MCAS presentation and the Community Service Learning Day presentation.
4. SMEC – Ms. Smith reported they met last night and heard the FY24 spending plan, approved the strategic plan and bringing back the Assistant Superintendent of Student Services position.
5. Early Childhood Council- Ms. Daniel reported they met on January 15th. Project Grow applications are available and the early childhood fair is March 15th.
6. READS – Superintendent Nelson reported they met earlier this morning and approved minutes along with hearing an update from special education administrators. They heard an FY26 budget presentation, discussed potential rates for FY26 and approved the five-year strategic plan. One area of concern was around their deaf and hard of hearing program, which is one of the most prominent in the State. It has operated within the Norton Public Schools for a number of years but the space will no longer be available. READS is currently exploring other options. The next meeting is February 6th.
7. Tri-Town Education Foundation Fund – No report.
8. Policy Subcommittee – No report.
9. School Council – Assistant Principal Thomas reported they met recently and reviewed the draft bullying plan, discussed all school meetings and mid-year assessments.
10. Equity Subcommittee- Superintendent Nelson reported they met on January 23rd and heard an overview of the Equity Action Plan, a presentation from Dr. Fedorowicz about the Professional Learning & Exploration in Panama Trip she took and information about the Feinstein Leadership School Program.

VIII. School Committee

B. School Committee Reorganization

Recommendation:

That the School Committee reorganize for a position on the School Health and Wellness Committee. Superintendent Nelson explained that in the past, the Healthy Tri-Town Coalition was also acting as the School Health and Wellness Committee and in order to be in compliance, this committee is being reinstated. A representative from the Marion School Committee is needed and day time availability is necessary due to students, teachers and others being part of the committee.

Motion by Ms. Daniel to nominate Ms. Nye McGaffey,

Second by Ms. Smith

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

IX. Future Business

A. Timeline

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

<u>Marion School Committee</u>	<u>Joint School Committee</u>
March 6, 2025 – to be reschedule	June 12, 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 SMEC Collaborative Annual Report.

Superintendent Nelson provided the SMEC 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 7:40pm 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 to return only to adjourn.

SECONDED: Ms. Daniel

MOTION PASSED 4:0

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

MOTION: by Ms. Smith to exit executive session at 7:45pm to return to the regular meeting to adjourn.

SECONDED: Ms. Daniel

MOTION PASSED 4:0

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

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 7:46pm

SECONDED: Ms. Daniel

MOTION PASSED 4:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Smith; yes)

**Respectfully Submitted,
Melissa Wilcox**

Meeting Resources

December 5, 2024 Minutes Draft

December 5, 2024 Minutes Draft – Budget

Vase Fundraiser Flyer

Donation Documents

Cape Cod 5 Mini-Grant

FY25 Financial Memo and Operating Report

Warrants

Food Service Report

Facilities Report

Superintendent's Newsletter

Principal's Report

SMEC FY24 Annual Report

Sippican School 2024-2025 Student Handbook



Our Mission:

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

Our School Rules:

*Be Respectful
Be Responsible
Be Kind*

Sippican Elementary School

16 Spring Street
Marion, MA 02738
(508) 748-0100
(508) 748-1953 FAX

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Sippican School is a member of Massachusetts Superintendency Union #55

Administration

Superintendent:

Mr. Michael S. Nelson, M. Ed.

Assistant Superintendent of Teaching and Learning:

Dr. Sharlene Fedorowicz

Assistant Superintendent of Finance and Operations:

Mr. Howard Barber CPA, SFO, MCPPO

Assistant Superintendent of Student Services:

Dr. Jaime Curley

Marion School Committee

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

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

Sippican School Council

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

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

Welcome to Sippican School

Dear Sippican School Families,

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

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

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

Best,

Lynn Dessert, Principal

Gregory Thomas, Assistant Principal

Important Telephone Numbers

Sippican School (508)748-0100
Central Office/Superintendent's Office (508)758-2772
ORR Junior High School (508)758-4928
ORR High School (508)758-3745
Early Childhood Coordinator/Project GROW (508)758-2772 ext.1948

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

All visitors to the school must report to the main office, entering through the Spring Street entrance, unless otherwise instructed for specific events. Sippican School is a smoke-free learning environment.

Smoking is prohibited in the building, on the school buses, and anywhere on school grounds.

Sippican School Staff

2024-2025 Administrative Staff

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

Classroom Teachers

Project Grow: Sarah Goerges

Kindergarten: Lisa Horan, Melissa Rogers, Marti Medeiros

Grade One: Molly Cruise, Jean Roseman

Grade Two: Julie Bangs, Emily Bourgeois, Ashley Sweatland

Grade Three: Julia Bandera, Tracy Feeney, Kimberly Souza

Grade Four: Leanne Dineen, Amanda LeMarier, Susan Swoish

Grade Five: Cathleen Furtado, Debra Smith, Heather White

Grade Six: Nicole Boussy, Erin Furfey, Bill Roseman

Specialists:

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

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

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

Title I: • Lynn-Ann Dixon • Nadeen Mardo

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

Supervisor of Building Maintenance: • Cody Leonardo

School Resource Officer (SRO)

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

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

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

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

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

General School Information

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

Sippican Transportation Information

Bus Transportation

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

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

Arrival Routine:

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

Dismissal Routines:

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

Dismissal Locations:

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

Bus Departure:

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

Student Emergency Information or Status: Parent Notification to Sippican School

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

Please update your child's PowerSchool information as soon as possible. This information serves as an annual 'affidavit', attesting to a student's residency in our community.

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

Attendance

School attendance is compulsory. Attendance law states that:

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

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

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

Absences are “excused” for only the following reasons:

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

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

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

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

When Absences Exceed Three or More Days

On the THIRD day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student’s home. Each Principal or designee shall make a reasonable effort

to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and no profit agencies.

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

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

Tardiness

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

Dismissals

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

Dismissals During the School Day

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

Any Change in Dismissal Routine

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

Riding Bicycles to School

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

Food Service

School Breakfast & Lunch

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

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

Lunch Procedure

Brief description:

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

Lunch Menus

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

Free and Reduced Lunch Applications:

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

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

Bringing Lunch from Home

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

School Visits

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

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

Dress and Appearance

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

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

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

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

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

Recess

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

Student Valuables

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

Inclement Weather: Cancellations and Delays

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

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

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

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

Telephone Calls

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

Cell phones and Smartwatches

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

Homework and Independent Reading

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

Photographs of School Activities for Local Papers

Opt-Out Procedure for Parents Who Do NOT Want Their Child’s Picture to Appear

As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to

request that no picture of your child is used in this way. **You must complete the online forms or make this request in writing by completing a FERPA Privacy Form, included in this packet, and returning it to the Principal before September 10th.** If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website.

Opt Out for Library Books

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

Parent Involvement/Parent Concerns

1. Being actively involved in your child's school is one way to alleviate concerns about his or her education. The parent volunteer group at Sippican (VASE) meets for an hour once a month either on Zoom or in person at the school.
2. Parent volunteers are needed to be a part of our School Council. In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993 . Section 53 of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTA, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September. The School Council meets monthly with the principal of the school and assists in the writing and implementation of the School Improvement Plan and the review of the annual school budget. Representation from primary and intermediate grade students' families, as well as special education parents (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month from 3:15-4:15 pm.
3. The Sippican School Committee sets its meeting schedule at the start of the school year, and these meetings are typically in the evening (6:30pm). Meetings are held in person and over Zoom at the Sippican School and are televised. School committee schedules, meeting resources and meeting minutes are available online here: <https://www.oldrochester.org/district/sc>

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

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

First Aid/Emergencies

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

Health Information

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

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

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

Health Records

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

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

Dispensing Medications

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

Additional Services Available

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

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

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

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

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

Health and Guidance Curricula

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

Growth & Development

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

- **Nutrition**

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

- **Social & Emotional Health**

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

- **Family Life**

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

- **Interpersonal Relationships**

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

- **Disease Prevention & Controls**

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

- **Safety & Injury Prevention**

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

- **Violence Prevention**

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

and identify constructive alternatives to violence, including how to discourage others from engaging in violence.

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

Massachusetts Comprehensive Assessment System (MCAS) Testing

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

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA Testing Window:	March 24–April 18
Math Testing Window:	April 28–May 23
Science Testing Window:	April 28–May 23

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

Student Records

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

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

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

Report Cards and Parent Conferences

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

Sippican School operates on a three-term grading cycle.

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

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

Promotion/Retention of Students

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

Student Enrichment

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

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

Field Trips

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

Internet Use Policy

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

General Statement and School Rules

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

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

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

- **Be Respectful**
- **Be Responsible**
- **Be Kind**

The following matrix outlines Sippican School rules.

Sippican School Wide Behavior Expectations

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

Most of the expectations stated in this handbook are district-wide policies. Within Sippican School, an office referral form is available for teachers to fill out when a student needs to go to the office for disciplinary reasons. This form allows teachers to communicate the particular offense. Students who are referred to the office for serious offenses will meet with the principal, assistant principal. Consequences vary depending on the offense.

School Staff Role in Establishing High Behavioral Expectations

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

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

Responsive Classroom

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

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

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

BULLYING PREVENTION

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

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

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

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

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

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

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

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

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

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

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

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

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

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

[ACAB](#), Sexual Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations

SOURCE: MASC Updated 2023

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

Video Cameras

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

School Bus Conduct Rules

1. Treat your bus driver and other passengers with respect and courtesy.
2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward. 4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with his/her permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.
9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

Bus Discipline Policy

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

1st Offense – Warning

2nd Offense – **Assigned Seat at Front of Bus**– *This will be strictly enforced in conjunction with changes to our bullying policy*

3rd Offense - **5-day bus suspension**

Repeated Offenses* - Consideration of permanent exclusion

*Including exclusion from the bus for the balance of the school year.

Complete copies of the Transportation Policy are available upon request and for all new incoming students. 19

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

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

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

Idling

School buses and personal motor vehicles are strictly prohibited from idling on school grounds.

Tobacco and Vaping

Paraphernalia or possession/use of tobacco and/or vaping within school buildings, facilities, on school grounds, and on school buses is prohibited. See School Committee Policies [ADC](#) and [JICH](#).

Student Behavior Expectations

Old Rochester Regional School District's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is

paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

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

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

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

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

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

- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

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

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

Student Code of Conduct: (Standards for due process, as set forth in M.G.L. c. 71, §§ 37H, 37H¹/₂ and 37H³/₄,)

In addition to providing students with academic rigor and educational opportunities, the staff and community of the Old Rochester Regional School District & MA Superintendency Union #55 strive to support students' conduct and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due.

Conduct expectations are based on a system of progressive discipline, where an administrator has the discretion to significantly increase penalties in cases of second or subsequent offenses, or in cases where the severity of the infraction requires it. In addition, student discipline might be provided not only to hold students accountable for inappropriate behaviors but also to teach students about their responsibilities for good citizenship. Students may participate in a community service project or other alternative remedy as a means of accountability. Alternative remedies may include (but are not limited to): lunch detention, structured school day, collaborative problem solving, removal of privileges, referral to outside support (e.g. counseling).

The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

See School Committee Policies [JK](#) and [JIC](#).

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

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

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

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

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

~~LEGAL REFS.: M.G.L. 71:37H and 37L; 76:16 and 17~~

~~Chapter 380 of the Acts of 1993~~

~~Chapter 766 Regulations, S. 338.0~~

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

File: JIC - STUDENT DISCIPLINE

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

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

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

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

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

Disciplinary Investigations

Nothing shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident. After a behavior complaint is made, an investigation will take place. This investigation, in accordance with M.G.L Ch 76, Section 5, will be nondiscriminatory, and will take into account explanations from involved parties and witnesses. Student discipline shall be addressed on an individual basis with each student, and may range from a conversation with the student to an expulsion, depending on the infraction. Individual student discipline will only be discussed with the family/guardians of the child directly involved. No information regarding students or their discipline will be given to anyone who is not a parent or guardian of that child. If the disciplinary procedures herein have been implemented and have been unsuccessful in changing the unacceptable behavior of a student, the parents/guardians will be contacted by the administration and may be asked to come into school to meet with their child's team of teachers and/or the administration.

Suspension

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

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

Notice of Suspension:

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

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

suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Emergency Removal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

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

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

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

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

Superintendent's Hearing

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

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

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

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

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

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

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

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

Academic Progress

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

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

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

be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

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

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

Reporting

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

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR [53.13](#)(1)[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)

[Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and

[Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions.](#)

Approved by the Joint School Committee January 29, 2024.

Behavior

Level 1

- Disrupting class
- Invading personal space and boundaries
- Excessive noise
- Not using materials or equipment properly
- Not completing class work/homework
- Noncompliance to adult request
- Dress code violation

Level 2

- Defiance
- Disruption in any area
- Disrespect of others
- Obscene language
- Physical contact without intent to harm
- Leaving classroom or assigned area without permission
- Throwing objects at others
- General or peer conflict
- Taking someone else's property (stealing)
- Documented persistent Level 1 behavior
- *Property destruction
- *Social media impacting the learning community
- *Purposefully harmful to self or others

Level 3

- Assault (physical, biting, hitting, spitting, sexual)
- Documented persistent Level 2 behavior

**Could be Level 3 based on severity of incident*



Possible Outcome

Level 1

- Re-teach the rules
- Review expectations
- Verbal reminders
- Reflection sheet
- Conference with student
- Conference with parent

Level 2

- Logical consequences
- Re-teach rules and expectations
- Parent meeting
- Behavior Contract (Teacher and Student)
- Develop Student Support Plan
- BBST Referral
- SRST referral
- Meeting with administration

Level 3

- Parent, teacher, admin meeting
- Develop or update Safety and/or Support Plan
- Individual behavior monitoring and/or contract
- Detention
- Suspension
- Police and/or legal involvement

Special Offenses

Massachusetts General Laws, Chapter 71, Section 37H

G.L. Chapter 71, §37H

Offenses:

On school premises or at school-sponsored events or activities:

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

Consequence:

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

Due Process:

- Constitutional due process;
- Prior notice to student of charge and written notice of right to hearing;
- Right to representation at hearing; and to present evidence and witnesses at hearing.

Appeal from Principal's Decision:

- Right to appeal expulsion decision to superintendent
- Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence.

Provision of Education Services:

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

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

Discipline Collection and Reporting:

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

See 603 CMR 53.14 for details.

G.L. Chapter 71, §37H ½**Offenses:**

1. A felony charge or felony delinquency complaint against a student.
2. Conviction, adjudication, or admission of guilt with respect to such felony.

Consequence:

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

Due Process (for either suspension or expulsion):

- Constitutional due process;
- Written notice of the charges and of the reasons before the suspension takes effect;
- Principal may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the superintendent;
- Suspension remains in effect pending appeal to the superintendent.

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

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

A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

G.L. Chapter 71, §37H ³/₄

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

Consequence:

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

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect.
- Consult 603 CMR 53:08 for details on notices.
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process
- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.
- Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.
- Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.
- Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to

appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.

- Before any out-of-school suspension of a student in preschool or grades K – 3, principal must notify superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

Appeal from Principal's Decision:

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

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

Sexual Harassment

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

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

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Associate

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

Disciplining of Students with IEPs

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability. Such modifications will be described in the student's IEP.

As provided for in state and federal regulations:

- Any eligible child may be suspended up to 10 school days in any school year.
- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a "Manifestation Determination" meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP.
- If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.
- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise.
- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is "substantially likely" to injure himself or others.
- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if

staff had expressed concerns about the student's behavior directly to the director of student service or other supervisory personnel.

Disciplining of Students with 504s

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or expelled, they are entitled to oral or written notice of charges and an appeal for the opportunity to tell their side. Expulsion or suspensions of 10 or more days are considered a change of placement and must follow the procedures designated by the Americans with Disabilities Act (ADA).

When students with 504 plans are excluded from their program for more than 10 school days in the school year, it must be determined if the behavior was a result of the students' disability (manifestation determination). If it is determined that the behavior was related to the disability, students may not be excluded from the current educational placement until a new plan is written. The behavioral intervention services and modifications in the plan should address the behavior violation so that it does not recur.

If the student's misconduct is determined not related to their disability then the district may discipline in the same way as other students would be disciplined. 504 students do not have to be provided with a free and appropriate public education (FAPE) during expulsion or suspension for behavior not related to the disability. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

When the placement of students with disabilities is changed for disciplinary reasons, the students and parents are entitled to the procedural protections required by Section 504 and the ADA. A school district may employ due process procedures that meet the requirements of IDEA to comply with the Section 504 and ADA requirements for procedural safeguards. These protections include appropriate notice to parents or guardians, an opportunity for their examination of records, an impartial hearing with the participation of parents or guardians and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parents disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

A school district is not prohibited from employing its normal, reasonable procedures short of a significant change in placement for dealing with 504 students who are endangering themselves or others. When students present an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the students for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

NON-DISCRIMINATION POLICY

The Old Rochester Regional School District and the Massachusetts Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that he or she may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights
John W. McCormack Post Office and Courthouse
Room 222
Post Office Square
Boston, MA 02109

Conflict of Interest Law and Gifts for Teachers

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

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

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

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

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

Art to Remember, Inc.
V001536--Sippican School (7476)
Print As: Sippican School

Katie Pike - Art Teacher
16 Spring St
Marion, MA 02738-1519

201552
PNC Bank
PNC 5195 5195
Date: 01/20/2025

Date	Bill #	Reference Number	Amount Due	Amount Paid/Applied
01/17/2025	prf-21895		\$1,135.84	\$1,135.84
Net Amount				\$1,135.84

Page 1 of 1

Art to Remember, Inc.
9425 E. 59th Street
Indianapolis, IN 46216

PNC Bank
PNC Bank, N.A. 071
Indianapolis, IN

201552
Date: 01/20/2025

Pay To
The Order Of Sippican School

One Thousand One Hundred Thirty Five Dollars and 84 Cents

\$**1,135.84**

Sippican School
Katie Pike - Art Teacher
16 Spring St
Marion, MA 02738-1519
United States

Karen E Hilman

⑈ 201552⑈ ⑆071921891⑆

4644805195⑈



Fwd: You WON the DonorsChoose sweepstakes from Code.org!

Jessica Barrett <jessicabarrett@oldrochester.org>

Tue, Feb 11, 2025 at 12:36 PM

To: Lynn Dessert <lynndessert@oldrochester.org>, Gregory Thomas <gregorythomas@oldrochester.org>, Melissa Wilcox <melissawilcox@oldrochester.org>

Hi Melissa, Lynn, and Greg,

I wanted to share that I won a \$500 gift card to Donors Choose for our participation in this year's Hour of Code! Very exciting, but I know it needs to be approved by School Committee at the next meeting. The details of the gift card are attached, and the gift card will be used to purchase the following items:

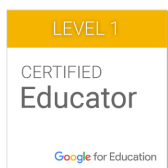
- (4) Botley coding robots
- (18) Acrylic sign holders for new library signage
- (2) pkg. of rechargeable batteries for our CD players
- (9) canvas bags for CD players
- (1) pkg. of Scotch label protector sheets for book dedication plaques
- (1) pkg. of dry erase markers
- (1) copy of Recycle and Remake: Creative Projects for Eco Kids by DK
- (1) copy of The Book of Mythical Beasts and Magical Creatures (Mysteries, Magic and Myth) by DK
- (1) pkg. of bookmarks

Believe it or not, our kids go CRAZY about borrowing our CD players to listen to books on CD, so having more batteries and better cases for the players is fantastic!

Please let me know if you need any more information.

Thanks,
Jessica

M.L.I.S., School Library Teacher
Sippican School
She/Her/Hers
jessicabarrett@oldrochester.org
sippicanlibrary.com
Follow me on Social Media!
Instagram: @sippicanlibrary



----- Forwarded message -----

From: **Code.org** <teacher@code.org>

Date: Fri, Feb 7, 2025 at 4:36 PM

Subject: You WON the DonorsChoose sweepstakes from Code.org!

To: <jessicabarrett@oldrochester.org>



CONGRATS. YOU'VE WON!

**DONORS
CHOOSE**

HOURL
OF
CODE

Congratulations! You have been selected to receive a \$500 DonorsChoose gift code as part of Code.org's Hour of Code sweepstakes! Your dedication to computer science education has helped Make the Invisible Visible for your students, and we're thrilled to support your efforts in bringing these essential skills to the classroom.

Below is your unique DonorsChoose gift code:

SXZRT-5Z3TQ

Redeem your code

Important: This gift code **must be redeemed by 4/30/2025**. Be sure to apply it to a classroom project before this date!

We look forward to seeing the incredible projects you'll bring to life. If you have any questions or need assistance, feel free to reach out.

Unsure how to redeem your DonorsChoose credits? [Click here](#).

Best,
The Code.org Team

You're receiving this email because you have indicated you would like to receive updates from Code.org. If you have any questions or feedback, please [contact us](#).

Code.org is a 501c3 non-profit dedicated to expanding access to computer science in schools and increasing participation by young women and students from other underrepresented groups. You can follow Code.org on [X](#), [Facebook](#), and [Instagram](#).

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801 5th Ave, Ste 2100, Seattle, WA 98104

Massachusetts Department of Public Health School Health Services Unit

Massachusetts Controlled Substance Registration (MCSR) Guidance Document:

- 1) School Health Controlled Substance Registration (Medication Delegation)
- 2) School Epinephrine Controlled Substance Registration (Epinephrine Training)

All primary and secondary public and non-public schools in the Commonwealth are required to comply with [M.G.L. 94C: The Controlled Substances Act](#) and [105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools](#).

All primary and secondary public and non-public school entities that handle and store medications must obtain a Massachusetts Controlled Substance Registration (MCSR) via the Massachusetts Department of Public Health (MDPH) School Health Services (SHS).

Only **licensed healthcare professionals** may administer medications in Massachusetts primary and secondary public and non-public schools **unless** the school entity's Registered Nurse (RN) completes the application for the **School Health MCSR** (delegation) **and/or** the application for **School Epinephrine MCSR** (epinephrine training).

This guidance document details the process by which primary and secondary public and non-public school entities in the Commonwealth can apply for authorization to allow a school nurse (RN) to:

1. **Delegate** the administration of medications to Unlicensed School Personnel (UAP)
2. **Train** their staff on the administration of student-specific pre-dosed epinephrine

While [105 CMR 210.000](#) allows a school committee or board of trustees, in consultation with the board of health, to seek authorization from MDPH SHS to delegate administration of medications to UAPs; delegation to UAPs is not intended to take the place of a school nurse but rather intended to add flexibility to the nurse's daily practice.

[105 CMR210.000](#) requires that *"The School Committee or Board of Trustees, in consultation with the Board of Health where appropriate, shall provide assurance that sufficient school nurse(s) are available to provide proper supervision of unlicensed school personnel."*

MDPH SHS recommends that a needs assessment be completed by the school nurse with attention paid to those children with special health care needs, as well as emergency response time for each building when determining safe and appropriate health office staffing.

Note: An RN must always be on-call/available for consultation when a delegated medication is being administered by the trained UAP. Training materials can be found on [BU SHIELD's Medication Admin and Delegation resource page](#).

The primary or secondary school/district must have policies for handling, storage, delegation, and disposal of prescription medications and these policies must comply with the laws of the Commonwealth and the regulation [105 CMR 210](#). The written policies can be requested by MDPH SHS at any time.

The RN that applies for the MCSR(s) **is** the Medication Manager (the Medication Manager must be a Registered Nurse in the Commonwealth of Massachusetts) and is legally responsible for the management of the medication administration and/or epinephrine training program for their school entity.

Please Note: When the Medication Manager (RN) leaves their position, they **must** inform the MDPH School Health Unit via email medication.delegation@mass.gov. Otherwise, the RN will remain on the MCSR as the RN responsible for the management of the school entity's medication program.

Registration Instructions for Medication Delegation & Epinephrine Training

- ☐ Obtain certificates of attendance from the two mandatory BU SHIELD courses, [Medication Administration in a School Setting: School Nurse Practice in Massachusetts](#) (credit or audit version) and [Medication Administration in Schools: What School Nurse Managers Need to Know](#). Both classes need to be taken every **three** (3) years.
- ☐ Meet with the signatories to review the school/district policies regarding health services, medication administration, and/or epinephrine training at least every other year. All signatories must sign the [MDPH Signature Page](#). The signatures can be scanned and emailed or be an electronic signature (typed signatures will not be accepted).

Please note: This is the **only** approved signature page. It is used for **both** MCSR applications.

- ☐ Fill out the [MDPH Staffing Spreadsheet](#) when applying for the **School Health MCSR**. The staffing spreadsheet is **not** required for the School Epinephrine MCSR application. Please include only the healthcare professionals and health office support staff that are working in the school health office. Healthcare professionals assigned to an individual student or specific classroom should not be included in the staffing spreadsheet. Other school staff (i.e. secretaries, teachers, school administrators, etc.) are **not** to be included on the staffing

spreadsheet.

- ☐ Create a [Health Professions Licensing System](#) (HPLS) user account (account needs to be in the RN Medication Program Manager's name. Recommended to use your school/work email address).
- ☐ Log onto your [HPLS](#) account. Complete the **online** application(s).

[MDPH School Health Services MCSR Application Instruction Guide](#)

If you need assistance with the **website**, please complete the online complete the online [eLicensing Support Request Form](#) or call the Help Desk at (800) 414-0168. If you have questions specific to the application process after following this guidance reach out to medication.delegation@mass.gov.

- ☐ The school entity's registration expires **one year** (365 days) from the MCSR approval date. School entities can apply for a **new** registration up to 90 days prior to the expiration date. It is recommended that your application is submitted **at least** two (2) weeks prior to the expiration date to avoid a lapse in registration, as this is the average processing/approval time. Applications are approved in the order they go into the system.
Please note: There is **no option for renewal**; it is a **new** application **each year** for **both** MCSRs.

Optional Back-Up Medication Manager (RN)

School entities have the option to include a back-up Medication Manager (RN) with their MCSR application(s). In the event the primary Medication Manager (RN) leaves their position, or steps down from this registration, the back-up Medication Manager (RN) on this application can immediately fill in as the primary Medication Manager (RN), without lapse of registration. In the event there is no back-up Medication Manager (RN), or the back-up Medication Manager (RN) does not confirm their intention to become the primary Medication Manager (RN) within **10 business days** (2 weeks), the school district/school's registration will be null and void and the school district/school cannot delegate medication to unlicensed school staff.

The optional back-up Medication Manager (RN) **must:**

1. Be a Registered Nurse in the Commonwealth of Massachusetts
2. Complete both required BU SHIELD medication courses. The certificates of completion for both courses need to be uploaded to the online application under 2nd RN Contact section. Both classes need to be taken every **three (3)** years.
 - [Medication Administration in a School Setting: School Nurse Practice in Massachusetts \(credit or audit version\)](#)
 - [Medication Administration in Schools: What School Nurse Managers Need to Know](#)



Old Rochester Regional School District

Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Marion

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

Cc: Michael S. Nelson, Superintendent of Schools

Date: March 19, 2025

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 March 15, 2025

For the purpose of our Financial Forecasting:

The Marion School District currently has \$619,373 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**
- **\$ 6,654,329 – Obligations Paid or Encumbered Year to Date**
- **\$ 426,451 - Remaining Available Funds**

Marion Public Schools

FY24-25 APPROVED BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.001.1110.04.33	MEMBERSHIPS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.001.1110.04.35	CENSUS	\$875.00	\$875.00	\$875.00	\$0.00	\$0.00	\$0.00	0.00%
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	\$975.95	\$975.95	\$624.05	\$0.00	\$624.05	39.00%
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$1,226.53	\$1,226.53	(\$226.53)	\$220.00	(\$446.53)	-44.65%
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	\$3,077.48	\$3,077.48	\$5,397.52	\$220.00	\$5,177.52	61.09%
01.302.004.1210.01.02	SUPERINTENDENT	\$35,967.34	\$22,336.85	\$22,336.85	\$13,630.49	\$13,191.82	\$438.67	1.22%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,140.17	\$6,817.26	\$6,817.26	\$4,322.91	\$4,260.62	\$62.29	0.56%
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$3,695.20	\$3,695.20	(\$1,395.20)	\$0.00	(\$1,395.20)	-60.66%
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	\$81.81	\$81.81	\$518.19	\$0.00	\$518.19	86.37%
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$4,216.97	\$4,216.97	(\$2,716.97)	\$0.00	(\$2,716.97)	-181.13%
01.302.004.1210.06.36	MISCELLANEOUS	\$0.00	\$1,536.16	\$1,536.16	(\$1,536.16)	\$0.00	(\$1,536.16)	0.00%
01.302.004.1210.06.37	TRAVEL & CONFERENCES	\$3,660.00	\$1,415.78	\$1,415.78	\$2,244.22	\$0.00	\$2,244.22	61.32%
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$21,547.78	\$14,642.99	\$14,642.99	\$6,904.79	\$9,177.01	(\$2,272.22)	-10.55%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$8,517.48	\$5,299.17	\$5,299.17	\$3,218.31	\$3,175.91	\$42.40	0.50%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$27,615.27	\$16,821.04	\$16,821.04	\$10,794.23	\$10,223.02	\$571.21	2.07%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$30,928.33	\$19,097.88	\$19,097.88	\$11,830.45	\$11,799.42	\$31.03	0.10%
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$3,917.19	(\$3,917.19)	0.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,871.52	\$7,834.39	\$7,834.39	\$5,037.13	\$979.30	\$4,057.83	31.53%
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	\$74.88	\$74.88	\$425.12	\$0.00	\$425.12	85.02%
01.302.004.4130.04.15	TELEPHONE	\$3,000.00	\$891.37	\$891.37	\$2,108.63	\$0.00	\$2,108.63	70.29%
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	\$104,761.75	\$104,761.75	\$64,886.14	\$56,724.29	\$8,161.85	4.81%
01.302.007.2210.01.02	PRINCIPAL	\$128,395.42	\$90,615.37	\$90,615.37	\$37,780.05	\$33,384.63	\$4,395.42	3.42%
01.302.007.2210.01.05	ASST PRINCIPAL	\$111,461.34	\$80,384.63	\$80,384.63	\$31,076.71	\$29,615.37	\$1,461.34	1.31%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$42,737.94	\$26,927.11	\$26,927.11	\$15,810.83	\$15,369.54	\$441.29	1.03%
01.302.007.2210.02.09	CLERICAL	\$0.00	\$700.00	\$700.00	(\$700.00)	\$0.00	(\$700.00)	0.00%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,329.65	\$4,766.21	\$4,766.21	\$3,563.44	\$3,475.99	\$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	\$3,560.40	\$3,560.40	\$1,239.60	\$1,239.60	\$0.00	0.00%
01.302.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$6,400.00	\$6,259.09	\$6,259.09	\$140.91	\$0.00	\$140.91	2.20%
01.302.007.2210.05.25	POSTAGE	\$1,900.00	\$949.62	\$949.62	\$950.38	\$932.02	\$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	\$1,543.58	\$1,543.58	(\$1,293.58)	\$0.00	(\$1,293.58)	-517.43%
01.302.007.2440.05.22	COMPUTER SOFTWARE/ TECHNOLOG	\$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	\$1,856.02	\$1,856.02	\$143.98	\$943.98	(\$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	\$11,323.39	\$11,323.39	\$2,676.61	\$2,591.61	\$85.00	0.61%
	Dept: SCHOOL ADMINISTRATION - 007	\$326,024.35	\$231,912.34	\$231,912.34	\$94,112.01	\$87,552.74	\$6,559.27	2.01%
01.302.010.2305.01.03	TEACHERS	\$1,776,868.00	\$902,374.69	\$902,374.69	\$874,493.31	\$675,868.94	\$198,624.37	11.18%
01.302.010.2324.01.34	LONG TERM SUBS - PROFESSIONAL	\$0.00	\$5,456.20	\$5,456.20	(\$5,456.20)	\$0.00	(\$5,456.20)	0.00%
01.302.010.2324.03.34	LONG TERM SUBS - OTHER	\$0.00	\$1,316.30	\$1,316.30	(\$1,316.30)	\$0.00	(\$1,316.30)	0.00%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

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☒ Filter Encumbrance Detail by Date Range

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From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$60,383.80	\$60,383.80	(\$10,383.80)	\$0.00	(\$10,383.80)	-20.77%
01.302.010.2325.03.35	SUBSTITUTES PROFESSIONAL DEVEL	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.302.010.2351.04.03	TUITION REIMBURSEMENT	\$8,000.00	\$568.50	\$568.50	\$7,431.50	\$231.50	\$7,200.00	90.00%
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	\$970,914.49	\$970,914.49	\$876,453.51	\$676,100.44	\$200,353.07	10.85%
01.302.013.2305.01.03	TEACHERS	\$253,114.00	\$172,752.75	\$172,752.75	\$80,361.25	\$127,285.25	(\$46,924.00)	-18.54%
01.302.013.2330.03.08	PARAPROFESSIONALS	\$34,954.50	\$20,363.20	\$20,363.20	\$14,591.30	\$14,419.68	\$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	\$198,063.05	\$198,063.05	\$94,955.45	\$141,704.93	(\$46,749.48)	-15.95%
01.302.016.2305.01.03	TEACHERS	\$57,614.00	\$33,082.31	\$33,082.31	\$24,531.69	\$22,684.86	\$1,846.83	3.21%
01.302.016.2430.05.23	SUPPLIES & MATERIALS ART	\$4,950.00	\$2,933.41	\$2,933.41	\$2,016.59	\$0.00	\$2,016.59	40.74%
	Dept: ART PROGRAM - 016	\$62,564.00	\$36,015.72	\$36,015.72	\$26,548.28	\$22,684.86	\$3,863.42	6.18%
01.302.024.2305.01.03	TEACHERS	\$21,200.08	\$6,772.22	\$6,772.22	\$14,427.86	\$6,772.10	\$7,655.76	36.11%
01.302.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$18.02	\$18.02	(\$18.02)	\$91.98	(\$110.00)	0.00%
	Dept: ELL PROGRAM - 024	\$21,200.08	\$6,790.24	\$6,790.24	\$14,409.84	\$6,864.08	\$7,545.76	35.59%
01.302.025.2305.01.03	TEACHERS	\$182,370.80	\$105,144.73	\$105,144.73	\$77,226.07	\$77,506.29	(\$280.22)	-0.15%
01.302.025.2330.03.08	PARAPROFESSIONALS	\$62,537.65	\$16,130.22	\$16,130.22	\$46,407.43	\$11,315.46	\$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	\$3,378.19	\$3,378.19	\$1,571.81	\$0.00	\$1,571.81	31.75%
	Dept: ENGLISH - 025	\$249,858.45	\$125,230.47	\$125,230.47	\$124,627.98	\$88,821.75	\$35,806.23	14.33%
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	\$59,205.45	\$59,205.45	\$43,417.55	\$43,617.55	(\$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	\$3,182.83	\$3,182.83	\$1,767.17	\$0.00	\$1,767.17	35.70%
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	\$63,519.96	\$63,519.96	\$44,053.04	\$43,617.55	\$435.49	0.40%
01.302.043.2305.01.03	TEACHER	\$202,456.00	\$117,436.20	\$117,436.20	\$85,019.80	\$86,319.80	(\$1,300.00)	-0.64%
01.302.043.2330.04.09	ACCOMPANIST	\$850.00	\$180.00	\$180.00	\$670.00	\$0.00	\$670.00	78.82%
01.302.043.2430.05.23	SUPPLIES	\$4,950.00	\$2,168.85	\$2,168.85	\$2,781.15	\$0.00	\$2,781.15	56.18%
01.302.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,165.00	\$1,165.00	(\$1,165.00)	\$0.00	(\$1,165.00)	0.00%
	Dept: MUSIC - 043	\$208,256.00	\$120,950.05	\$120,950.05	\$87,305.95	\$86,319.80	\$986.15	0.47%
01.302.049.2305.01.03	TEACHER	\$155,946.00	\$89,969.36	\$89,969.36	\$65,976.64	\$66,377.64	(\$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	\$93,382.92	\$93,382.92	\$67,513.08	\$66,377.64	\$1,135.44	0.71%
01.302.052.2430.05.23	SUPPLIES	\$4,950.00	\$2,999.63	\$2,999.63	\$1,950.37	\$0.00	\$1,950.37	39.40%
	Dept: SCIENCE - 052	\$4,950.00	\$2,999.63	\$2,999.63	\$1,950.37	\$0.00	\$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%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.061.2351.01.03	Curriculum Leaders	\$0.00	\$296.65	\$296.65	(\$296.65)	\$0.00	(\$296.65)	0.00%
01.302.061.2351.01.35	CURRICULUM DEVELOPMENT	\$2,500.00	\$512.59	\$512.59	\$1,987.41	\$2,666.67	(\$679.26)	-27.17%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$2,249.65	\$2,249.65	\$3,250.35	\$0.00	\$3,250.35	59.10%
01.302.061.2358.04.03	Curriculum Program - Continuou	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
01.302.061.2358.04.35	Professional Development - Con	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$8,500.00	100.00%
01.302.061.2455.04.23	Academic Instructional Softwar	\$0.00	\$1,250.00	\$1,250.00	(\$1,250.00)	\$0.00	(\$1,250.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$36,500.00	\$4,308.89	\$4,308.89	\$32,191.11	\$2,666.67	\$29,524.44	80.89%
01.302.067.2305.01.03	TEACHER	\$96,594.00	\$56,419.50	\$56,419.50	\$40,174.50	\$41,574.50	(\$1,400.00)	-1.45%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$2,496.24	\$2,496.24	\$2,453.76	\$0.00	\$2,453.76	49.57%
	Dept: ENRICHMENT PROGRAM - 067	\$101,544.00	\$58,915.74	\$58,915.74	\$42,628.26	\$41,574.50	\$1,053.76	1.04%
01.302.076.3200.01.11	NURSE	\$70,741.40	\$49,417.50	\$49,417.50	\$21,323.90	\$36,239.50	(\$14,915.60)	-21.08%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$0.00	\$4,200.00	100.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$2,754.95	\$2,754.95	(\$854.95)	\$0.00	(\$854.95)	-45.00%
01.302.076.3200.06.36	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.302.076.3200.06.37	TRAVEL & CONFERENCES	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00	100.00%
01.302.076.4230.04.29	MAINTENANCE OF EQUIPMENT	\$100.00	\$0.00	\$0.00	\$100.00	\$105.00	(\$5.00)	-5.00%
	Dept: HEALTH SERVICES - 076	\$77,491.40	\$52,172.45	\$52,172.45	\$25,318.95	\$36,344.50	(\$11,025.55)	-14.23%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$325,000.00	\$203,548.03	\$203,548.03	\$121,451.97	\$46,451.97	\$75,000.00	23.08%
	Dept: TRANSPORTATION - 079	\$325,000.00	\$203,548.03	\$203,548.03	\$121,451.97	\$46,451.97	\$75,000.00	23.08%
01.302.085.3600.04.35	ATTENDANCE OFFICER	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Dept: SCHOOL SECURITY - 085	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,656.02	\$10,434.56	\$10,434.56	\$7,221.46	\$6,521.60	\$699.86	3.96%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$52,450.90	\$38,399.79	\$38,399.79	\$14,051.11	\$13,693.66	\$357.45	0.68%
01.302.088.4110.03.11	CUSTODIAL OVERTIME	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.302.088.4110.04.35	CONTRACTED CUSTODIAL	\$161,953.00	\$102,838.24	\$102,838.24	\$59,114.76	\$59,114.76	\$0.00	0.00%
01.302.088.4120.04.18	GAS	\$46,450.00	\$46,928.78	\$46,928.78	(\$478.78)	\$8,071.22	(\$8,550.00)	-18.41%
01.302.088.4130.04.15	TELEPHONE	\$7,500.00	\$3,839.17	\$3,839.17	\$3,660.83	\$2,530.83	\$1,130.00	15.07%
01.302.088.4130.04.16	ELECTRICITY	\$125,520.00	\$77,865.25	\$77,865.25	\$47,654.75	\$49,282.13	(\$1,627.38)	-1.30%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$2,295.87	\$2,295.87	\$404.13	\$1,704.13	(\$1,300.00)	-48.15%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$40,000.00	\$76,062.98	\$76,062.98	(\$36,062.98)	\$9,519.82	(\$45,582.80)	-113.96%
01.302.088.4220.05.26	CHEMICALS	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.302.088.4220.05.27	PAPER	\$18,000.00	\$9,574.95	\$9,574.95	\$8,425.05	\$425.05	\$8,000.00	44.44%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$18,500.00	\$18,608.43	\$18,608.43	(\$108.43)	\$2,891.57	(\$3,000.00)	-16.22%
01.302.088.4220.05.29	LIGHTING	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: OPERATION & MAINTENANCE - 088	\$506,729.92	\$386,848.02	\$386,848.02	\$119,881.90	\$153,754.77	(\$33,872.87)	-6.68%
01.302.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$18,828.95	(\$18,828.95)	0.00%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$62,085.79	\$37,657.90	\$37,657.90	\$24,427.89	\$4,707.23	\$19,720.66	31.76%
01.302.093.2130.04.33	IN SERVICE TRAINING	\$500.00	\$159.68	\$159.68	\$340.32	\$0.00	\$340.32	68.06%
01.302.093.2250.05.23	SUPPLIES SOFTWARE	\$23,500.00	\$1,638.73	\$1,638.73	\$21,861.27	\$425.00	\$21,436.27	91.22%
01.302.093.2300.05.23	SUPPLIES SOFTWARE	\$0.00	\$1,348.00	\$1,348.00	(\$1,348.00)	\$0.00	(\$1,348.00)	0.00%
01.302.093.2430.05.23	SOFTWARE	\$0.00	\$42,521.75	\$42,521.75	(\$42,521.75)	\$0.00	(\$42,521.75)	0.00%
01.302.093.2451.05.23	EDUCATIONAL EQUIPT	\$5,000.00	\$18,798.00	\$18,798.00	(\$13,798.00)	\$0.00	(\$13,798.00)	-275.96%
01.302.093.4130.04.15	TELEPHONE	\$12,250.00	\$12,900.26	\$12,900.26	(\$650.26)	\$0.00	(\$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	100.00%
01.302.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: COMPUTER PROGRAM - 093	\$108,335.79	\$115,024.32	\$115,024.32	(\$6,688.53)	\$23,961.18	(\$30,649.71)	-28.29%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$21,743.71	\$11,200.08	\$11,200.08	\$10,543.63	\$10,349.22	\$194.41	0.89%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,339.61	\$7,023.11	\$7,023.11	\$4,316.50	\$4,255.12	\$61.38	0.54%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$5,194.00	\$5,194.00	\$4,806.00	\$4,806.00	\$0.00	0.00%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$1,143.10	\$1,143.10	\$4,856.90	\$0.00	\$4,856.90	80.95%
01.302.100.2415.04.33	ASSOCIATION DUES	\$110.00	\$890.08	\$890.08	(\$780.08)	\$0.00	(\$780.08)	-709.16%
01.302.100.4130.04.15	TELEPHONE	\$120.00	\$48.86	\$48.86	\$71.14	\$0.00	\$71.14	59.28%
01.302.100.4230.04.31	SOFTWARE LICENSES	\$2,000.00	\$4,333.44	\$4,333.44	(\$2,333.44)	\$0.00	(\$2,333.44)	-116.67%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$51,313.32	\$29,832.67	\$29,832.67	\$21,480.65	\$19,410.34	\$2,070.31	4.03%
01.302.102.2305.01.03	TEACHERS	\$71,228.00	\$41,092.95	\$41,092.95	\$30,135.05	\$30,134.96	\$0.09	0.00%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$50,087.69	\$29,319.06	\$29,319.06	\$20,768.63	\$20,958.43	(\$189.80)	-0.38%
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	\$89.00	\$89.00	\$3,411.00	\$64.92	\$3,346.08	95.60%
	Dept: PROJECT GROW - 102	\$125,315.69	\$70,534.91	\$70,534.91	\$54,780.78	\$51,324.41	\$3,456.37	2.76%
01.302.103.2305.01.03	TEACHERS	\$532,208.20	\$367,973.29	\$367,973.29	\$164,234.91	\$250,179.01	(\$85,944.10)	-16.15%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$248,080.53	\$145,204.83	\$145,204.83	\$102,875.70	\$105,306.50	(\$2,430.80)	-0.98%
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	\$36.80	\$36.80	(\$36.80)	\$0.00	(\$36.80)	0.00%
01.302.103.3300.02.12	BUS MONITORS	\$24,000.00	\$29,450.96	\$29,450.96	(\$5,450.96)	\$0.00	(\$5,450.96)	-22.71%
	Dept: LEARNING SUPPORT CENTER - 103	\$804,948.73	\$542,665.88	\$542,665.88	\$262,282.85	\$355,485.51	(\$93,202.66)	-11.58%
01.302.106.4230.04.31	SOFTWARE LICENSES	\$0.00	\$1,708.41	\$1,708.41	(\$1,708.41)	\$0.00	(\$1,708.41)	0.00%
	Dept: LEARNING SUPPORT CENTER - 106	\$0.00	\$1,708.41	\$1,708.41	(\$1,708.41)	\$0.00	(\$1,708.41)	0.00%
01.302.118.2305.01.03	TEACHERS	\$102,528.70	\$57,708.45	\$57,708.45	\$44,820.25	\$42,519.55	\$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	\$57,964.02	\$57,964.02	\$49,035.98	\$57,964.03	(\$8,928.05)	-8.34%
	Dept: SPEECH - 118	\$218,348.70	\$117,220.90	\$117,220.90	\$101,127.80	\$100,483.58	\$644.22	0.30%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$38,727.65	\$24,824.00	\$24,824.00	\$13,903.65	\$15,542.83	(\$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	\$63,505.17	\$63,505.17	(\$505.17)	\$1,080.00	(\$1,585.17)	-2.52%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$11,893.60	\$11,893.60	\$13,106.40	\$10,793.61	\$2,312.79	9.25%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$63,343.81	\$63,343.81	\$61,656.19	\$32,356.19	\$29,300.00	23.44%
01.302.121.2800.04.35	THERAPY	\$0.00	\$12,628.03	\$12,628.03	(\$12,628.03)	\$0.00	(\$12,628.03)	0.00%
	Dept: SUPPORT SERVICES - 121	\$261,387.65	\$177,643.66	\$177,643.66	\$83,743.99	\$59,772.63	\$23,971.36	9.17%
01.302.127.2710.01.03	COUNSELOR	\$77,693.72	\$43,730.10	\$43,730.10	\$33,963.62	\$32,068.65	\$1,894.97	2.44%
01.302.127.2800.01.03	PSYCHOLOGIST	\$66,533.78	\$35,420.70	\$35,420.70	\$31,113.08	\$26,175.30	\$4,937.78	7.42%
01.302.127.2800.05.24	SUPPLIES	\$3,600.00	\$0.00	\$0.00	\$3,600.00	\$0.00	\$3,600.00	100.00%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$7,027.00	\$7,027.00	\$1,273.00	\$2,109.00	(\$836.00)	-10.07%
01.302.127.2800.06.37	TRAVEL & CONFERENCES	\$660.00	\$135.00	\$135.00	\$525.00	\$0.00	\$525.00	79.55%
01.302.127.2810.01.03	SOCIAL WORKER	\$70,767.03	\$34,266.30	\$34,266.30	\$36,500.73	\$25,328.70	\$11,172.03	15.79%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$227,554.53	\$120,579.10	\$120,579.10	\$106,975.43	\$85,681.65	\$21,293.78	9.36%

Marion Public Schools

FY24-25 APPROVED BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$89,610.00	\$97,014.29	\$97,014.29	(\$7,404.29)	\$77,427.50	(\$84,831.79)	-94.67%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$154,625.00	\$27,900.00	\$27,900.00	\$126,725.00	\$18,000.00	\$108,725.00	70.32%
01.302.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
01.302.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$10,000.00	\$11,741.25	\$11,741.25	(\$1,741.25)	\$10,983.75	(\$12,725.00)	-127.25%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$87,179.00	\$25,551.68	\$25,551.68	\$61,627.32	\$15,513.52	\$46,113.80	52.90%
	Dept: SPED TRANSPORTATION - 130	\$370,414.00	\$162,207.22	\$162,207.22	\$208,206.78	\$121,924.77	\$86,282.01	23.29%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$206,456.00	\$89,087.86	\$89,087.86	\$117,368.14	\$56,452.36	\$60,915.78	29.51%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$188,209.00	\$70,292.16	\$70,292.16	\$117,916.84	\$56,986.51	\$60,930.33	32.37%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$394,665.00	\$159,380.02	\$159,380.02	\$235,284.98	\$113,438.87	\$121,846.11	30.87%
Grand Total:		\$7,080,780.00	\$4,165,065.46	\$4,165,065.46	\$2,915,714.54	\$2,489,263.43	\$426,451.11	6.02%

End of Report

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2500

Voucher Date: 01/29/2025

Prepared By:

Michelle Charette

Printed: 01/29/2025 10:25:47 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$56,100.58 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Barber

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund	Amount
01 GENERAL FUND	\$56,100.58
	<u>\$56,100.58</u>

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2501

Voucher Date: 02/12/2025

Prepared By:

Michelle Charette

Printed: 02/12/2025 11:33:43 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$122,094.05 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard B. ...

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	\$115,930.43
11	CIRCUIT BREAKER	\$0.00
24	FY24 FEDERAL GRANTS	\$533.33
25	FY25 FEDERAL GRANTS	\$2,047.50
40	ON BEHALF OF TOWN	\$3,194.00
43	FY23 PRIVATE GRANTS	\$388.79
		\$122,094.05

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2502

Voucher Date: 02/26/2025

Prepared By:

Michelle Charette

Printed: 02/26/2025 09:55:10 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$94,278.89 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard E. Burt

A Nye

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$91,353.24
25	FY25 FEDERAL GRANTS	\$1,197.00
45	FY25 PRIVATE GRANTS	\$1,068.65
53	Capital Projects - 20X3	\$660.00
		\$94,278.89

Rush Check

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2503

Voucher Date: 03/10/2025

Prepared By:

Michelle Charette
Printed: 03/10/2025 12:00:41 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$275.00 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.

Howard Barber

AB
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
45 FY25 PRIVATE GRANTS	\$275.00
	\$275.00

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2504

Voucher Date: 03/12/2025

Prepared By:

Michelle Charette

Printed: 03/12/2025 02:19:38 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$181,374.11 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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

Howard Butler

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	\$151,748.04
11	CIRCUIT BREAKER	\$28,710.00
25	FY25 FEDERAL GRANTS	\$916.07
		\$181,374.11



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: March 2025
Sippican Elementary

Directors Update:

- Meal participation continues to be strong.
- Successfully completed the Foodservice DESE Procurement Audit.
- Had a successful Board of Health Inspection.
- Collaborated with MA Operational Services Division (OSD) and other MA Foodservice Directors to create a new statewide contract, specifically for the K-12 School Nutrition Products GRO42; launching the first part for fresh produce this month.
- Starting the process of procuring foods for the upcoming school year.
- 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:					110		30 %	
Reduced:					12		3 %	
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%	1,525	26 %	3,482	60 %
December	1008	17%	3592	62%	1,209	24 %	2,991	59 %
January	1244	17%	4660	62%	1,673	24 %	4,104	58 %
February	920	17%	3230	60%	1,077	22 %	2,827	58 %
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: March 2025

Sippican Elementary School

- Completed Massachusetts School Building Authority (MSBA) Survey.
- Completed fire sprinkler inspection/testing.
- Fire Marshall and Building Inspector completed yearly inspection.
- Stage 1 of digital radio communications integration completed.
- 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



Superintendent's Newsletter

February 2025

Message of the Month

Dear School Community,

I hope that our students and their families enjoyed the recent school vacation in February. Although winter is still here - we are starting to see signs that spring is just around the corner. I know that our faculty, staff members, and students are looking forward to warmer days and more opportunities to spend time outside.

During the past month our students have continued to shine in their classrooms, extra-curricular activities, and in athletics. We are excited about the teaching and learning that will happen in the month ahead.

It is also important to note that we are currently in budget development season. The school department is working hard to develop school budgets for the 2025-2026 school year that meet our students needs, in a challenging financial climate.

It is my hope that the updates and information shared in this month's newsletter are helpful and informative for our families.

Thank you for your ongoing support and educational partnership.

Michael S. Nelson
Superintendent of Schools

National School Resource Officer Appreciation Day was February 15th!

We thank Officer Lima, Officer Myers, Officer Tracy and Norman for their on-going support of our students and staff!



Dr. Fedorowicz, Officer Myers and Superintendent Nelson



Officer Tracy, Norman and Officer Lima

Pictures of Superintendent School Visits



Ms. Mare's 4th Grade Class



Ms. Williams' 2nd Grade Class



Ms. Anderson's Art Class

Office of Teaching and Learning

February 12th was Marion Occupational Day for Grade 5 and 6 students at Sippican Elementary School. This year, students had the exciting opportunity to meet with experts and explore careers in law enforcement, finance, marine science, engineering, surgery, speech and physical therapy, education, nursing, and more, thanks to the generosity of VASE parent volunteers and community members. Occupational Career Day was designed to be a meaningful and purposeful experience. Dr. Fedorowicz and Ms. Cunningham were also able to share their experiences in education and human resources, enjoying the opportunity to connect with students and discuss career pathways in these fields. It was incredible to see students engaged and inspired as they connected with professionals, asked thoughtful questions, and discovered new possibilities for their futures. A heartfelt thank you to VASE and all of our dedicated parent volunteers,

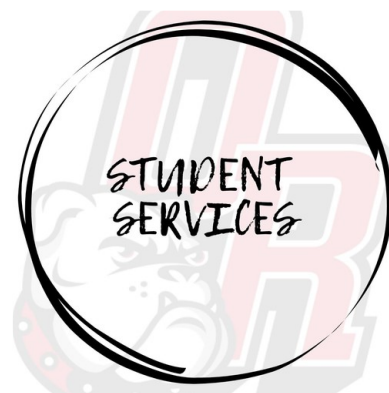


especially Ms. Hermenegildo, for making this event such a success. Your time and effort truly made a difference in creating a valuable learning experience for our students.

Sincerely,
Shari Fedorowicz
Assistant Superintendent of Teaching and Learning

Office of Student Services

The Old Rochester Regional School District & Superintendency Union #55 is pleased to continue their partnership with the Southeastern Massachusetts Educational Collaborative to provide Community Talks. The upcoming presentation titled, *The New IEP- A Session for Parents*, has been rescheduled for March 24, 2025 at 6:30pm via zoom. This event provides the opportunity to gain valuable insights into the new document and its contents, which can significantly impact your child's education. Click [here](#) to register. A zoom link will be sent to all registrants.



Cape Cod Challenger Club Bowling

Free bowling with the Challenger Club at Ryan Family Amusements in Buzzards Bay every Sunday in March (2nd, 9th, 16th, 23rd, 30th) from 1pm-2:30pm! Contact Andrew at andrew@capecodchallenger.org to register! All ages and abilities are welcome! To learn more about the Cape Cod Challenger Club's Mission, please visit their [website](#).

As we continue to roll out the new IEP this year, please use the link provided in the meeting invitation you receive to view the new document. If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Update Emergency Contacts in PowerSchool

It is extremely important for all of our schools to have the correct emergency contact information on file for each student. Be sure to update the emergency contacts for your student(s) in [PowerSchool](#). Please note - parents/guardians are automatically emergency contacts, so there is no need to check the box for yourself. Please add additional individuals for your student(s) and check the emergency contact box for them.



Caregiver's Professional Development Survey

As part of our Professional Development planning process, we invite you to provide your input to shape next year's Professional Development days for educators. This survey follows the District Strategic Plan, Vision 2028, and was developed with the collaboration of The Instructional Council Team, consisting of administrators and teachers. As we work toward preparing the 2025-2026 District-Wide Professional Development Plan, it is important to know the priorities of parents and guardians as we move forward. Your input is appreciated and valued as we begin looking at the next school year. [Please complete this short survey by March 7th.](#)



District Report Cards

Each year, the Massachusetts Department of Elementary and Secondary Education releases a report card for every school and district in the state. Similar to how a student's report card reflects their performance in various subjects, these school and district report cards are designed to provide families and the community with an overview of how schools are performing across different areas. The report cards highlight both the strengths of a school or district and areas that may require attention to ensure all students' needs are being met. [View district report cards here.](#)



Policy Updates

The Joint School Committee recently approved updates and revisions to the following policies:

[ADDA](#) - Background Checks

[ADDA-R](#) - DCJIS Model CORI Policy

[BDE](#) - Subcommittees of the School Committee

[BEDH](#) - Public Comment

[IJNDB-E-1](#) - Acceptable Use Elementary

[IJNBD-E-2](#) - Acceptable Use Secondary

[IJNBD-E-3](#) - Acceptable use Staff

[IJNDC](#) - Internet Publication

As always, the full policy manual is available [online here.](#)

Kindergarten Registration Open

Kindergarten registration is currently available for next school year! All Marion, Mattapoisett, and Rochester children who will reach the age of 5 before Sept. 1, 2025, are eligible to register to attend kindergarten at the elementary school in the town they reside in for the 2025-2026 school

year. A virtual Kindergarten Registration Information Session for all three elementary schools will be held on **February 5, 2025, at 6 p.m.** Here is the [zoom link to join the session](#). [Read more](#).



Project Grow Preschool Registration Open

All schools across the district are accepting Project GROW applications for the 2025-2026 school year. Project GROW offers high quality preschool education to Marion, Mattapoissett and Rochester children ages 3-5 years old, including children with special needs. If you are interested in learning more about Project GROW, please refer to the [Early Childhood Website](#). The link to the Project GROW application is [here](#).



Advertising Opportunity at ORR Campus

We are excited to launch our ORR Campus advertising opportunity! This opportunity allows businesses to advertise in visible locations on our campus while directly supporting our Bulldog Athletic Program. Please see the flyer below for more information or contact Chris Carrig at chriscarrig@oldrochester.org.



OLD ROCHESTER REGIONAL HS

[illegible]

Two talented artists from ORRHS are being celebrated for their artwork in the Emerging Young Artists and Designers 2025 Juried Exhibition. Works by juniors Alexis Barber and Dayvie

Zuckerman were among 103 entries chosen from 800 pieces submitted by high school students around New England. [Read more.](#)



During the week before February Vacation, all Junior High Latin and Spanish students celebrated World Language week by participating in various learning games and activities to recognize and honor a number of world cultures. [Read more.](#)



Old Hammondtown School also won a Feinstein Foundation Golden Ticket! Congratulations to 5th grader Thomas Cooney. OHS will receive \$5,000 and Thomas decided to donate the \$500 to the Breast Cancer Research Foundation to honor his "Yaya". [Read more.](#)



ORRHS senior Michael Hogan achieved a perfect score of 300 in a game of bowling at Wonder Bowl in New Bedford on Feb. 18 during school vacation. He rolled 12 consecutive strikes, a feat few bowlers accomplish, while his father, Jim Hogan, cheered him on and captured the final moments on video. [Read more.](#)



[Click here to view all the news across our schools!](#)

School Committee Happenings

Recently, our school committees have been working on the FY2026 budget proposals for each town. They have approved many grants and donations from organizations such as the Mattapoissett

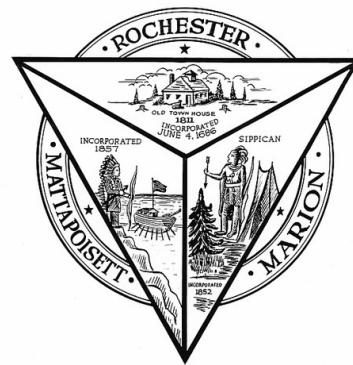
Land Trust, Cape Cod 5 and the Feinstein Foundation. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings (subject to change):

March 11th - Marion School Committee

March 13th - Mattapoissett School Committee

March 20th - Rochester School Committee

March 27th - ORR School Committee



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.

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 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](#)



Community Information and Flyers

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

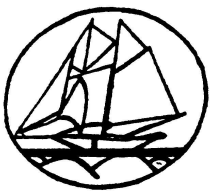


Michael S. Nelson, Superintendent

www.olderochester.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: March 25, 2025



Sippican School Main Office

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

Sippican School Community Update:

The past month at Sippican School has been filled with vibrant learning and strong community involvement. The Boosterthon "Castle Quest" not only generated excitement with "Nate the Great" leading character-building activities, but also successfully reached

its \$20,000 fundraising goal. The Fun Run grand finale was a resounding success, encouraging spirited community participation, and featured a Boosterthon spirit week with themes like neon day, white out, rhyme without reason, and school spirit day, culminating in a hilarious lip sync concert by Principal Dessert, Assistant Principal Thomas, SRO Officer Tracy, and Norman.

In addition to the month's highlights, Sippican students actively showcased their artistic talents during two consecutive weeks of FORM Concerts. Furthermore, Marion teacher Mrs. Furfey, a sixth-grade teacher, was named Fun 107 Teacher of the Month, congratulations to her. The Sippican Chorus and Sippican Instrumental Nights at Old Rochester Regional High School gave Sippican singers and talented 5th and 6th-grade instrumentalists a platform to shine, highlighting the district's exceptional musical abilities.

These activities truly embody Sippican School's dedication to creating a community that cherishes learning, growth, and fun. The Boosterthon's success, the character-building initiatives, and the impressive FORM Concerts demonstrate the school's commitment to providing a well-rounded and enriching educational experience. The school deeply appreciates the continued support from families and friends, which is vital in making Sippican such a special and thriving environment for its students.

Welcome New Staff



Boosterthon Fun





Mrs. Furfey Teacher of the Month



Form Concert Chorus & Instrumental





Teaching and Learning:

MCASDATES:




Following are the dates for MCAS this year:

Tuesday, March 25th - Grades 3 & 4 - ELA
Wednesday, March 26th - Grades 3 & 4 - ELA
Thursday, March 27th - Grades 5 & 6 - ELA
Friday, March 28th - Grades 5 & 6 - ELA
Tuesday, April 29th - Grades 3 & 4 - MATH
Wednesday, April 30th - Grades 3 & 4 - MATH
Thursday, May 1st - Grades 5 & 6 - MATH
Friday, May 2nd - Grades 5 & 6 - MATH
Thursday, May 15th - Grade 5 - STE
Friday, May 16th - Grade 5 - STE

School Resource Officer Tracy & Norman Award



Feinstein Leadership Program Jr. Scholars Golden Ticket Lottery & Grant Opportunity:




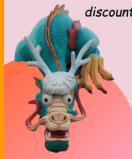
The Feinstein Foundation & Providence Children's Museum

Complimentary Admission to Providence Children's Museum for Feinstein Jr. Scholar Cardholders!

Feinstein Jr. Scholar cardholders and one accompanying adult can enjoy free admission to the Providence Children's Museum once a year with their Feinstein Jr. Scholar Card.

Visitors are encouraged to reserve a timed ticket online to ensure availability. To redeem your discount, enter the code "JRSCHOLAR" (capitalization not necessary) during online registration. Don't forget to bring a valid Jr. Scholar Card when you visit.

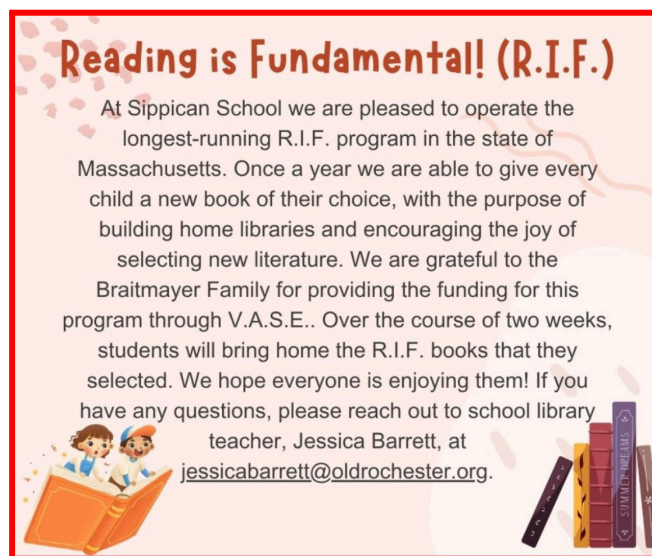
For questions, please contact PCM's Visitor Services team at info@childrenmuseum.org or 401-273-5437 x234.



V.A.S.E Updates and Upcoming Events:

M.O.P. Day at Sippican





Boosterthon Corporate Sponsors - THANK YOU

A big thanks to our corporate sponsors that have donated so far this year:

Dr. James Hermenegildo

Children's Academy

Waterman Building & Remodeling

Coastal Orthodontics

Marion Social Club

Converse Company Realtors

Morse Insurance Co.

Burke Electrical Contractors

Southcoast Insurance Group

Heavenly Medical Aesthetics
RYCO
Rose & Vicki's
Bardens Boatyard
Bright Funds
Silverback Concrete Construction

Conclusion

In summary, the recent activities at Sippican School highlight a commitment to fostering a well-rounded educational environment that values academic achievement, community engagement, and artistic expression . The success of the Boosterthon, the inspiring performances at the FORM Concerts, and the recognition of Mrs. Furfey as Teacher of the Month all underscore the school's dedication to creating a vibrant and supportive community (Michael Rock, 2025). With the continued support of families, friends, and community members, Sippican School is poised to continue its tradition of providing exceptional experiences and fostering a love of learning in its students .

Best,

Lynn Dessert M. Ed
Principal

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



READS Collaborative - www.readscollab.org
Quarterly Report Overview - February/March 2025

- READS Strategic Plan Priorities- 2024 - 2029 (www.readscollab.org)
 - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
 - READS Academy has recently purchased Yondr pouches for the safe-keeping of student cell phones while school is in session. The READS administration is currently reviewing cell phone policies and seeking input from stakeholders in an effort to implement a “No Cell Phone Use Policy” for the beginning of the 25-26 school year.
 - READS Academy is exploring added security measures for screening visitors.
 - The READS DHH Program is exploring an improved emergency management system to alert Deaf staff and students of emergencies.
 - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
 - READS Executive Director submitted an application for Fund Code: 0253 Teacher Diversification Grant in December 2024. A READS Collaborative PLC was created in support of Fund Code: 0253. This PLC has been attending MA DESE Teacher Diversification PLC meetings as well as our own READS Collaborative meetings.
 - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
 - The Executive Director is conducting walkthroughs with program directors during the 24-25 school year.
 - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
 - READS Administration has been actively exploring space options for the READS Deaf and Hard-of-Hearing (DHH) Program to ensure long-term space security for its programming. Currently, READS Collaborative is exploring the potential purchase of a building to house a portion of the DHH program with potential for further expansion. *(Please see the attached letter from the READS Executive Director to the Board of Director School Committees.)*
- Fiscal Update
 - The FY26 budget along with tuition and fees will be presented to the Board of Directors on 2/6/2024.
 - READS Collaborative Deaf and Hard of Hearing (DHH) Program is currently experiencing classroom space shortages within our Norton Public School programming. Administration is researching different options to move the program or purchase property to continue the program and services for our Deaf and hard of hearing students. Administration will work with the Board of Directors to determine next steps in the upcoming months.
 - The most recent financial projection update as presented by our Business Manager, shows READS Collaborative will end the fiscal year in a surplus. This surplus figure cannot be determined yet until a decision about the DHH program has been decided.
- Legislation/Compliance
 - READS FY25 Annual Report and FY25 Financial Audit were submitted to DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
 - READS is scheduled for its DESE Collaborative Financial Review in March 2025. Preparations have begun to gather the necessary information.
- Programmatic Information
 - READS Academy Program Director, Mrs. Erinn Fauteux, has provided notice of her resignation effective June 30, 2025. This open position was posted on February 3, 2025.

*Dina Medeiros, M.Ed. C.A.G.S.
Executive Director*



508 947-3634 X1103
Fax: 508 946-1088
Email: reads@readscollab.org

READS Collaborative

105 East Grove Street, Middleboro, MA 02346

January 31, 2025

Dear READS Collaborative School Committee Members:

Thank you for your continued membership and support for the READS Collaborative.

I would like to take this opportunity to provide you with an update regarding the READS Collaborative Deaf and Hard-of-Hearing (DHH) Program. The READS DHH program stands out as the only program in southeastern Massachusetts that provides a wide range of services from substantially separate support to full inclusion opportunities for Deaf and hard-of-hearing students preschool - grade 12. Our mission is to continue providing our member districts and beyond with the highest quality of instruction and educational experience for students who are Deaf and hard-of-hearing.

Currently, the READS Collaborative DHH Program is housed within two different communities. We have a small number of students who attend the Bristol Plymouth Regional Technical High School (BP) in Taunton with the majority of our program students embedded within the host district of Norton Public Schools in Norton, MA. Our current enrollment as of 1/31/2025 is 53 students in grades preschool - 12. Both host communities have a long and positive relationship with READS Collaborative. DHH students successfully access classroom inclusion with interpreters, when appropriate based on student needs, as well as participate in sports and extracurricular activities for both districts. The Norton community has hosted the DHH program for over 10 years with program students attending BP for over 30 years.

This year, READS Collaborative's host district contract with Norton Public Schools includes 10 classroom spaces (including administrative office space) along with 6.5 additional spaces for specialists' services (speech, literacy, counseling, OT/PT) for a total of 16.5 rooms. Based on DHH student enrollment needs, two additional classrooms will be needed for FY26. Specifically, DHH will require an additional preschool classroom. A need for a transition classroom

addressing the needs for DHH students ages 18-22 has also become apparent. Norton Public Schools has been experiencing a steady increase in their enrollment numbers. In addition, Norton Public Schools has increased their own specialized programming. Norton Public Schools, although continuing to be invested in the positive working relationship with the READS DHH program, can no longer accommodate the DHH space needs.

Alternate space options have been explored with the priority goal of continuing to ensure high quality continuity of education that allows for inclusive opportunities. Space within other READS member districts has been requested, but other districts are also experiencing high student enrollment numbers and space shortages. The next potential solution that allows for the DHH program to maintain programming continuity of services for students preschool - grade 12 would be for the READS DHH program to secure its own building or space. This would allow READS to create a “home base” for its DHH programming while still coordinating with a local district for inclusive opportunities. To that end, READS Collaborative has recently become aware of a property available in Norton. This property has the potential to house 7 DHH classrooms and administrative and specialists’ spaces while keeping the door open for inclusive opportunities within Norton Public Schools. This building also has the potential for future expansion allowing for continued growth of the DHH program.

The READS Collaborative Board of Directors has been made aware of the DHH program space needs as well as the desire for READS Collaborative to purchase a building that will house the DHH Program. The Board of Directors has voted to allow READS Collaborative to enter into a **non-binding** letter of intent with the seller of a property located in Norton, MA. This allows READS Collaborative to explore the potential of purchasing the property before entering a commitment to buy. All contingencies needed to make such a purchase will be reviewed and secured prior to next steps.

Should the purchase go through, it will allow Norton Public Schools to immediately access their spaces within the JCS Elementary School and Norton High School. The DHH program would continue to have the opportunity of inclusion for its students and be part of Norton’s educational community.

The projected costs for securing the building space, if the purchase goes through, will result in an increase in tuition for students enrolled within the READS DHH program **only**. Those projected increases have been communicated to all of our member district superintendents and special education directors. In addition, communication has also been shared with non-member district superintendents and special education directors who currently have a student enrolled within the DHH program.

READS Collaborative is making every effort to minimize the financial impact on districts accessing the DHH program. Given the potential increase, the READS DHH program will still present as the most cost effective option offering the most comprehensive educational experience for students who are Deaf and hard-of-hearing within southeastern Massachusetts.

The alternatives to potentially purchasing a building for DHH would mean having many DHH classrooms scattered throughout various districts that may be able to provide a single classroom or two. This option will significantly impact the quality and continuity of programming. Students will be less comfortable being included as it will be more difficult to establish a sense of belonging. It is anticipated that this scenario would be detrimental leading to reduction in program referrals and the eventual potential closing of the DHH program.

We are seeking the support from our Board of Directors along with their School Committees as we explore the option of purchasing a building for the DHH Program. Please know that I will make myself available to meet with your school committee to address any questions or concerns you may have regarding the future of the READS DHH Program if requested.

Respectfully,

A handwritten signature in blue ink that reads "Dina Medeiros". The signature is fluid and cursive, with a small dot above the 'i' in Medeiros.

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

READS Collaborative Proposed Purchase for a DHH Building
Questions and Answers:
March 6th, 2025

1. Why apply for a 5-year mortgage and not something that is extended over a longer time?

- \$1.2 million is feasible to pay off within 5 years and makes the most financial sense due to interest savings.
- See below grid for interest cost for 5, 10 and 15 year mortgage for \$1.2m. (80% of loan)

Mortgage - \$1,200,000			<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Principal			\$1,200,000	\$1,200,000	\$1,200,000
Interest - 6.75% interest			\$217,209	\$453,467	\$711,404
Total			\$1,417,209	\$1,653,467	\$1,911,404

** Also, this pay plan will **NOT** impact the purchase plan already in place with the READS Academy lease. That is separate and will not be disrupted.

2. Did READS consider leasing rather than buying? If so, what is the financial difference?

- Leasing was considered. A yearly lease cost analysis is displayed in the grid below.

	<u>Annual cost</u>	<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Monthly lease per month (assuming 2.5% increase annually)	\$121,596	\$655,127	\$741,216	\$838,618
Real Estate Taxes - 2.5% annual increase assumption	\$15,595	\$15,985	\$16,384	\$16,794
Total	\$137,191	\$671,112	\$757,601	\$855,412
Lost equity		\$746,097	\$895,866	\$1,055,992

In 5 years we could own the same property for a difference of \$746,097 that it would cost to lease. Leasing does **not** provide any space security as leases are renewed annually. The owner could end up with an opportunity to sell to someone else and we are right back where we started with no space for our programming and no return on the money spent leasing.

3. Does the building need to be renovated? To what extent?

Yes, the building will need some renovation to be fully accessible for the September 2025 start date

- HVAC Upgrades - \$50k
- Sprinkler System Installation - \$150k - building does not have sprinkler system
- Minor construction needs to accommodate shared office spaces - \$20k
- Installation of one external vestibule for security purposes and an additional smaller vestibule at the rear of the building for weather control purposes - \$40k
- Cosmetic updates (painting, replacement of some flooring, deep cleaning) - \$50k
- Building Security system - \$30k
- Playground installation - \$60k
- Furniture - \$50k
- Moving costs - \$20k
- Landscaping - \$10k
- Paving needs - \$25k
- General exterior upgrades - \$15k

These expenses would be addressed through access of up to \$520k from fund balance pending Board approval. As of 6/30/2024, the undesignated cumulative surplus for READS Collaborative is \$2,740,802, which is 19.13% of the 25% maximum per DESE.

4. What is the plan for ongoing maintenance?

- READS Collaborative has an existing 5 year Capital Maintenance Plan which is fiscally responsible and priority based to ensure READS properties are well maintained and safe for students and staff.
- We would revise this Capital Maintenance Plan to include the potential property. This plan would be presented to the Board of Directors.
- A part-time maintenance/custodial staff member will be hired to address day-to-day maintenance needs at the DHH building site.

READS Collaborative currently incorporates a capital maintenance fund with a capital plan that addresses larger maintenance needs for the READS Academy and the READS Administration Building as part of our annual budget. The DHH Building needs would be included in the plan and have access to this funding.

5. What school districts have you reached out to for potential contracted DHH space?

- The Executive Director has reached out to each Board member to ask if they had classroom spaces needed for DHH within their district buildings or other spaces. Each member district responded that they would not be able to accommodate the classroom space needs for the DHH Program for the 25/26 school year.
- Non-member districts contacted included North Attleboro, Attleboro, Mansfield, Foxboro, Easton, and Stoughton Public Schools. These districts were contacted due to their location to maximize access for Southeastern MA. A response was

received by 3 out of the 6 indicating support for the work of READS Collaborative, but no space is available for the 25/26 school year. The remaining non member districts have yet to respond.

6. What other options are there besides leasing or buying a property?

- We may be able to limp along within Norton Public Schools for just one more year. This means moving the high school space to the Henri A. Yelle (HAY) Elementary School and having to transport students to and from the Norton High School for inclusion needs. The preschool classrooms would need to be moved to the HAY as well with no preschool playground access or access to peer models with developing ASL skills.
- Leasing modular classrooms was explored as a potential option. This is a very expensive option with no long term financial benefit. It would require placement on a property that we do not own, if allowed. Modular classrooms are inferior to the general facilities of a building. That being said, there could be a potential civil rights violation that just the students identified with a special need are housed in a modular classroom.
- Programming might be able to be sprinkled throughout multiple communities (potentially single classroom spaces). This will not allow for curriculum continuity for those included as well as inability to truly become part of the DHH school community. DHH administrators would not be able to effectively monitor and support programming scattered throughout a variety of districts. Staff and students would, inevitably, feel a diminished sense of belonging. This would result in fewer students trying out for sports or participating in extracurricular activities. It would result in low staff morale due to feeling less supported and greater difficulty arranging for coverage for staff absences. Some substantial changes to staff traveling commutes will further add to reduced retention of staff. (Currently, DHH staff express generally high satisfaction with their work and environment based on recent survey results. The program is actually currently fully staffed, which is quite remarkable given the highly specialized skills needed for DHH staff.)
- Having the DHH program sprinkled throughout a variety of districts will lead to reduced enrollment and the subsequent closure of the DHH Program. There is no other DHH program in Southeastern Massachusetts that provides educational services for grades preK - 12+ with inclusive opportunity from K-12.
- Closing the DHH program will lead to increased costs to districts due to private school education rates and increased travel costs to programs farther away.

7. **What are the costs for sending students to other DHH programs in the state?**

SCHOOL	Address	Daily Rate	Sample Transportation cost from Southeastern MA to other DHH Programs
Beverly School for the Deaf	6 Echo Avenue Beverly, MA 01915	\$499.44 (FY26) (Similar to Tier I level of need)	Ex: Hanover - Beverly = \$546 per day
Beverly School for the Deaf - Child Communication Center	6 Echo Avenue Beverly, MA 01915	\$610.94 (FY26) (Intense level of need similar to Tier II/III)	Ex: Hanover - Beverly = \$546 per day
CAPS Collaborative - DHH Program - PreK /Elementary	2 Narrows Rd, Westminster, MA 01473	417.65 (FY25)	
CAPS Collaborative - DHH Program - Middle/High School	2 Narrows Rd, Westminster, MA 01473	444.12 (FY25)	
Clarke School for the Deaf: A Preschool - Grade 1 ONLY School (No ASL, only Oral)	1 Whitman Rd, Canton, MA 02021	\$388.01 (FY25)	
READS Collaborative - DHH Program - PreK-12	64 West Main Street, Norton, MA	\$417 (Tier I) \$516 (Tier II) Member Rates (Original FY26 Rates)	Ex: Rockland - READS = \$224 per day
READS Collaborative - DHH Program - PreK-12	64 West Main Street, Norton, MA	\$456 (Tier I) \$563 (Tier II) Member Rates (FY26 Rates with building purchase)	Ex: Rockland - READS = \$224 per day
SEEM Collaborative Hurd Elementary School , SEEM Middle School and SEEM High School	94 Lebanon Street Melrose MA 02176 (Hurd) 260 Fordham Rd., Suite J Wilmington, MA 01887 (SEEM)		

The Learning Center	848 Central St, Framingham, MA 01701	\$511 (FY 25)	Ex: Rockland - TLC = \$428 per day
The Learning Center - Intensive	848 Central St, Framingham, MA 01701	\$566.27 (FY 25)	Ex: Rockland - TLC = \$428 per day
The Learning Center - Walden School	848 Central St, Framingham, MA 01701	\$868.43 (FY 25)	Ex: Rockland - TLC = \$428 per day
Willie Ross School for the Deaf	32 Norway St, Longmeadow, MA 01106	\$462 (FY 25)	

8. How long do you anticipate this building being fully utilized?

The potential DHH building can be utilized for many years to come. The DHH program has been in existence since the start of READS Collaborative, over 50 years ago. The need has been consistent and actually continues to rise.

For the September 2025 opening, the building will house grades preK-3 and two high school classrooms, one for grades 9-12 and one for a transitions program for ages 18-22. Students in grades K-3 and 9-12 will be bussed for their inclusive classroom programming following careful schedule coordination with Norton Public Schools (NPS) for those who have inclusion in their respective IEPs (individual education programs).

NPS has agreed to provide a 3 year contract for inclusion access for grades K-12. (Preschool has always been a substantially separate program due to the significant need for language acquisition.) This contract has potential to be extended beyond the three years. If not extended, another school district may have more space availability in 2-3 years due to some districts building a new school or acquiring town properties allowing for restructuring of their classroom spaces.

The proposed DHH building would continue to be utilized by READS as it would be our property. It allows for future potential expansion of DHH services. Having our own building will allow for further development and expansion of substantially separate programming, such as K-12 programming for DHH students who have multiple disabilities. This can support students diagnosed with autism or significant cognitive disability in addition to hearing loss. Potential expansion of programming also provides for future expanded sources of income for the collaborative.

Therefore, the building has the potential to be utilized as long as READS Collaborative is in existence.

9. Have you looked at other local properties for purchase or lease?

We have looked at other potential properties. We would need a property to be at least 7,000 sq. ft. with the potential for up to 15,000 sq. ft.

Many of the properties available are under 7,000 sq. ft. The Town of Norton properties were too small for our purposes aside from the current property being considered and the one listed below. They were smaller office buildings or small stores.

Some of the current properties in the local area(s) for sale include:

A. Armel Bldg 340 S Worcester St Norton, MA 02766 **\$2,300,000**
10,900 SF Industrial Building

This is an oversized (in height) open warehouse with no partitions of spaces. (Looks like a huge garage.) This would cost too much and take a considerable amount of time to make it an educational setting.

B. Office Condo Unit 101 Industrial Park Rd Taunton, MA 02780

8,436 SF Located in Myles Standish Industrial Park.

It is made up of small office spaces and not conducive for our classroom space needs. It would require significant renovation. (Must call for pricing.)

C. Flex Building 500 Myles Standish Blvd Taunton, MA 02780

31,205 SF 83% Leased **\$4,600,000** (\$147/SF) 6.55% Cap Rate

Not conducive to turning it into classroom spaces in addition to its very high Cost. Given that it is already leased for 83% of the property space, it would not provide us with minimal space needed.

D. Flex Building 475 Paramount Dr Raynham, MA 02767

37,050 SF Vacant (\$132/SF) **\$4,900,000**

Expensive and layout of spaces would require a significant amount of renovation into classroom spaces.

E. Development Opportunity 106 Oak St Taunton, MA 02780

21,000 SF Industrial Building **\$649,000** (\$31/SF)

This property is in horrible condition, essentially paying for the land it is on.

F. 4-Star Industrial Building 620 Spring St North Dighton, MA 02764

552,720 SF **\$5,000,000** (\$9/SF) 24.75% Cap Rate

Too expensive and would require significant additional cost to make it an educational setting.

Available properties that are at least 7,000 sq ft are all over \$1.5 million with the exception of 106 Oak Street in Taunton which is really a tear-down property. In addition, the layout inside the properties is not easily transferred to classroom spaces.

The current property being pursued is actually conveniently laid out for classroom and office spaces. The building was built in 1999 making it a relatively young building. For \$1.5 million, the property being pursued is a much better option with the least amount of renovation needed.

In conclusion, it is not the desire of READS Collaborative to purchase a separate building for our students. Ideally, we would much rather contract with a public school district to house our students with some continuity for curriculum and programming for PreK - 12+. Being embedded within a public school setting with maximum inclusion and access to general education and extracurricular activities is what is best for student growth and development.

However, faced with lack of space, having a building as a home base that allows for those students who require a substantially separate classroom to have their spaces and also allows for close proximity to the public schools our students and staff have come to call home for inclusive access, would be the next best option.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester
135 Marion Road, Mattapoisett, MA 02739

Bullying and Harassment Prevention and Intervention Plan

Provided by the:
Marion, Mattapoisett, Old Rochester and Rochester School Districts

March 2025

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Introduction

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

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

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

In compliance with M.G.L.c.71,§ 370, the Old Rochester Regional School District and the Massachusetts Superintendency Union #55 have created this Bullying and Harassment Prevention and Intervention Plan.

This Plan is rooted in the belief that bullying and harassment prevention involves a multi-layered approach to:

- create a welcoming and supportive educational community,
- raise awareness of aspects of community and school culture that support bullying behaviors,
- provide educational opportunities for the community, for parents, for all school staff, and for students,
- provide clear policies and guidelines for behavior, and
- establish protocols and action plans to address both the disciplinary and the therapeutic response of the schools to bullying and harassing behaviors.

We believe that involvement of not only community members, but community groups, as well as school personnel, students and parents, in a cohesive and all-inclusive effort to raise awareness of the issues contributing to bullying will be the most effective way to create an environment where all students and staff feel welcome and treated with respect and dignity.

This Plan applies to students and members of a school staff, including, but not limited to educators,

administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

I. LEADERSHIP

Within the Old Rochester, Marion, Mattapoisett and Rochester School Districts (sometimes collectively referred to herein as “the Districts”) leadership at all levels has played a critical role in developing and implementing this Bullying and Harassment Prevention and Intervention Plan (‘the Plan’) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. In the Districts, leadership is defined as all faculty in the role of educating students, which includes but is not limited to, educators, administrators, counselors, school nurses, custodians, bus drivers, paraprofessionals and all other school personnel. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and harassment. Leaders must involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public Involvement in Developing the Plan

A team of faculty across buildings and levels initially drafted the Plan updates based on the Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan, with suggestions from legal counsel. As required by M.G.L. c. 71, § 370, this Plan has been developed in consultation with parents, community members, law enforcement, teachers, school staff, professional support personnel, administrators, the school resource officer, school committee members and school councils. A draft version of this Plan was provided to all stakeholders through a series of open forum meetings, including School Council meetings, School Committee meetings, Policy Sub-Committee, and through feedback solicited individually, through Superintendent and Principal newsletters and the District website via Google Form.

B. Assessing Needs and Resources

This Plan is the Districts’ blueprint for improving prevention and response to issues of bullying and harassment within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and behavioral incidents and assessed available resources (including curricula, training programs, and behavioral health services). This ‘mapping’ process has assisted the Districts in identifying resource gaps and the most significant areas of need. Based on these findings, the Districts have revised and developed policies and procedures, established partnerships with community agencies, including law enforcement, and set priorities. The District administers a student survey every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey results will be used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute. Additionally, building-specific data is regularly collected and analyzed on the prevalence and characteristics of bullying and this information has helped to identify patterns of behaviors and areas of concern, and has informed decision-making for prevention strategies including, but not limited to, adult

supervision, professional development, age-appropriate curricula, and in-school support services.

Links to DESE State Students Discipline Data Report

- [Marion School District Discipline Data Report](#)
- [Mattapoissett School District Discipline Data Report](#)
- [Rochester School District Discipline Data Report](#)
- [Old Rochester Regional Discipline Data Report](#)

C. Planning and Oversight

Administrators from each respective school are responsible for the following: 1) receiving reports on incidents that could be determined to be bullying or harassment; 2) collecting and analyzing school-wide data on bullying to assess the present problem and trends, and to measure improved outcomes; 3) creating a process for recording and tracking incidents reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law and is responsive to the needs of the Districts' communities; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula, in partnership with central office administration, that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct to ensure compliance with the law; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan every two years, or more frequently if needed, with input from administrators, faculty, and the community.

D. Priority Statements

The Districts are committed to providing all students with a safe learning environment that is free from bullying and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Districts recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school and districts work to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Districts will not tolerate any unlawful or disruptive behavior, including any form of bullying, harassment, or retaliation in our school buildings, on school grounds, or in

school-related activities. We will promptly investigate reports, including anonymous reports, and complaints of bullying, harassment, and retaliation, and take action to end that behavior, prevent its recurrence, and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent, guardian, or community involvement.

The Plan is a comprehensive approach to addressing bullying and harassment. The Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying and harassment. The school Principals (or administrative designees) are responsible for the implementation and oversight of the Plan except when a reported bullying, harassment incident involves a principal or assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. Throughout this document, the term "Principal/Investigator" is used in describing responsibilities of the school principal which may be taken on by another designated administrator as described in this paragraph.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Districts are dedicated to providing ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, custodians, cafeteria workers, bus drivers, paraprofessionals, substitutes, advisors to extracurricular activities, and coaches. Our plan for providing professional development is informed by research and reflects the requirements under M.G.L. c. 71, § 370.

A. Annual Staff Training on the Plan

The Districts have trained faculty representatives from each building to support the implementation of this Plan. Through this "Train-the-Trainer" Model, faculty representatives will serve as liaisons to all staff. Annual Training will be provided as part of Opening Day Faculty Orientation and as part of the Annual Professional Development Plan on one day per school year. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year. In addition, Bullying and Harassment Prevention and Intervention is discussed as an ongoing topic during faculty meetings to assure that faculty has a structured forum to raise issues and concerns related to the implementation of this Plan.

B. Ongoing Professional Development

The Plan includes ongoing professional development to build the skills of all members of school staff to prevent, identify and respond to bullying. The content of such professional development includes:

- developmentally appropriate strategies to prevent bullying incidents;

- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among the aggressor, the target, and any witnesses to the bullying or harassment;
- research findings on bullying or harassment, including information about specific categories of students who have been shown to be particularly at risk for bullying or harassment in the school environment;
- the incidence and nature of cyberbullying and harassment; and
- internet safety issues as they relate to cyberbullying and harassment
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision making; and
- maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying, harassment, or retaliation for students with disabilities that must be considered when developing student's Individualized Education Plans (IEPs). This will include a particular focus on the needs of students with autism or students whose disabilities affect social skills development.

C. **Written Notice to Staff**

All District employees will be provided a copy of the Plan. Additionally, staff also receive annual training about the Plan at the beginning of the school year. Portions of the Plan are published in the student handbooks and it is available as an electronic document on the Districts' website at <https://www.olderochester.org/>.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' or Districts' capacity to prevent, intervene early, and respond effectively to bullying and harassment, available services reflect an understanding of the dynamics of bullying and harassment and provide approaches to address the needs of targets and aggressors. This Plan also includes strategies for providing counseling or referral to appropriate services for aggressors, targets and family members of those students.

A. **Resources**

The Districts are well staffed to be able to provide consultation, counseling, and other services and supports for vulnerable populations including but not limited to potential and identified bullying or harassment targets, aggressors, and their families. These resources have been put in place to assist students who are experiencing academic, social- emotional or behavioral concerns.

B. Counseling and Other Services

All schools in the Districts are staffed with a school adjustment counselor or school social worker to provide a variety of services, including but limited to, check ins, individual case management, crisis screening and intervention, consultation for other faculty members, parents/guardians, and other school districts, individual counseling, group counseling, and collaboration with students' service providers outside of the school environment. These professionals, as well as administration and school psychologists, assist in developing safety and support plans for students who have been targets of bullying or retaliation. Additionally, counselors provide social skills programs to prevent bullying and harassment, and offer education and/or intervention services for students exhibiting bullying behaviors. The Districts utilize these services as a means of supporting a positive school environment that focuses on early intervention and prevention of bullying or harassing behavior.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying and/or harassment.

D. Referrals to and/or Collaboration with Outside Services

The Districts have a protocol for referring students and families to appropriate services, in accordance with relevant laws and policies. School based counselors and other staff are available to assist families in identifying and connecting with appropriate community resources.

The Districts collaborate with and refer students to a wide range of community agencies to support students, staff, and parents/guardians. Some of these provide direct services, while others have useful information on ways to prevent and address bullying and harassment. These agencies/resources include but are not limited to, community psychiatrists and counselors, Community Service Agencies (CSA) for Medicaid eligible students, Massachusetts Rehabilitation Commission (MRC), Department of Mental Health (DMH), Department of Children and Families (DCF), Massachusetts Department of Developmental Disabilities (DDS) and Department of Youth Services (DYS)/Probation. School counselors at each level can provide more contact information and referrals as needed.

IV. ACADEMIC AND NONACADEMIC ACTIVITIES

A. Specific bullying and harassment prevention approaches

All students participate in social emotional learning curricula that are appropriate to their age and developmental level and are integrated into their school day. All curricula are evidence-based and instruction/implementation includes classroom approaches, whole school initiatives, and focused strategies for bullying and harassment prevention and social skills development.

The Districts utilize the following curricula/resources designed for specific age groups:

Elementary: “The Responsive Classroom” and the MARC K-5 Anti Bullying Curriculum, Second Step, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying | Safe Supportive Learning (ed.gov), supplemented by the Michele Garcia Winner’s Social Thinking Curriculum.

Junior High School and High School: “The Responsive Classroom”, PBIS curriculum, Educators for Social Responsibility, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying, Safe Supportive Learning (ed.gov), and the Olweus Bullying Prevention Program.

Curriculum is continually assessed and revised as new, research-based curriculum becomes available. The Old Rochester, Marion, Mattapoisett and Rochester School Districts utilize the Massachusetts Aggression Reduction Center (MARC) as a primary resource for updating its Bullying Prevention and Intervention library.

- A. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender and gender nonconforming students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- support students' interests and participation in non-academic and extracurricular activities, particularly in their areas of strength.
- communicating with parents/guardians regarding the schools' goals and expectations for students and student safety

V. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND/OR HARASSMENT

Reporting Bullying and/or Harassment

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

In the Districts, reports of potential bullying and/or harassment may be made by parent/guardians, students, District staff members, or other members of the community, and may be made orally or in writing. Staff members receiving an oral or written report must immediately record it using the Districts' form and forward to their building administration. If a staff member witnesses or becomes aware of any instance of bullying and/or harassment, they are required to immediately report it to the Principal/Investigator. Anonymous reports may also be made by students, families, and other community members using the Anonymous Reporting Form located on the Districts' website, or by mailing a letter to the school or District office. The bullying/harassment report form can be found on each school's web page under the Families and Students section. For example: [Bullying Report Form](#). While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

If an individual is being targeted based upon membership in or identification with a protected class, the Districts' anti-harassment policy applies. All reports of bullying and/or harassment are investigated with consideration to the definitions of bullying and harassment, as there is frequent overlap between and among these behaviors and a report of bullying may actually be found to be harassment, and the other way around. A finding of both bullying and harassment is also possible.

To support the community in reporting bullying and/or harassment incidents, the Districts:

1. Make the bullying and harassment Incident Report Form available in each school's main office, the guidance office, nurse's office, central office, and other locations determined necessary by the school administration;
2. Post the Incident Report Form on the Districts' website; and
3. Make the Incident Report Form available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the Districts provide the school community, including administrators, staff, students, and parents/guardians with online written notice of its procedures for reporting acts of bullying or harassment. A description of the reporting procedures and resources, including the name and contact information of the Principal/Director, is incorporated into each of the

Student Handbooks, on the Districts' website, and in the information about the Plan made available to parents/guardians. This information is also provided in languages other than English.

Responding to a Report of Bullying, Harassment, or Retaliation

The Districts' Principals/Investigators follow structured checklists for responding when they receive a report of bullying and/or harassment. These steps are described briefly below.

1. Restore Sense of Safety for Target

The first response to a report of alleged bullying, harassment, or retaliation is to inform the alleged target's parent/guardian about the report and set up a meeting or phone conference to restore the student's sense of safety. Before fully investigating the allegations of bullying and/or harassment, the Principal or designee, will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged target; and altering the alleged aggressor's schedule and access to the alleged target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved. These steps take place prior to an investigation, as restoring safety is the first priority. Parents/guardians have input in developing the Support Plan and/or interim measures and they receive a written copy in their primary language.

2. Notify appropriate parties

a. Notice to parents/ guardians

The next step is to formally notify parents/ guardians of both the alleged target and the alleged aggressor, orally and in writing, that bullying, harassment or retaliation has been reported and an investigation will take place. Notice will be consistent with state regulations at 603 CMR 49.00. If the alleged aggressor is a staff member, the notification goes directly to the employee with copies also forwarded to the Superintendent and Human Resources Director.

b. Notice to Another School or District

If the reported incident involves students from outside of the District, the Principal/ Investigator must promptly notify the principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

d. Notice to the Department of Children and Families

If a reported incident results in a mandated reporter having a reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect, the matter will be reported to DCF in a manner consistent with state law and district policy.

3. Investigate

The Principal/ Investigator promptly investigates reports of bullying, harassment or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal conducts interviews, beginning with the alleged target. Students, staff, and community witnesses are interviewed, as is the alleged aggressor(s). The Principal/ Investigator instructs all parties of the importance of the investigation, their obligation to be truthful, and the fact that retaliation against someone who participates in a bullying or harassment investigation is strictly prohibited and may result in disciplinary action. Relevant documents and other available evidence (e.g. screen shots, emails, etc.) are collected. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. The Principal/ Investigator keeps a written record of the investigation. Procedures for investigating reports of bullying, harassment and retaliation are consistent with the Districts' procedures for investigations. As needed, the Principal/ Investigator, in consultation with the Superintendent, consults with the Districts' legal counsel about the investigation.

4. Determinations

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary.

Depending on the circumstances, the Principal or designee may consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents/guardians, to identify any underlying social or emotional concern(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or counseling.

The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is substantiated, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a "stay away" order or other directives that the target must be aware of in order to report violations.

The Principal/ Investigator informs the parent/ guardian of the target about the [Department of Elementary and Secondary Education's Problem Resolution System](#) and the process for seeking assistance or filing a claim through that system, regardless of the outcome of the bullying, harassment, or retaliation determination. This information will be made available in both hard and electronic formats.

Following the determination and the ordering of safety, remedial, and/or disciplinary measures, the Principal/ Investigator ensures ongoing contact with the target to determine whether the prohibited conduct recurs and whether additional supportive measures are needed.

The Principal/Investigator ensures the protection from bullying, harassment or retaliation for anyone who: reports bullying, harassment or retaliation; witnesses bullying, harassment or retaliation; provides information during an investigation; has reliable information about a

reported act of bullying, harassment or retaliation.

5. Responses to Bullying or Harassment

1. Teaching Appropriate Behavior Through Skill-building

Upon the Principal/Investigator's determination that bullying, harassment or retaliation has occurred, the law requires that the schools or Districts use a range of responses balancing the needs for safety, accountability, and education. The first priority in developing a response to ensure that the bullying or harassment stops. A Safety Plan may be developed with administration, parents and school guidance counselors. If a Safety plan is developed, it will be shared with parents and all teachers, specialists, staff, and extended day staff who work with the students to ensure implementation.

Skill building approaches that the Principal/Investigator may consider include but are not limited to the following:

- offering individualized skill-building sessions based on the school's/district's anti-bullying, harassment curriculum;
- restorative practices, such as mediations or Restorative Circles
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying, harassment curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or investigator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's and district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvements Act (IDEA) and Section 504, which should be read in coordination with state laws regarding student discipline.

If the principal determines that a student knowingly made false allegations of bullying, harassment or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time (specific to each situation and in consultation with parents/guardians) following the determination and the ordering of remedial and/or disciplinary

action, the Principal or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

4. Addressing School Climate and Culture

If there is a finding of civil rights harassment, the school climate and culture must be considered to determine if these contribute to a hostile school environment for members of protected classes. Steps should be taken to restore a sense of community and inclusion for all students and staff members. These can include but are not limited to professional development for faculty and staff, as well as educational opportunities for students.

RESPONSE PLAN – The Districts’ Response Plan may include the implementation of the below action steps, as appropriate.

Target Safety	Remediation Actions	Disciplinary Actions
<ul style="list-style-type: none"> o Guidelines for avoiding further unnecessary contact with the target o Clarification about who will be notified o Notify appropriate staff about incident and danger of further contact o Strategies to avoid further bullying (e.g., script, role playing, etc) o Identifying trusted adults o Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate) o Periodic check-ins o School-wide or classroom community meetings o Identification and empowerment of bystanders o Education about technology o Increased Monitoring 	<ul style="list-style-type: none"> o Counseling o Education including strategies to prevent repeating behavior. o Revision of IEP, if applicable o Individual Behavior Plan o Referral to Special Education, as appropriate 	<ul style="list-style-type: none"> o Admonishment, warning o Loss of privileges o Classroom or administrative detention o In-school suspension during the school week or the weekend o Out-of-school suspension o Legal action o Consequences for repeat offenses

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Bullying and Harassment Prevention & Intervention Incident Process

<i>Initial Actions</i>
Receipt of Report of Bullying (verbal OR written)
Notify the Civil Rights and Title IX Coordinator (verbal AND written)
Restore a sense of safety for the alleged target and protect the alleged target from possible further incidents
Notify Parents of Alleged Target and Request Meeting (verbal AND written)
Notify Parents of Alleged Aggressor(s) – (verbal AND written)
Develop Support Plan for Target and Safety Plan for alleged Aggressor, as needed
<i>Investigation Process</i>
Interview Alleged Target
Interview Alleged Aggressor(s)
Interview Student Witness(es)
Interview Adult/Staff Witness(es)
Review of All Applicable Documentation/Evidence (Incident Reports, Witness Statements, Screen Shots, Social Media etc.)
Draft Investigation Report: <ul style="list-style-type: none"> ● Statement of Allegations ● Summary of Interviews ● Summary of Documents Reviewed ● Findings and Conclusions
<i>Follow Up Actions</i>
Notify Parents of Alleged Target of Findings
Notify Parents of Alleged Aggressor(s) of Findings
Take Necessary Actions and/or Implement Consequences. These may include: <ul style="list-style-type: none"> ● Support Plan ● Safety Plan(s) ● Ongoing Monitoring ● Education, Teaching, Training ● Discipline (FOLLOW DISCIPLINE PROCESS)
<i>Special Considerations/Circumstances</i>
If Aggressor(s) are Staff – NOTIFY HUMAN RESOURCES
Is the Bullying alleged based on one or more Protected Class? <ul style="list-style-type: none"> ● Race/Color ● Religion/Creed ● National Origin ● Sexual Orientation ● Sex ● Gender Identity ● Age ● Disability ● Pregnancy or pregnancy related condition ● Veteran's Status

- Citizenship

IF YES, FOLLOW CIVIL RIGHTS PROCESS

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. Old Rochester, Marion, Mattapoisett and Rochester School Districts provide community forums on topics related to a positive, inclusive school culture in collaboration with local Parent-Teacher Organizations (PTOs), PTA, School Councils, Special Education Parent Advisory Council (SEPAC), and other similar organizations. In addition, principals will notify parents when students are receiving curriculum instruction around this topic. For individual students who may be identified as a bullying or harassment target or aggressor, families are informed and have an opportunity to partner with the school. School counselors may recommend connections with community-based organizations if a family is in need of additional support services. Additional resources are available to families online: [Bullying Prevention and Intervention Resources](#).
- B. Notification requirements. At the beginning of each school year, parents/guardians are informed about the anti-bullying curricula that are being used through communication from the Building Principal. This notice includes information about how they can support their children at home, the dynamics of bullying and harassment, including cyberbullying and online safety, as well as the student-related sections of the Plan and the Districts' Internet policy. The Old Rochester, Marion, Mattapoisett and Rochester School Districts will post the Plan and related information on its website. Additionally, portions of the Plan are published in the Student Handbook, which is updated regularly and housed on the Districts' website.

VII. PROHIBITION AGAINST BULLYING and RETALIATION

Acts of bullying or harassment, which include cyberbullying and retaliation, are prohibited:

- A. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- B. At a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any

non-school related activities, functions, or programs.

Bullying and Harassment via technology

All district policies and procedures concerning bullying and harassment continue to apply in full during any part of the school year that students are engaged in online learning. Cyber-bullying and harassment includes bullying or harassment through the use of technology or any electronic communication and is prohibited under Massachusetts' anti-bullying, harassment law. Similarly, harassment is not dependent on the means by which the harassment is carried out and includes forms of electronic communication.

VIII. DEFINITIONS

Aggressor is a student who engages in conduct that constitutes bullying, harassment, cyberbullying, or retaliation under state law or district policy.

Bullying, as defined in M.G.L. c. 71, § 37O and adopted by the Districts, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- A. Causes physical or emotional harm to the target or damage to the target's property
- B. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- C. Creates a hostile environment at school for the target
- D. Infringes on the rights of the target at school
- E. Materially and substantially disrupts the education process or the orderly operation of a school

Harassment is conduct of a verbal, written, electronic, or physical nature directed towards a person of a protected class based on their race, sex, creed, color, national origin, sexual orientation, gender identity, religion, age, or disability that is designed to distress, agitate, threaten or endanger, students includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment. Harassment as described above may include, but is not limited to:

- **Cyberbullying/harassment** is bullying or harassment through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- **Sexual Harassment** is unwelcome conduct of a sexual nature determined by a reasonable person to be subjectively and objectively offensive and is so severe or pervasive, that it effectively denies a person equal access to the district's education program or activity. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment.

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- **Gender-based Harassment** is unwelcome conduct based on a student's actual or perceived sex, gender identity, and sexual orientation. It includes slurs, taunts, stereotypes, or name-calling, as well as gender-motivated physical threats, attacks, or other hateful conduct.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying or harassment causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying/harassment, provides information during an investigation of bullying/harassment, or witnesses or has reliable information about bullying/harassment.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, harassment, cyberbullying/harassment, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Districts, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§, 37H3/4, 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. PROBLEM RESOLUTION SYSTEM

Any parent/ guardian wishing to file a claim or concern, or who is seeking assistance outside of the Districts may do so by contacting the Department of Elementary and Secondary Problem Resolution System (PRS). More information about PRS can be found at <http://doe.mass.edu/prs>.

The PRS specialist assigned to the Districts can be found at <https://www.doe.mass.edu/prs/intake/default.html> or an email can be sent to the general PRS mailbox at compliance@doe.mass.edu.

For complaints involving federal civil rights laws, parents/guardians may contact:
Administrative agencies with jurisdiction in these matters include:
The Massachusetts Commission Against Discrimination ("MCAD")

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One Ashburton Place, Room 601
Boston, MA 02108 (617) 727-3990

The U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
(617) 289-0111

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

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BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

I. INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Alleged Target (of behavior): _____

Name of Alleged Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on the back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

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II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

<input type="checkbox"/> Interviewed alleged aggressor	Name: _____	Date: _____
<input type="checkbox"/> Interviewed alleged target	Name: _____	Date: _____
<input type="checkbox"/> Interviewed witnesses	Name: _____	Date: _____
	Name: _____	Date: _____

3. Any prior documented incidents by the alleged aggressor? ☐ Yes ☐ No

If yes, have incidents involved alleged target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO

<input type="checkbox"/> Conduct based on protected class _____	
<input type="checkbox"/> Bullying	<input type="checkbox"/> Incident documented as _____
<input type="checkbox"/> Retaliation	<input type="checkbox"/> Discipline referral only _____

2. Contacts:

<input type="checkbox"/> Target's parent/guardian	Date: _____	<input type="checkbox"/> Aggressor's parent/guardian	Date: _____
<input type="checkbox"/> Assistant Supt. of Student Services	Date: _____	<input type="checkbox"/> Law Enforcement	Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ Suspension ☐ Referral
☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____
(If principal was not the investigator)

Signature and Title: _____ Date: _____

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

July 2025					August 2025					September 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4					1	1	2	3	4	5					
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12					
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19					
21	22	23	24	25	18	19	20	21	22	22	23	24X	25	26					
28	29	30	31		25	[26]	27*	28	29E**	29	30								
7/4 - Independence Day					8/25 All Staff Report [] Prof. Devl. Day *Opening Day - Gr. 1-12 **- Kindergarten First Day and Early Dismissal for Students & Teachers 3 days					9/1 - Labor Day X - Prof. Dev. All Schools Early Release 21 days 24 days accrued									
October 2025					November 2025					December 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3	3	4	5	6	7	1	2	3	4	5					
6	7	8	9	10	[10]	11	12	13	14	8	9	10	11	12					
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19					
20	21	22	23P	24P	24	25	26E	27	28	22	23E	24	25	26					
27	28	29	30	31						29	30	31							
10/13- Columbus Day P- Elementary - Early Dismissal Parent Conf. 22 days 46 days accrued					[]-Prof. Devl. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/27-28 Thanksgiving Vacation 16 days 62 days accrued					E- Early Dismissal for Students & Teachers 12/24-12/31 Holiday Vacation 17 days 79 days accrued									
January 2026					February 2026					March 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
			1	2	2	3	4	5	6	2	3	4X	5	6					
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13					
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20					
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27					
26	27	28X	29	30						30	31								
1/1-1/2 Holiday Vacation 1/19 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 19 days 98 days accrued					2/16-2/20 School Vacation 15 days 113 days accrued					X - Prof. Dev. All Schools Early Release 22 days 135 days accrued									
April 2026					May 2026					June 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		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 17 days 152 days accrued					5/25 - Memorial Day X - Prof. Dev. All Schools Early Release 20 days 172 days accrued					* 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release 8 days 180 days accrued									
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					Start & End Times:					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/1- Labor Day					ORR Jr. High School					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/13- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day					ORR High School					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/27 - Thanksgiving Day					7:30 to 2:03 p.m.					Approved by the Joint School Committee 01.23.2025 www.oldrochester.org									
12/25- Christmas day					Center School & OHS														
1/1- New Year's Day					8:30 a.m. to 2:45 p.m.														
1/19 - Martin Luther King, Jr. Day					Sippican School														
2/16 - Presidents' Day					8:40 a.m. to 2:57 p.m.														
4/20- Patriots' Day					Rochester Memorial School														
5/25 - Memorial Day					8:40 a.m. to 3:00 p.m.														
6/19 - Juneteenth																			