

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

**June 2, 2025
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Monday, June 2, 2025 and called to order by Chairperson Nye, at 4:33 p.m.

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

SCHOOL COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howie Barber, Assistant Superintendent of Finance and Operations, Dr. Shari Fedorowicz, Assistant Superintendent of Teaching and Learning; Dr. Jaime Curley, Assistant Superintendent of Student Services; Lynn Dessert, Principal; 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.*

RECOGNITION

Chairperson Nye recognized Ms. Lawrence and Ms. Barrett on behalf of the Marion Teachers Association.

A former Sippican student, Chelsey Lawrence has been the Enrichment Teacher at Sippican for the past eleven years. During that time, she has taken on various responsibilities including providing challenging academic opportunities for students, as well as enhancing students' knowledge of STEM (Science, Technology, Engineering, and Math) topics. Chelsey runs our annual Science Fair, which allows students to study a topic of their choice as it relates to science, engineering, or coding. A pioneer of 3D printing, Chelsey brought the technology to Sippican in 2017 and teaches students in grades 4-6 about its practical applications. Additionally, Chelsey has championed many amazing opportunities for Sippican students that delve beyond the traditional curriculum, most notably the Junior Reporters camera course collaboration with ORCTV, and the Kindness Crew 6th grade student leadership and community service group. Chelsea was recently honored by the ORRHS National Honor Society as an influential teacher.

Julie has been a second grade teacher for 31 years and as such has been what I would equate to a "Department Head." Julie has unofficially mentored numerous staff members, including myself, as teachers have moved in and out of second grade, making it a smooth transition for those switching grades. Julie has been consistently strengthening the curriculum, assessments and projects for our grade level over the years, refining lessons to offer students the most recent and effective strategies offered.

For example, Julie shared with me one day how she took a workshop and used the strategies to integrate into our new reading program. It's important to mention that implementing our new reading program, including writing and phonics, has been an enormous and time-consuming challenge. Yet, Julie still took additional time to build upon areas with more explicit teaching or additional strategies, which she did with each reading module, writing lessons and phonics lessons. For example, there are suggested activities that could be presented in a more purposeful way. Julie has used her years of experience and skill to create these supplements. I recall saying to her that she should work for the reading company! Julie generously shares her ideas, which elevates the learning of all students in our grade. She also belongs to online education groups to further her expertise and teaching.

Additionally, Julie has spent two years on the DLLT (Literacy Team), since the inception of our new reading program. Having her voice represent classroom perspective is invaluable. Following meetings Julie leads our grade level in furthering the literacy work of the district to which her colleagues are grateful. Julie also belongs to an online math group strengthening her skills in this area as well. Julie shared a strategy she learned through participation in this group for effective math game times. Julie has games for every spelling skill and delivers them to her team regularly. She uses sign language to teach sight words and studied the data that showed kids improved their spelling as a result. She shared her findings with her team so our kids could enjoy the same successful strategy, which the kids enjoy. They are more engaged in learning the sight words while signing them.

Julie organizes our grade level planning, activities and trips. She leads by making decisions with strong rationale and thoughtfulness, which is what makes her such an effective teacher. Julie created online lessons for our entire current math program making them aesthetically interactive and excellent teaching tools, as each lesson follows a structure, creating a consistent routine for students. She also prints out the reading module supplements for her team.

Julie creates a strong classroom community with clear expectations for behavior and routines. She is calm and caring, providing students with a safe learning environment. She is often at school early, as well as putting a significant amount of time in her planning at home. I know this because she sent the math slides mentioned earlier to me each week throughout the year when I returned to grade two. Many days I arrive at school and have more activities on the desk outside my door or copies of assessments/unit tests I need for the week.

Julie is an exemplary teacher. She works humbly and quietly in her corner of the building and deserves to be recognized for her excellence in the field of education and an outstanding member of our staff.

Chairperson Nye, the school committee and administration recognized retiree Lynne Frade for her time at Sippican School as a paraprofessional.

I. Approval of Minutes:

A.1. Regular Minutes

Recommendation

That the School Committee review and approve the minutes of May 9, 2025.

MOTION: by Ms. Smith to accept the meeting minutes of May 9, 2025 as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

IV. General

A. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum.

Dr. Fedorowicz explained that OpenSciEd was piloted over the last couple of years utilizing grant funding and funding was built into the FY2026 budget to replace consumables. This recommended adoption for Sippican is also being brought forward at the other elementary schools and the Junior High School to align science curriculum.

- Highly Rated & Standards-Aligned: Top score from EdReports; built for Massachusetts Frameworks
- Phenomenon-Based & Investigative: Students explore real-world phenomena through inquiry and experimentation
- Teacher-Facilitated & Student-Driven: Learning is led by student questions and supported by teacher guidance
- Collaborative & Inclusive: Fosters peer learning, values all voices, and builds a sense of belonging
- Adaptable & Cost-Effective: Editable, open-source materials reduce costs
- Teacher-Endorsed: Piloted by teachers and approved for adoption (89%) through a staff vote

School Committee feedback:

Ms. Daniel asked about funding for consumables, as this was grant funded to pilot. Dr. Fedorowicz confirmed

that kits were covered by the grant already and consumables were budgeted in the FY2026 budget recently approved by the Town.

MOTION: by Ms. Daniel to approve the adoption of OpenSciEd curriculum as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

B. Approval of Envisions Math Curriculum

Recommendation:

That the School Committee review the adoption of Envisions Math Curriculum.

Dr. Fedorowicz presented information on the selection process for a new math curriculum to hopefully align all three elementary districts. Please see appendix A. She thanked the committee involved in the process.

School Committee feedback:

Ms. Smith shared this was exciting as for many years the school committee has wanted to align all major subject areas at the elementary level and the districts are now getting there. She thanked the administration for their work on this. Ms. Daniel added that she has used Envisions as a teacher and it was by far the best.

MOTION: by Ms. Smith to approve the adoption of Envisions Math curriculum as presented

SECONDED: Ms. Daniel

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

C. Approval of 2025-2026 Student Handbook

Recommendation:

That the School Committee review the 2025-2026 Sippican Student Handbook draft.

Mr. Thomas highlighted the revisions to the student handbook; page 5 – staffing updates, page 28 - in school suspension- not more than 10 days consecutively or cumulatively, and page 38 - protections for children not yet eligible for special education and related services. The full draft handbook was also provided to the school committee. Superintendent Nelson added that the changes are mandates from the state as part of the recent audit in student services. The draft was also shared with the school council for feedback.

MOTION: by Ms. Daniel to approve the 2025-2026 Sippican Student Handbook with staffing revisions as hiring new staff is finalized

SECONDED: Ms. Beauregard

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

D. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plan for the 2024-2025 school year.

Ms. Dessert presented an update as this is the conclusion of the first year of the two-year school improvement plan. This work was also shared with the school council for feedback. She worked with the principals of the other elementary schools as well to align. Superintendent Nelson added that it is great to have common language across all the buildings with the administrative team and to have the buy-in from teachers. Please see appendix B.

E. Approval of 2025-2026 Leases

Recommendation:

That the School Committee review the leases with the YMCA and Countryside for the 2025-2026 school year. Superintendent Nelson explained that the agreements and arrangements are the same as the current school year, but do include a 3% increase in rate as approved by the school committee earlier this school year.

MOTION: by Ms. Daniel to approve the 2025-2026 leases with YMCA and Countryside as presented

SECONDED: Ms. Smith

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

F. Approval of 2025-2026 School Committee Dates

Recommendation:

That the School Committee review the following school committee dates: September 18, 2025, October 30,

2025, December 11, 2025, February 26, 2026, March 18, 2026 (Weds) and June 2, 2026 (Weds).

Superintendent Nelson explained these are the anticipated regularly scheduled meetings. Chairperson Nye added she appreciates having the set day and understands the school committee will meet as needed in addition to these dates.

MOTION: by Ms. Beauregard to approve the proposed school committee dates as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

G. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations to the Sippican library in honor of retiree Lynn Frade:

- *When Tree Became a Tree* by Ron Hodgson from Sunshine at Sippican Elementary.
- *Towed by Toad* by Jashar Awan from Ms. Dessert and Mr. Thomas.
- *Here is a Book* by Elisha Cooper from the Marion Teachers Association.
- *Sun Bird* by Lindsay Moore from VASE.

MOTION: by Ms. Smith to approve the four mentioned book donations as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

H. Approval of Grant(s)

Recommendation:

That the School Committee review a \$1,000 grant from The Feinstein Foundation for the Sippican Kindness Crew to build a gaga ball pit.

Ms. Dessert shared that the student voice has been strong with the Kindness Crew and their grant application to the Feinstein Foundation. The gaga ball pit idea came from these students and it is rewarding to see the students hard work and reward. She also discussed with Mr. Jones, Facilities Director, and he is on board as well.

MOTION: by Ms. Daniel to approve \$1,000 grant from The Feinstein Foundation for the Sippican Kindness Crew to build a gaga ball pit as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

I. Approval of Disposal of Curriculum Materials

Recommendation:

That the School Committee review for disposal curriculum materials for Everyday Math upon adoption of the new Math curriculum Envisions.

MOTION: by Ms. Smith to approve the disposal of old math materials as presented

SECONDED: Ms. Beauregard

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

J. Approval of Disposal of Technology Items

Recommendation:

That the School Committee review for disposal a list of items from the Technology Team to be recycled as they are non-operational and exhausted their useful life.

6 CRT Televisions

9 Document Camera

1 Laser Printer

3 LCD Projectors

1 Box Assorted Cables

12 Chromebook parts

MOTION: by Ms. Smith to approve the technology equipment disposal list to recycle as presented

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

V. New Business

C. Business

1. Financial Report

The following was provided from Mr. Barber:

The Marion School District currently has \$35,275 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

\$ 7,045,505– Obligations Paid or Encumbered Year to Date

\$ 35,275 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record of warrant(s) of May 8, 2025 as signed by the sole signatory.

3. Food Service Report

The following was provided from Food Service Director Jill Henesey:

- Meal participation continues to grow strong.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health inspection.

4. Facilities Report

The following was provided from Facilities Director Eugene Jones:

- Requesting updated quotes for window seals (approved Capital Request).
- Preparing bid documents for chiller replacement (approved Capital Request).
- Hosted Town Meeting.
- Replace voltage regulator on Emergency Generator.
- Conducted routine maintenance on all facility equipment and systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye shared the following: *I would like to take a moment thank the Marion townspeople for those who came out for our most recent town meeting. I wanted to, on behalf of the school committee, I wanted to thank all of you for supporting Sippican School's budget and for supporting the math curriculum. On behalf of your school committee, we just wanted to say thank you to all of you. At the end of the year, I always like to take a moment and recognize and thank everyone who is involved with and throughout the school. To all of our educators, our teachers, our paraprofessionals, our support staff specialists, to our Sippican administrators and their support staff, to all of our custodians and lunch service providers. Thank you for your dedication and commitment to Sippican students. You are the foundation of Sippican, and we appreciate every single one of you. Also to all of our parents and guardians, we thank you for your continued support of not only your specific student, but all students. You are the glue that holds Sippican together, and we thank you. And obviously, to all of our students, to our graduating 6th grade class. We wish you the best of luck as you move up into the Junior High. Now you're becoming, as I like to call them junior Bulldogs, you are leaving the puppy pound, and you're going up to be a junior Bulldog. We congratulate you, and we wish you the best of luck. We know that we're going to see and come across you in your travels up through those years. But we wish you the best, and also to all of the other students in the building as you move up into your next grades, we wish you the best and obviously to all of our incoming project, grow and kindergarten students. We will welcome you with open arms in the fall, and we look forward to seeing all the wonderful things that happen next year. Enjoy your summers and be safe, and we look forward to seeing you in the fall.*

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson highlighted the most recent Superintendent's newsletter. He added that the year felt long but went by quick. He shared that at the High School graduation, two students joined him for the Superintendent's address and one of was 6th grader from Sippican. They shared what they thought it meant to be a Bulldog. They are great examples of student leaders and the thanks the administration and faculty for their commitment to building student leadership in our schools. He also thanked Dr. Curley, Ms. Dessert and Mr.

Thomas as they finished their first year on the team. He added the future is immense with this team. He also shared his appreciation with the school committee for their support and their ability to always work collaboratively with him.

Dr. Curley reported the following: *A Community Talks Presentation was held on Tuesday, May 6th with Sarah Ward- Executive Functioning. There was a great turnout. Dr. Fedorowicz and Dr. Curley are working with the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) conducted an on-site visit last week and conducting interviews this week. Each school district undergoes an Integrated Monitoring Review every three years. This review addresses special education teacher and related service personnel licensure and professional development; parent, student, and community engagement, including compliance with Child Find requirements; facilities and classroom observations; implementation and oversight of Individualized Education Programs (IEPs); time and learning, and equal access. Tabor Unified Game Day was April 30th. Students enjoyed opening ceremonies, sport stations, and awards/lunch on a beautiful day. SEPAC was held on May 1st and the focus of the meeting was a vision for next year and how to get more parents involved. The District Wellness Committee met today to map out dates for next year and the first meeting is September 17 at 1pm. More information will be shared with members.*

Dr. Fedorowicz reported the following: *New teachers will be conducting teacher celebrations at their last meeting coming. Our last professional development day will be held on May 28th for this school year. Instructional Council is working to assist in the development of the professional development for next year as part of our professional development planning process.*

PRINCIPAL'S REPORT

Ms. Dessert reported the following: *Dear Marion School Committee Members, As I reflect on the past year, I can hardly believe that this is our last School Committee meeting of the academic year. It feels like just yesterday Mr. Thomas and I were embarking on our first year as principal and assistant principal, respectively. We are so incredibly thankful for the immense support we've received from each of you, our dedicated staff, and our wonderful Sippican School families. This year has been filled with countless memorable moments and significant milestones. From the impressive focus and effort of our students during MCAS assessments to the enriching experiences at Camp Burgess, we've witnessed so much growth and enthusiasm. We've celebrated student achievements at band and chorus concerts, marveled at innovative projects during the Science Fair, fostered a love for reading at Literacy Night and book fairs, and showcased creativity at Arts in Action. Looking ahead, we're eagerly anticipating our upcoming Field Day and Band Blast – fantastic ways to cap off a truly remarkable year. Every day has brought new learning experiences, exciting field trips, and a vibrant array of school events that have made this year exceptionally rewarding. We've enjoyed and experienced so many great student moments, and we genuinely can't wait to start planning this summer for our return next August. We deeply value the partnership we have with our Sippican School families, whose ongoing support is integral to fostering the positive and engaging learning environment we strive to maintain. Thank you again for your unwavering commitment to our students and our school. Sincerely, Principal Dessert & Assistant Principal Thomas*

Advancing Teaching and Learning:

This year, a significant focus has been on aligning our teaching and learning with our School Improvement Plan and the District Strategic Plan. Many of our strategic objectives and initiatives are making great strides, leading to strong outcomes for our students. The district is actively aligning content and curriculum materials across all four elementary schools, ensuring a consistent and high-quality educational experience. We've also partnered extensively in professional development focused on using data to inform our instruction and identify best practices. Our latest professional development centered on math curriculum, where a team selected a program highly rated and approved by the Department of Elementary and Secondary Education. These ongoing professional endeavors demonstrate our staff's commitment to continuous improvement across all subject areas, directly contributing to the goals outlined in our district and school improvement plans.

Norman Award Recognition:

We continue to proudly recognize our students through the Norman Award. These students consistently exemplify the Sippican 3 to Be (Respectful, Responsible, and Kind) and are demonstrating positive progress in

their academic endeavors. The Norman Award serves as a wonderful way to celebrate and encourage our model students

The Feinstein Foundation informed us that our school grant proposal has been selected to receive one of the May \$1,000 grant awards! 2024-2025 SY Total Awarded Grants \$10,000.00

We're thrilled to share that the Sippican School Kindness Crew, a group of our dedicated 6th-grade students, has been awarded a \$1,000 grant from the Feinstein Leadership Program for their "Sippican Goes Gaga" project! This exciting initiative will fund the construction of a Gaga Ball pit on our school playground. The Kindness Crew's proposal highlighted the need for more inclusive and active play opportunities during recess, envisioning the Gaga Ball pit as a central hub where all students, regardless of athletic ability, can participate, connect, and learn valuable lessons in sportsmanship and cooperation. This project directly aligns with our school's commitment to fostering a positive and inclusive environment, promoting kindness, cooperation, and enhancing physical activity among students.

V.A.S.E Updates and Events:

June 3rd - Grade 6 - Silvershell Beach

June 5th & 6th - Grades PK-6 Field Day

June 10th - Band Blast

June 11th - Grade 6 Graduation and Breakfast starting at 9:30

June 11th - Last day of school

Conclusion:

Sippican School continues its unwavering focus on student success. Our students recently demonstrated incredible effort during the ELA, Math & Science MCAS assessments, and we're excited for our 6th graders to embark on moving onto the ORR Junior High School Beyond, our dedicated teachers are consistently engaged in enhancing instruction through various initiatives, including our ongoing literacy work with The Hill, professional development in science and history for Grades 5 and 6, and a collaborative, district-wide process to select a new math program.

We also want to take this opportunity to proudly recognize our exemplary students who embody the "Sippican 3 to Be" and show significant academic progress through the Character Counts and Norman Award. Their achievements are a testament to their hard work and the supportive environment we strive to cultivate.

We look forward to a strong finish to what has been an incredible school year, concluding on June 11th. As always, we deeply appreciate the ongoing support of the Marion School Committee and our wonderful Sippican School families.

VIII. School Committee

A. Committee Reports

1. Budget Subcommittee – Superintendent Nelson said all capital projects were approved at the Town Meeting along with the FY26 budget as previously shared.
2. Building Committee – no report.
3. ORR District School Committee- Ms. Nye reported they met last week, approved OpenSciEd, student handbooks, school committee dates and heard school improvement plan updates. They also approved travel to the Galapagos and recognized retirees and student athletes.
4. SMEC – Ms. Smith reported they met on May 29th to approve minutes, staff appointments and reductions and heard the 2nd reading of the FY26 spending plan along with an update on the FY25 spending plan. Their next meeting is September 30th.
5. Early Childhood Council- no report.
6. READS – Superintendent Nelson reported the READS Deaf and Hard of Hearing program has moved forward with acquiring a new building in Norton. They also heard concerns regarding the increases in health insurance rates.
7. Tri-Town Education Foundation Fund – Ms. Nye McGaffey reported they met on May 20th to award funds and reviewed the grant cycle process for feedback.
8. Policy Subcommittee – Ms. Beauregard reported they met on May 22nd and revised Title IX policies with legal counsel that will be brought to Joint. They also discussed BAA, which will be revised and

- brought to their next meeting.
9. School Council – Assistant Principal Thomas reported they met on May 20th and reviewed the student handbook, school improvement plan, heard VASE updates and reviewed enrichment activities.
 10. Equity Subcommittee- Ms. Beauregard reported they meet again on June 12th.
 11. District Wellness Committee – No report. Meetings start in September.

VIII. School Committee

B. School Committee Reorganization

Recommendation:

That the School Committee reorganize for the 2025-2026 school year.

Superintendent Nelson explained that he would accept nominations for Chairperson and then turn the meeting back over to the Chair.

Ms. Daniel nominated Ms. Nye for Chairperson

SECONDED: Ms. Nye McGaffey

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

Next, Ms. Nye nominated Ms. Daniel as vice-chairperson.

SECONDED: Ms. Beauregard

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

Next, Ms. Nye reviewed all of the following:

ORR District School Committee	Michelle Smith
Mass. School Supt. Union No. 55	Nichole Daniel Mary Beauregard Nichole Nye McGaffey
Building Committee	Nichole Nye McGaffey April Nye
READS	Michael S. Nelson
Sick Leave Bank	Mary Beauregard Michelle Smith
SMEC	Michelle Smith
Early Childhood Council	Nichole Daniel
Sole Signatory	April Nye Nichole Daniel (alternate)
MASC Delegate/Legislative Liaison	Mary Beauregard
Budget Subcommittee	April Nye Nichole Nye McGaffey
School Physician	Dr. Mendes Dr. Reynolds
Policy Review Subcommittee	Mary Beauregard
Tri-Town Education Foundation Fund	Nichole Nye McGaffey
Town Liaison	April Nye
Superintendent's Goals Subcommittee	Michelle Smith

Nichole Daniel

Equity Subcommittee

Mary Beauregard

District Wellness Committee

Nichole Nye McGaffey

All members agreed to stay on their current subcommittees.

MOTION: by Ms. Smith to approve the 2025-2026 subcommittee list as discussed

SECONDED: Ms. Daniel

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; 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>
September 18, 2025	June 12, 2025

Future Agenda Items

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

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.

XII. Executive Session

Recommendation

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

MOTION: by Ms. Nye McGaffey to enter into executive session at 5:48 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements, only to return to adjourn.

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

MOTION: by Ms. Nye McGaffey to exit executive session at 6:20 p.m. to return to regular session only to adjourn.

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 6:21 p.m.

SECONDED: Ms. Daniel

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

**Respectfully Submitted,
Melissa Wilcox**

Meeting Resources

May 9, 2025 Minutes Draft

OpenSciEd Curriculum Adoption Info Slide

Envisions Math Curriculum Information

25-26 Draft Sippican Student Handbook

School Improvement Plan Update

Countryside Lease FY26

YMCA Lease FY26

25-26 Draft School Committee Calendar

Library Book Donation Review forms

Feinstein Grant

Tech Items to recycle list

FY25 Financial Memo and Operating Report

Warrants

Food Service Report

Facilities Report

Superintendent's Newsletter

Principal's Report

Subcommittee reorganization list



Elementary Math Curriculum Selection Process

Dr. Shari Fedorowicz
June 2, 2025

Old Rochester Regional School District
MA Superintendency Union # 55



The Vetting Process

- Math Committee: elementary educators K-6 narrowed the choices down to 3 HQIM DESE approved programs from 10 programs:
 - Envisions
 - Reveal Math
 - Illustrative Math
- Each grade level met to decide on lessons to pilot.
- All teachers were able to pilot the 3 programs.
- A rubric was used to collect quantitative and qualitative data.
- The Math Committee and teachers made a decision based on the overwhelming results of the survey data.

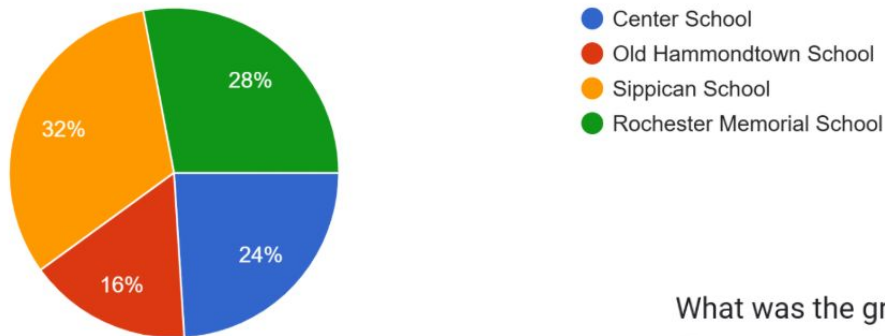
The Meetings

1/31/25	Full Day of Materials Review with the Math Curriculum Review Team
2/3/25	Grades K & 1 Grade-Level Math Curriculum Review Meetings
2/25/25	Grades 4, 5, & 6 Grade-Level Math Curriculum Review Meetings
2/26/25	Grades 2 & 3 Grade-Level Math Curriculum Review Meetings
3/19/25	Illustrative Math Pilot for Educators
3/24/25	Envisions Math Pilot for Educators
3/31/25	Reveal Math Pilot for Educators
4/1/25	Math Curriculum Survey Sent to Educators
5/5/25	Math Curriculum Survey Results Discussion with Educators

Educators from All Elementary Schools and Grade Levels Participated in the Pilot and Survey

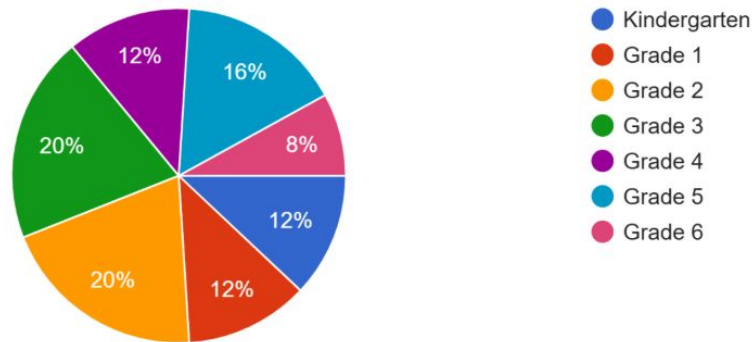
What school do you work at?

25 responses



What was the grade level of the students in the trial lessons?

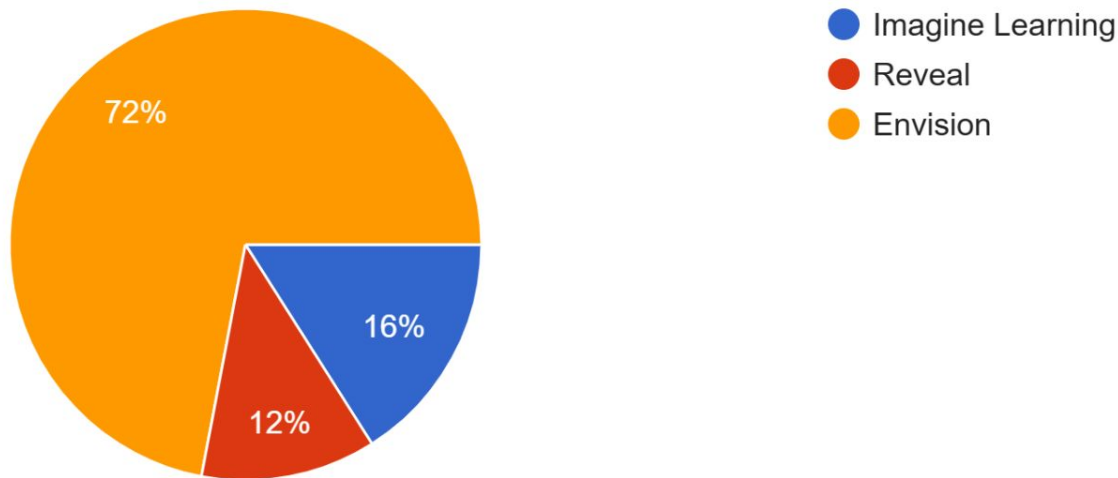
25 responses



First Choice - Envision (72% of vote)

Based on the new way in which the research tells us to teach math (unlike GoMath and Everyday Math), which program is your first choice to adopt?

25 responses





Thank you!

Old Rochester Regional School District
MA Superintendency Union # 55



Questions?



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 SIPPICAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

Key: **Green** is On-going

Pink is On Hold

Yellow is Need More Info

Bold is Completed

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

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

	<p>1.2</p> <ul style="list-style-type: none"> Implement a curriculum review cycle in accordance with the identified Phases in the “2024 Curriculum Review Cycle Plan” Continue the implementation of the Literacy Action Plan 	<p>1.2</p> <ul style="list-style-type: none"> The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such as reviewing the math curriculum Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate 	<p>1.2</p> <ul style="list-style-type: none"> Identified faculty are participating in the math curriculum review work The Literacy Action Plan is implemented and reviewed annually for updates
	<p>1.3</p> <ul style="list-style-type: none"> Continue monthly meetings with the Instructional Council Establish elementary curriculum leaders by grade span/department 	<p>1.3</p> <ul style="list-style-type: none"> Monthly Instructional Council meetings are scheduled with clear objectives Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted 	<p>1.3</p> <ul style="list-style-type: none"> Instructional Council meetings continue to be an active committee outlining professional development needs for the district The Curriculum Leaders are identified and are engaged in curriculum work at Sippican as well as district-wide
	<p>1.4</p> <ul style="list-style-type: none"> Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction 	<p>1.4</p> <ul style="list-style-type: none"> Common assessment data is analyzed to inform instruction Grade-level data meetings take place in accordance with the assessment schedule Professional development time is allocated for vertical and horizontal data analysis 	<p>1.4</p> <ul style="list-style-type: none"> Time is given to analyze student data and make informed instructional focus areas Common Assessment practices are established and implemented in PreK-6 for literacy and math Data analysis professional development is provided to highlight areas needing improvement and areas that are

			working
	1.5 <ul style="list-style-type: none"> Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments 	1.5 <ul style="list-style-type: none"> Additions and edits to curriculum are documented in a curriculum management system and shared with appropriate grade level/content areas faculty 	1.5 <ul style="list-style-type: none"> Educators utilize a curriculum management system to inform curriculum, instruction, and assessment in literacy and math

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#2: Teaching & Learning Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait	2.1 <ul style="list-style-type: none"> Implement the professional development plan that supports effective and equitable teaching and learning 	2.1 <ul style="list-style-type: none"> Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session Educators complete the survey at the end of each professional development day The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators 	2.1 <ul style="list-style-type: none"> Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan Instructional Council agendas reflect discussion on survey results from PD offerings PD plans reflect input from the survey results
	2.2 <ul style="list-style-type: none"> Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and 	2.2 <ul style="list-style-type: none"> The curriculum leadership team guides and develops district-wide curriculum initiatives 	2.2 <ul style="list-style-type: none"> The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives Professional development for

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

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

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

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

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

		<ul style="list-style-type: none"> • Hold bi-monthly meetings with student ambassadors • School Influencers attend the four training meetings and attend monthly meetings 	<ul style="list-style-type: none"> • School-based initiatives are identified by Project 351 students and school-based Ambassadors
	4.5 <ul style="list-style-type: none"> • Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> • Provide PD and continue to improve upon behavior reporting system • Continue to improve upon behavior data reporting and analysis • Engage in PD to further support students with social-emotional and behavioral needs 	4.5 <ul style="list-style-type: none"> • Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors
	4.6 <ul style="list-style-type: none"> • Plan transition days and activities to support students entering Sippican at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> • Schedule Open House and Orientation Days • Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> • Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 <ul style="list-style-type: none"> • Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> • Provide faculty and staff training on school safety and cyber security • Conduct safety drills throughout the school year in alignment with the safety manual • Professional training in Crisis Prevention Intervention (CPI) 	5.1 <ul style="list-style-type: none"> • Training take place throughout the year on ALICE training • Fire drills are conducted with the support of the Sippican Fire Department • Updated manual shared with The Leadership Council to be followed in emergencies • Staff training in CPI takes place each fall and throughout the

		<ul style="list-style-type: none"> • Invite local police and fire department personnel to visit and walk the schools • Continue to improve upon GoGuardian Use • Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable 	<p>year, as needed</p> <ul style="list-style-type: none"> • Go Guardian is implemented and updated • Health and safety trainings take place annually and/or as appropriate
5.2	<ul style="list-style-type: none"> • Establish annual review and audit procedures of all facility systems and related phase replacement plans 	5.2 <ul style="list-style-type: none"> • The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	5.2 <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
5.3	<ul style="list-style-type: none"> • Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	5.3 <ul style="list-style-type: none"> • Maintain classroom, student and staff technology equipment • Support maintenance and refurbishment of technology • Improve upon tech ticket reporting • Support the development of replacement plans 	5.3 <ul style="list-style-type: none"> • All instructional technology is updated and functional to support student learning • The technology maintenance plan is outlined by the technology department • Increase staff submission of technology and maintenance requests within the ticketing system • Technology maintenance and replacement plan is in place
5.4	<ul style="list-style-type: none"> • Establish short and long term capital plans for all school buildings, grounds, and facility operations 	5.4 <ul style="list-style-type: none"> • School administration will meet with the district administrative department heads to target areas of need in the building 	5.4 <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported to central administration • Long and short-term capital plans for buildings and grounds

		<ul style="list-style-type: none"> • School and district administration will meet with town officials to walk the building and view areas of need • Items agreed upon will be added to the town's capital improvement plan as applicable 	<p>are outlined</p> <ul style="list-style-type: none"> • Items added to the Capital Plan will be reviewed with town leadership • Town capital planning documents reflect the needs identified by the school
	<p>5.5</p> <ul style="list-style-type: none"> • Continue to be engaged and actively involved in the budget process at the building level 	<p>5.5</p> <ul style="list-style-type: none"> • Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment • Participate in discussions to identify and prioritize the budget process 	<p>5.5</p> <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported to the budget subcommittee

Revised 5.29.25 2:30pm
MARION SCHOOL COMMITTEE MEETING
MARION PUBLIC SCHOOLS
16 Spring Street
Marion, Massachusetts

June 2, 2025

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/92931925429?pwd=QaYzIbTeg9Y3RwqQrLBe2735oAO7bk.1>

Meeting ID: 929 3192 5429

Passcode: 269294

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.

4:30pm

MEETING TO ORDER

RECOGNITION

I. Approval of Minutes

A. Minutes

- 1. Regular Minutes: May 9, 2025**
2. Executive Session Minutes
3. Budget Subcommittee Minutes

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. Approval of OpenSciEd Science Curriculum

B. Approval of Envisions Math Curriculum

C. Approval of 2025-2026 Student Handbook

D. School Improvement Plan Update

E. Approval of 2025-2026 Leases

F. Approval of 2025-2026 School Committee Dates

G. Approval of Donation(s)

H. Approval of Grant(s)

I. Approval of Disposal of Curriculum Materials

J. Approval of Disposal of Technology Items

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
11. District Wellness Committee

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: May 29, 2025
RE: Agenda Items

The following items are on the agenda for June 2, 2025.

RECOGNITION

That the School Committee recognize Julie Bangs and Chelsey Lawrence as the 2024-2025 Merit Award recipients from the Marion Teachers Association.

That the School Committee recognize retiree Lynne Frade, paraprofessional.

I. Approval of Minutes

A.1. Regular Minutes –

Recommendation

That the School Committee review and approve the minutes of May 9, 2025. Please refer to “MSC 06022025 March Minutes”.

IV. General

A. Approval of OpenSciEd Science Curriculum

Recommendation:

That the School Committee review the adoption of OpenSciEd Science Curriculum. Please refer to “MSC 06022025 OpenSciEd”.

B. Approval of Envisions Math Curriculum

Recommendation:

That the School Committee review the adoption of Envisions Math Curriculum. Please refer to “MSC 06022025 Envisions”.

C. Approval of 2025-2026 Student Handbook

Recommendation:

That the School Committee review the 2025-2026 Sippican Student Handbook draft. Please refer to “MSC 06022025 Student Handbook”.

D. School Improvement Plan Update

Recommendation:

That the School Committee hear an update from administration on the School Improvement Plan for the 2024-2025 school year. Please refer to “MSC 06022025 SIP Update”.

E. Approval of 2025-2026 Leases

Recommendation:

That the School Committee review the leases with the YMCA and Countryside for the 2025-2026 school year. “Please refer to MSC 06022025 Countryside Lease” and “MSC 06022025 YMCA Lease”.

F. Approval of 2025-2026 School Committee Dates

Recommendation:

That the School Committee review the following school committee dates: September 18, 2025, October 30, 2025, December 11, 2025, February 26, 2026, March 18, 2026 (Weds) and June 2, 2026 (Weds).

G. Approval of Donation(s)

Recommendation:

That the School Committee review the following book donations to the Sippican library in honor of retiree Lynn Frade:

- *When Tree Became a Tree* by Ron Hodgson from Sunshine at Sippican Elementary.
- *Towed by Toad* by Jashar Awan from Ms. Dessert and Mr. Thomas.
- *Here is a Book* by Elisha Cooper from the Marion Teachers Association.
- *Sun Bird* by Lindsay Moore from VASE.

H. Approval of Grant(s)

Recommendation:

That the School Committee review a \$1,000 grant from The Feinstein Foundation for the Sippican Kindness Crew to build a gaga ball pit. Please refer to “MSC 06022025 Feinstein Grant Proposal”.

I. Approval of Disposal of Curriculum Materials

Recommendation:

That the School Committee review for disposal curriculum materials for Everyday Math upon adoption of the new Math curriculum Envisions.

J. Approval of Disposal of Technology Items

Recommendation:

That the School Committee review for disposal a list of items from the Technology Team to be recycled as they are non-operational and exhausted their useful life. Please refer to “MSC 06022025 Tech Disposal List”.

V. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 06022025 FY25 Financial Report Memo” and “MSC 06022025 FY25 General Operating Financial Report”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) of May 8, 2025. Please refer to “MSC 06022025 Warrant(s)”.

3. Food Services Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 06022025 Food Service Report”.

4. Facilities Report

Recommendation:

That the School Committee hear a report. Please refer to “MSC 06022025 Facilities Report”.

VIII. School Committee

B. School Committee Reorganization

Recommendation:

That the School Committee reorganize for the 2025-2026 school year. Please refer to “MSC 06022025 Reorganization”.

IX. Future Business

A. Timeline

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

Marion School Committee

September 18, 2025 *tentative*

16 Spring Street

Marion, MA 02738

Joint School Committee

June 12, 2025

133 Marion Road

Mattapoisett, MA 02739

Future Agenda Items

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

XII. Executive Session

Recommendation

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

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**

**May 9, 2025
REGULAR MEETING MINUTES
16 Spring Street, Marion, MA 02738**

Regular meeting of the Marion School Committee was held on Friday, May 9, 2025 and called to order by Chairperson Nye, at 12:02pm.

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

SCHOOL COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; 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 via zoom.*

I. Approval of Minutes:

A.1. Regular Minutes

Recommendation

That the School Committee review and approve the minutes of March 25, 2025 - Budget Hearing.

MOTION: by Ms. Smith to accept the meeting minutes of March 25, 2025 – Budget Hearing as presented

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

MOTION: by Ms. Smith to accept the meeting minutes of March 25, 2025 – School Choice Hearing and regular meeting as presented

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

IV. General

A. Approval of Out-of-State Field Trip

Recommendation:

That the School Committee review a field trip for Kindergarten students to Roger Williams Zoo. Superintendent Nelson explained that VASE is covering the expenses for the Kindergarten students as described in their backup information.

MOTION: by Ms. Smith to approve the out-of-state field trip as presented

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

B. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- A donation of no more than \$2,500 from the Marion Scholarship Education Fund Committee to purchase two buddy benches and 25 copies of the book “The Buddy

Bench”.

- A donation of the book *Nellie’s Big Splash* by Cori Doerrfeld for the 6th grade class from Ms. Dessert and Mr. Thomas.
- A donation of the book *Monarch Butterflies* by Ann Hobie from Trina Waniga in honor of her brother Mark Waniga.
- A donation of the book *How Ships Work* by Clive Gifford from VASE in honor of Johanna Vergoni.

Superintendent Nelson reviewed the above list and added that upon approval, the Buddy Benches will be installed over the summer.

MOTION: by Ms. Smith to approve donations of the benches and books as presented

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

C. Approval of Disposal of Library Materials

Recommendation:

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

Superintendent Nelson shared the list of materials provided by librarian Ms. Barrett of items to be withdrawn from the library. The School Committee thanked Ms. Barrett for the overview of the library for this school year.

MOTION: by Ms. Smith to approve the library disposal list as presented

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 4:0:1 (Nye; abstain (technical difficulties), Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

D. Portrait of the Graduate Update

Recommendation:

That the School Committee hear an update from administration on the Portrait of the Graduate work in the districts.

Superintendent Nelson shared that this is a non-voting item and an update was provided on the progress thus far with upcoming dates for community feedback and input on the Portrait of the Graduate.

- Purpose: To build a shared understanding of the Portrait of the Graduate process and outcomes.
- Participants: School Committee, district and school leaders, teachers, parents and guardians, community members.
- Outcome (Final Product): To identify 4-6 PreK-12 Core Competencies, aligned attributes and age appropriate “I can...” statements.

What is the Portrait of the Graduate?

- A shared vision defining the knowledge, skills, and character traits students need for future success.
- Emphasizes competencies like critical thinking, communication, collaboration, and adaptability.
- Serves as a guiding framework for aligning teaching and learning, and college and career readiness.

Why It Is Important?

- Prepares students for a rapidly changing world with transferable life and career skills.
- Ensures that all students access meaningful, future-ready learning experiences.
- Aligns educators, families, and communities around a common, student-centered vision.

Old Rochester Regional School District Media Center, Door #23

April 28, 2025 11:30-1:30pm - Kickoff and Calibration - Setting the Vision and Building Understanding

May 20, 2025 12:00-2:00pm - Defining Key Competencies - - Attributes and I Can...

May 22, 2025 10:00-12:00pm - Refinement and Alignment

June 3, 2025 9:30-11:30am - Finalizing and Celebrating

V. New Business

C. Business

1. Financial Report

The following was provided from Mr. Barber:

The Marion School District currently has \$152,042 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

\$ 6,928,738 – Obligations Paid or Encumbered Year to Date

\$ 152,042 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record of warrant(s) of March 26, April 10, and April 23, 2025 as signed by the sole signatory.

3. Food Service Report

The following was provided from Food Service Director Jill Henesey:

- Meal participation continues to grow strong
- Starting the process of procuring foods for the upcoming school year.
- Bulldog Café is looking for per diem (substitute) 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

The following was provided from Facilities Director Eugene Jones:

- Replaced the building main 3 electrical transformers (Mass Save Incentive).
- Provided engineered wood fiber (EWF) for Sippican School garden.
- Completed repair on fire alarm panel ground fault.
- Digital radio communications integration completed.
- Conducted routine maintenance on all facility equipment and systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Nye reminded the school community to attend the upcoming Town Meeting in support of the schools.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson highlighted the most recent Superintendent's newsletter.

PRINCIPAL'S REPORT

Superintendent Nelson provided Ms. Dessert's report as she was at Camp Burgess with students and invited the School Committee to the many upcoming school events in her report.

Dear Marion School Committee Members,

I am pleased to provide an update on recent and upcoming events at Sippican School.

Our students in Grades 3-6 recently completed the Math MCAS assessments. We were deeply impressed by their focus and effort throughout the testing period. Their dedication, coupled with the strong support from our families, created a positive and conducive testing environment. We commend our students for their hard work. Looking ahead, our sixth-grade students are embarking on an exciting adventure this week with their trip to Camp Burgess. This overnight experience offers a valuable opportunity for team building, experiential learning, and the creation of lasting memories outside the traditional classroom setting. We anticipate a positive and enriching experience for all involved. We continue to deeply value the partnership we have with our Sippican School families. Their ongoing support is integral to fostering the positive and engaging learning environment we strive to maintain. As we progress through the spring, we are enthusiastic about the many opportunities for student growth and learning that lie ahead.

Teaching and Learning:

Beyond the recent Math MCAS and upcoming 6th-grade trip, our teachers have been actively engaged in several key initiatives:

- Literacy Initiative: Work continues on our literacy enhancement efforts in collaboration with the Hill.
- Science & History: Grade 5 and 6 teachers recently participated in observations with Open SciEd and have upcoming training scheduled for Investigating History.
- Math Program Adoption: Teachers are currently working with the Assistant Superintendent and colleagues from each elementary school to identify a new math program for the district.

These ongoing professional endeavors demonstrate our staff's commitment to continuous improvement across all subject areas.

Following are the dates for MCAS this year:

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:

Norman Award Recognition:

We continue to proudly recognize our students through the Norman Award. These students consistently exemplify the *Sippican 3 to Be* (Respectful, Responsible, and Kind) and are demonstrating positive progress in their academic endeavors. The Norman Award serves as a wonderful way to celebrate and encourage our model students.

V.A.S.E Updates and Events:

May 6th- Staff Appreciation sponsored by VASE

May 7th - May 9 - Grade 6 Camp Burgess

May 8th - Marion School Committee Meeting

May 9th Grade 2 Field Trip - Lloyd Center

May 12th & 13th - Crocodile River Music Workshops -All grades sponsored by VASE

May 13th - Faculty Meeting

May 14th - Grade 4 Field Trip - Cape Cod Museum of Natural History

May 14th - School Concert

May 15th & May 16th - 5th Grade MCAS STE

May 16th - Grade 3 Field Trip - Mayflower /Plimouth Patuxet

May 17th - Six Flags - Festival Band

May 19th & 22nd - Kindergarten Screening

May 20th - Grade 1 Buttonwood Park Zoo

May 20th - School Council

May 26th - NO SCHOOL (Memorial Day)

May 28th - All School Meeting

May 30th - ORRHS Graduates visit Sippican

June 3rd - Grade 6 - Silvershell Beach

June 5th & 6th - Grades PK-6 Field Day

June 10th - Band Blast

June 11th - Grade 6 Graduation and Breakfast starting at 9:30

June 11th - Last day of school

Conclusion

Sippican School continues its focus on student success, with recent completion of Math MCAS testing demonstrating student effort and the upcoming 6th-grade trip to Camp Burgess offering valuable learning experiences. Our dedicated teachers are actively engaged in literacy initiatives with the Hill, professional development in science and history for grades 5/6, and a collaborative district-wide math program selection

process. We also proudly recognize our exemplary students through the Norman Award for embodying the Sippican 3 to Be and showing academic progress. We look forward to a strong finish to the school year, concluding on June 11th, and appreciate the ongoing support of the Marion School Committee and our families.

Best,

Lynn Dessert M. Ed
Principal

VIII. 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>
June 11, 2025	June 12, 2025

Future Agenda Items

- School Committee Reorganization (June)
- School Improvement Plan (June)
- Student Handbook Approval (June)
- Approval of Leases (June)

ADJOURNMENT

MOTION: by Ms. Smith to adjourn at 12:16pm

SECONDED: Ms. Daniel

ROLL CALL

MOTION PASSED 5:0 (Nye; yes, Daniel; yes, Nye McGaffey; yes, Beauregard; yes, Smith; yes)

Respectfully Submitted,
Melissa Wilcox

Meeting Resources

March 25, 2025 Minutes Draft

Field Trip Memo

Marion Scholarship Education Fund Committee Donation

Library Book Donation Review Forms

Library Memo

Library Disposal List

Portrait of the Graduate Update Slide

FY25 Financial Memo and Operating Report

Warrants

Food Service Report

Facilities Report

Superintendent's Newsletter

Principal's Report

Request for OpenSciEd Curriculum Adoption



- **Highly Rated & Standards-Aligned:** Top score from EdReports; built for Massachusetts Frameworks
- **Phenomenon-Based & Investigative:** Students explore real-world phenomena through inquiry and experimentation
- **Teacher-Facilitated & Student-Driven:** Learning is led by student questions and supported by teacher guidance
- **Collaborative & Inclusive:** Fosters peer learning, values all voices, and builds a sense of belonging
- **Adaptable & Cost-Effective:** Editable, open-source materials reduce costs
- **Teacher-Endorsed:** Piloted by teachers and **approved for adoption** (89%) through a staff vote

***Recommendation:* Approve Adoption of OpenSciEd for Elementary School Science**

Sippican School 2025-2026 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

Table of Contents

Administration	3
Marion School Committee	3
Sippican School Council	3
Important Telephone Numbers	4
Sippican School Staff	5
School Resource Officer (SRO)	6
General School Information	6
Bus Transportation	6
Attendance	8
Food Service	10
School Visits	11
Dress and Appearance	11
Recess	11
Inclement Weather: Cancellations and Delays	12
Telephone Calls	12
Cell phones and Smartwatches	12
Homework and Independent Reading	12
Photographs of School Activities for Local Papers	12
Opt Out for Library Books	13
Parent Involvement/Parent Concerns	13
First Aid/Emergencies	13
Health Information	14
Health Records	14
Dispensing Medications	14
Additional Services Available	14
Health and Guidance Curricula	15
Massachusetts Comprehensive Assessment System (MCAS) Testing	17
Student Records	17
Report Cards and Parent Conferences	18
Field Trips	18
Internet Use Policy	18
General Statement and School Rules	19
BULLYING PREVENTION	20
Video Cameras	23
Bus Discipline Policy	24
File: JK - STUDENT CONDUCT	26
File: JIC - STUDENT DISCIPLINE	26
Conflict of Interest Law and Gifts for Teachers	40

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

2025-2026 Administrative Staff

- Lynn Dessert - Principal • Gregory Thomas - Assistant Principal
- Principal's Secretary - [Shari Pacheco](#) •

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
- [Joanne Smith - 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 • [Zenobia Nelles - 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 • Heidi Kilpatrick
- [Robbin McMorrow](#) • 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.

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

In-school suspension is a disciplinary action that the Marion, Mattapoissett, Old Rochester, or Rochester School District utilizes as an alternative to short-term suspension and to restore acceptable student behavior. Situations and/or circumstances related to Student Discipline may result in the disciplinary action that includes in-school suspension. When applicable, restorative practices are utilized. Procedures have been developed to ensure that parent(s)/guardian(s) and students have due process afforded to them through a discipline hearing:

- It is the responsibility of the Principal to immediately notify the student of the disciplinary charge and to provide the opportunity to the student to dispute the allegations and to explain any circumstances prior to the decision to suspend in-house. If the Principal determines that the student did commit the disciplinary action, the student's in-house suspension must not exceed ten days cumulatively or consecutively in a school year. The student must be notified of the length of in-house suspension.
- The Principal must orally notify the parent(s) and/or guardian(s) of the disciplinary action, consequence, duration and reasons for concluding such consequence. Furthermore, the Principal should notify (at least two attempts) the parent(s) and/or guardian(s) of their right to meet and discuss the student's academic performance and behavior and ways to prevent further discipline, as soon as possible.
- The Principal will notify in writing, a notice of in-house suspension and offer a meeting to discuss the event and decision on the day of the suspension or as soon as possible.
- Educational services will be provided throughout the duration of any in-house suspension to ensure that a student can make academic progress, compared to all other students.

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

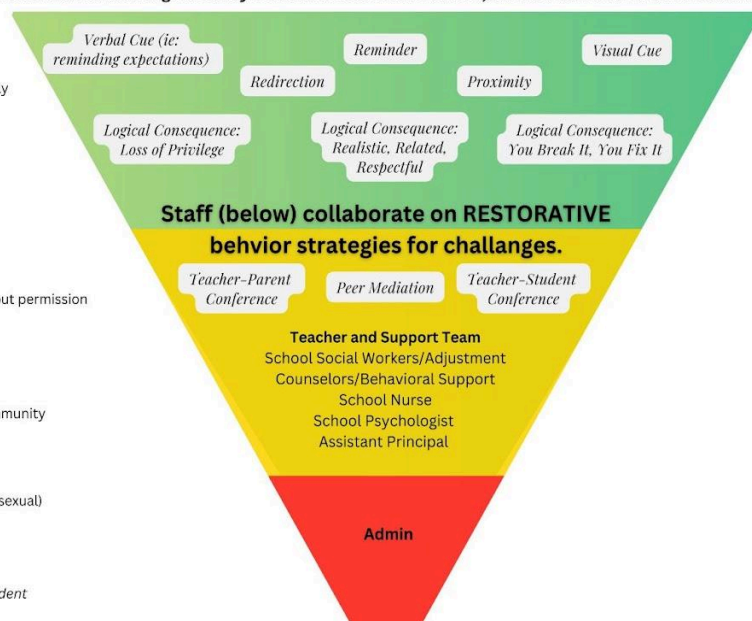
Level 3

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

*Could be Level 3 based on severity of incident

Behavior Intervention Guide

If the incident is an urgent safety concern to the child or others, contact administration immediately.



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.

Protections for children not yet eligible for special education and related services

- A child who has not been determined to be eligible for special education and related services under this subchapter and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this subchapter if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- The Marion School District shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - the parent of the child has expressed concern in writing to the administration, or a teacher of the child, that the child is in need of special education and related services;
 - the parent of the child has requested an evaluation of the child; or
 - the teacher of the child, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the District.
- Marion School District shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.
- Conditions that apply if no basis of knowledge
 - In general, if the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
 - Limitations: If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

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>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



2024-2026 SIPPICAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

Key: **Green** is On-going

Pink is On Hold

Yellow is Need More Info

Bold is Completed

MISSION

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

VISION

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

CORE VALUES

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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

THEORY OF ACTION

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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

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

	<p>1.2</p> <ul style="list-style-type: none"> Implement a curriculum review cycle in accordance with the identified Phases in the “2024 Curriculum Review Cycle Plan” Continue the implementation of the Literacy Action Plan 	<p>1.2</p> <ul style="list-style-type: none"> The curriculum review cycle for the 2024-2025 school cycle reflects the next steps as such as reviewing the math curriculum Literacy Action Plan steps are outlined with the DLLT and faculty as appropriate 	<p>1.2</p> <ul style="list-style-type: none"> Identified faculty are participating in the math curriculum review work The Literacy Action Plan is implemented and reviewed annually for updates
	<p>1.3</p> <ul style="list-style-type: none"> Continue monthly meetings with the Instructional Council Establish elementary curriculum leaders by grade span/department 	<p>1.3</p> <ul style="list-style-type: none"> Monthly Instructional Council meetings are scheduled with clear objectives Elementary Curriculum Leader job descriptions have been outlined and the positions have been posted 	<p>1.3</p> <ul style="list-style-type: none"> Instructional Council meetings continue to be an active committee outlining professional development needs for the district The Curriculum Leaders are identified and are engaged in curriculum work at Sippican as well as district-wide
	<p>1.4</p> <ul style="list-style-type: none"> Establish common assessment practices in literacy and math PreK-6 that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction 	<p>1.4</p> <ul style="list-style-type: none"> Common assessment data is analyzed to inform instruction Grade-level data meetings take place in accordance with the assessment schedule Professional development time is allocated for vertical and horizontal data analysis 	<p>1.4</p> <ul style="list-style-type: none"> Time is given to analyze student data and make informed instructional focus areas Common Assessment practices are established and implemented in PreK-6 for literacy and math Data analysis professional development is provided to highlight areas needing improvement and areas that are

			working
	1.5 <ul style="list-style-type: none"> Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade-level transitions, daily instruction, and assessments 	1.5 <ul style="list-style-type: none"> Additions and edits to curriculum are documented in a curriculum management system and shared with appropriate grade level/content areas faculty 	1.5 <ul style="list-style-type: none"> Educators utilize a curriculum management system to inform curriculum, instruction, and assessment in literacy and math

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#2: Teaching & Learning Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait	2.1 <ul style="list-style-type: none"> Implement the professional development plan that supports effective and equitable teaching and learning 	2.1 <ul style="list-style-type: none"> Surveys are prepared and uploaded to SMART PD for educators to complete at the end of each PD session Educators complete the survey at the end of each professional development day The Instructional Council will analyze the survey data to determine its effectiveness and plan future PD to reflect the needs of educators 	2.1 <ul style="list-style-type: none"> Educators have participated in high-quality, effective professional development opportunities that transfers into the classroom and is in alignment with the District Strategic Plan Instructional Council agendas reflect discussion on survey results from PD offerings PD plans reflect input from the survey results
	2.2 <ul style="list-style-type: none"> Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and 	2.2 <ul style="list-style-type: none"> The curriculum leadership team guides and develops district-wide curriculum initiatives 	2.2 <ul style="list-style-type: none"> The curriculum leadership team has been implemented and is supporting teaching, learning, and professional development initiatives Professional development for

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

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

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

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

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

		<ul style="list-style-type: none"> • Hold bi-monthly meetings with student ambassadors • School Influencers attend the four training meetings and attend monthly meetings 	<ul style="list-style-type: none"> • School-based initiatives are identified by Project 351 students and school-based Ambassadors
	4.5 <ul style="list-style-type: none"> • Provide professional development to support and implement best practices related to monitoring and improving student behavior and discipline 	4.5 <ul style="list-style-type: none"> • Provide PD and continue to improve upon behavior reporting system • Continue to improve upon behavior data reporting and analysis • Engage in PD to further support students with social-emotional and behavioral needs 	4.5 <ul style="list-style-type: none"> • Administrators and Educators consistently implement proactive approaches to decrease student incidents and promote positive behaviors
	4.6 <ul style="list-style-type: none"> • Plan transition days and activities to support students entering Sippican at the beginning of the year and end of the year 	4.6 <ul style="list-style-type: none"> • Schedule Open House and Orientation Days • Explore implementing a Step Up Day in Spring of 2025 	4.6 <ul style="list-style-type: none"> • Dates are scheduled, implemented and reviewed for efficiency and effectiveness

Strategic Objective	Strategic Initiatives	Measuring Impact	Outcomes (SMART Goals) By June 30th 2026
#5: Safe Schools Ensure safe, secure, and equitable learning environments in all schools.	5.1 <ul style="list-style-type: none"> • Provide professional development to school community members regarding physical and cyber safety and security practices 	5.1 <ul style="list-style-type: none"> • Provide faculty and staff training on school safety and cyber security • Conduct safety drills throughout the school year in alignment with the safety manual • Professional training in Crisis Prevention Intervention (CPI) 	5.1 <ul style="list-style-type: none"> • Training take place throughout the year on ALICE training • Fire drills are conducted with the support of the Sippican Fire Department • Updated manual shared with The Leadership Council to be followed in emergencies • Staff training in CPI takes place each fall and throughout the

		<ul style="list-style-type: none"> • Invite local police and fire department personnel to visit and walk the schools • Continue to improve upon GoGuardian Use • Continue training staff of Heimlich Maneuver, EpiPen, CPR and First Aid as applicable 	<p>year, as needed</p> <ul style="list-style-type: none"> • Go Guardian is implemented and updated • Health and safety trainings take place annually and/or as appropriate
5.2	<ul style="list-style-type: none"> • Establish annual review and audit procedures of all facility systems and related phase replacement plans 	5.2 <ul style="list-style-type: none"> • The annual plan is outlined with a timeline of check-ins to review facility and maintenance needs 	5.2 <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported with the facilities director and actions steps will be taken as applicable
5.3	<ul style="list-style-type: none"> • Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology 	5.3 <ul style="list-style-type: none"> • Maintain classroom, student and staff technology equipment • Support maintenance and refurbishment of technology • Improve upon tech ticket reporting • Support the development of replacement plans 	5.3 <ul style="list-style-type: none"> • All instructional technology is updated and functional to support student learning • The technology maintenance plan is outlined by the technology department • Increase staff submission of technology and maintenance requests within the ticketing system • Technology maintenance and replacement plan is in place
5.4	<ul style="list-style-type: none"> • Establish short and long term capital plans for all school buildings, grounds, and facility operations 	5.4 <ul style="list-style-type: none"> • School administration will meet with the district administrative department heads to target areas of need in the building 	5.4 <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported to central administration • Long and short-term capital plans for buildings and grounds

		<ul style="list-style-type: none"> • School and district administration will meet with town officials to walk the building and view areas of need • Items agreed upon will be added to the town's capital improvement plan as applicable 	<p>are outlined</p> <ul style="list-style-type: none"> • Items added to the Capital Plan will be reviewed with town leadership • Town capital planning documents reflect the needs identified by the school
	<p>5.5</p> <ul style="list-style-type: none"> • Continue to be engaged and actively involved in the budget process at the building level 	<p>5.5</p> <ul style="list-style-type: none"> • Fiscally support the needed personnel, technology, and resources to ensure a safe and effective learning environment • Participate in discussions to identify and prioritize the budget process 	<p>5.5</p> <ul style="list-style-type: none"> • The needs of the school will be documented, prioritized, and reported to the budget subcommittee

FACILITIES USE AGREEMENT

This Agreement is made by and between the Town of Marion through its School Committee and the (collectively hereinafter referred to as the "School") and Bonnie A. Morrison, Countryside Child Care Center, Inc. with an address at 565 Rounseville Road, Rochester, MA 02770 (hereinafter, "User").

WHEREAS, the School owns certain facilities as described in this Agreement, and

WHEREAS, User desires to use those facilities for the purposes herein contained:

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained, School and User agree as follows:

1.0 Grant: School hereby grants a license to User to use the following described facilities and equipment ("Facilities" or "Licensed Premises") on the terms and conditions hereinafter set forth:

One standard classroom with or next to bathroom facilities, for before and after school daycare.

2.0 Term: User shall be permitted to use the Facility during the following time and dates:

Times to be agreed upon, Monday through Friday
From July 1, 2025 through June 30, 2026

3.0 Fee: User shall pay to School the following license/rental fees:

July 1, 2025 through June 30, 2026 of \$2,060/month

Rental fees are payable on the first of each month.

(i) All expenses that it may incur in supplying services for and on behalf of User except for those specifically to be borne by School as set forth herein.

(ii) All costs for services provided by School at the reasonable request of User, which shall be billed to and reimbursed by User at School's standard rates.

The estimated fees for Media equipment and Security and Buildings & Grounds services are as follows:

Educational Media for sound equipment and technicians. \$ N/A

Security Services \$ N/A

Buildings & Grounds – Set-up and break Down/cleaning. \$ N/A

The foregoing are preliminary estimates, based on information provided by User. Users will be billed for Additional User Fees for the actual equipment and services used in connection with the Event.

Users shall pay Additional User Fees within thirty (30) days following the invoice date. User agrees to pay all fees due under this contract by bank check.

4.0 Condition of Licensed Premises: User has inspected the Licensed Premises prior to the execution of this Agreement and agrees to accept the same in its “as is” condition, and except as specifically noted in herein, School shall not be required to perform any work or alterations to prepare the Licensed Premises for User’s Event.

5.0 Utilities: School shall at its own cost and expense supply User with all existing utilities, including heat, water and electricity.

6.0 Parking and Facilities: Users may have access to the School's parking lot.

7.0 Compliance with School Policies: Users shall ensure that its employees, agents, contractors, licensees, guests, and invitees comply with all applicable School rules, regulations, and policies, and with directions of School staff.

7.1.1 User and its employees, agents, contractors, licensees, guests and invitees shall not injure, damage, mar or deface the Facilities, its appurtenances and any equipment contained therein. Neither shall User cause or permit anything to be done whereby said premises, appurtenances and equipment shall in any way be injured, damaged, marred or defaced, and will not drive or permit to be driven, nails, hooks, tacks or screws into any part thereof and will not make or allow to be made any alterations of any kind therein.

7.1.2. Users and its employees, agents and contractors shall not erect any special platforms, water tanks, scaffolding, rigging and other apparatus without School’s prior written approval. School, in its sole discretion, reserves the right to reject any of the above mentioned items. In the event of such constructions, User will take all necessary action required to insure the safety of the participants and the public, and shall be solely liable for any damages that arise as a result of the same.

7.1.3. Unless specifically called for herein, User agrees that it and its employees, agents and contractors will not use School's equipment, tools, or furnishings located in or about described Facilities, without first seeking and receiving the written approval of School. School does not guarantee the operation of any of its equipment and shall not be liable for any loss sustained by User or its employees, agents, contractors, licensees, guests or invitees by reason of any breakdown of equipment during the permitted Use.

7.1.4. Users and its employees, agents and contractors shall not use any flammable materials, including decorations, displays, draping’s, or similar items in the Facilities, without School’s prior written approval.

7.1.5. The Facilities are designated as non-smoking at all times. Users shall be responsible for reimbursement to the School for any damage caused by smoking.

7.1.6. At no time shall the User allow occupancy of the Facilities to exceed maximum permitted occupancy. The maximum permitted occupancy for the facilities is set forth herein.

7.1.7. Vacating Premises: At the end of its Event, or upon the earlier termination of this Agreement, User shall quietly and peaceably vacate the Licensed Premises and remove its employees, agents, contractors, licensees, guests and invitees and their property from the Licensed Premises so that the Licensed Premises are in the same condition (ordinary wear and tear excepted) as at the inception of the Event, and User shall reimburse School for any expense incurred to repair any damage caused by such removal. Any property or items of User or its employees, agents, contractors, licensees, guests or invitees remaining in the Licensed Premises after the expiration or sooner termination of this Agreement shall be deemed

abandoned and may be disposed of by School as it sees fit in its sole discretion, at User's expense. User agrees that School shall have no liability for any disposal of property that is deemed abandoned.

7.2. User will provide, at its own expense, a liaison between User, User's employees, agents and contractors and School's staff. Said liaison will facilitate communication between User's attendees and School's staff, as the need arises.

8.0 Additional Users: User understands and agrees that during the term of this Facilities Use Agreement other activities and events may be held in other parts of the described facilities not included in this Facilities Use Agreement, and User shall conduct its activities so as not to interfere with such other activities and events.

9.0. User agrees that its advertising and publicity shall not conflict with the School's advertising policy. Users shall submit its advertising plans, if any, including sponsorships to the School for review prior to publicizing of any of its activities hereunder.

10.0. User and its employees, agents, contractors, licensees, guests and invitees shall comply with all pertinent federal, state, local and municipal laws, codes, ordinances, rules and regulations, including but not limited to fire, building safety and health codes applicable to the Use of School's Facilities. Users and its employees, agents and contractors shall obtain and maintain in full force and effect, all permits, licenses and authorizations required by governmental and quasi-governmental agencies. User shall advise School of all permits and licenses required to be obtained for its activities in School's own name, and shall cooperate with School in obtaining the same and shall pay any fees and expenses that may be required relative thereto. Users shall pay all taxes imposed by law in connection with its Use.

10.1.1. The possession and/or use of intoxicants, including beer or wine, is prohibited in the Facilities. Animals, birds, and other pets are not permitted in the Facilities, except for guide dogs.

11.0. Except as may be preempted by federal law, this Agreement shall be governed by the laws of the Commonwealth of Massachusetts, without regard to its choice of law principles. Litigation of all disputes between the parties arising from or in connection with this Agreement shall be conducted in a court of appropriate jurisdiction in Plymouth County, Massachusetts.

12.0 Indemnification. User agrees to defend, indemnify, and hold harmless School, its successors and permitted assigns, and their respective employees and agents to the fullest extent permitted by law from and against any and all claims or demands whatsoever, including associated costs, expenses, and reasonable attorneys' fees incurred on account thereof, that may be asserted by User's employees, employees of User's subcontractors or agents, or any other persons for loss, damage, death, or injury to persons or property arising in any manner out of or incident to User's utilization of School facilities and/or User's performance or nonperformance of this Agreement.

13.0 Insurance: In addition to Workers Compensation and other statutorily required coverage, User agrees to obtain and maintain at its own cost and expense broad form General Liability insurance with a limit of not less than Two Million (\$2,000,000) Dollars covering personal injury, death and property damage, covering all of activities of User and its employees, agents, contractors, licensees, guests and invitees at School's premises. Such policies of insurance shall be maintained with insurance companies authorized to do business in the Commonwealth of Massachusetts and provide that they may not be canceled except upon 30 days prior written notice to School. User shall, at the time of the execution of this Agreement, furnish School with

a certificate of insurance and coverage rider evidencing such coverage, and naming School as an additional insured with respect to its liability coverage. The insurance required hereby shall not be deemed to limit User's obligations to indemnify School under this Agreement.

14.0 Violation: If in School's reasonable opinion, at any time User's employees, agents, contractors, licensees, guests or invitees violates an applicable School rule or regulation (including, but not limited to restrictions against the use of drugs and alcohol), or the ordinance or law of the town, the Commonwealth of Massachusetts or the United States of America, User shall direct the offender to cease and desist from continuing such illegal or improper use. Notwithstanding anything to the contrary contained in this Agreement, School expressly reserves its right at any time upon prior notice to User (except in emergencies), to cause the removal of any of User's employees, agents, contractors, licensees, guests or invitees, who in the reasonable discretion of School has engaged or is engaging in undesirable, disruptive or hazardous behavior.

15.0 Non-assignment: User shall not assign or transfer this Facilities Use Agreement or allow any other entity to use any portion of the subject Facilities hereunder without the prior written consent of School.

16.0 No Joint Venture: Nothing contained herein shall be deemed or construed by the parties or by any third party as creating any employment or agency relationship or partnership or joint venture between User and School.

17.0 Entire Agreement: This Facilities Use Agreement, together with any exhibits or addenda annexed hereto, is the sole and complete expression of the parties' intent with respect to the subject matter hereof. This Agreement may be amended or modified only by a writing countersigned by authorized representatives of each party.

18.0 Inspection: User agrees that School's authorized representatives may enter upon the licensed Facilities at all reasonable times to make inspection and perform necessary work or to ensure conformity with this Facilities Use Agreement.

19.0 Force Majeure: Anything to the contrary notwithstanding, School shall not be liable, nor shall any credit or other remedy be extended, for School's failure, in whole or in part, to fulfill its obligations under this Agreement where such failure arises from or in connection with causes beyond School's control, including, but not limited to, acts of God, flood, extreme weather, fire or other natural calamity, terrorist attack, any law, order, or regulation or action of any governmental entity or civil or military authority, power or utility failure, cable cuts, unavailability of rights-of-way, national emergencies, riots, wars, strikes, lock outs, work stoppages, or other labor difficulties (each a "Force Majeure Event"), whether or not the Licensed Facilities are damaged, impaired, or precluded from use by such Force Majeure Event(s). If a Force Majeure Event occurs during the term hereof, School shall be excused from performance hereunder. A Force Majeure Event shall not excuse User's obligation to make any payment due pursuant to this Agreement, except to the extent that the Force Majeure Event physically interferes with and delays delivery of such payment.

20.0 Alternative Premises: (a) Anything to the contrary notwithstanding, should School determine in its sole, exclusive, and confidential discretion that its' operational requirements or obligations (including, without limitation, its facilities' expansion, contraction, elimination, or alteration) preclude its provision to User of the Licensed Premises, School may, at its sole and exclusive option, (1) offer alternative premises to User on the terms and conditions set forth in this Agreement, or (2) terminate this Agreement without further liability by School to User.

Users shall have ten (10) days to accept or not accept a School offer of alternative premises. (b) Should User not accept such offer of alternative premises within 10 days, this Agreement shall immediately terminate without further liability by School to User.

21.0 Termination: Either party may terminate this Agreement with thirty (30) days prior written notice to the other party. In addition, and anything to the contrary notwithstanding, School may terminate this Agreement immediately for cause with notice to User. For the avoidance of doubt, "cause," as used in this paragraph 5, shall include, but not be limited to, User's material failure to perform or to comply with any term or condition of this Agreement, which failure shall not have been cured within a reasonable time, but not later than five (5) days following School's notice to User of said failure. Notwithstanding anything to the contrary contained in this Agreement, User hereby acknowledges and agrees that a School termination for cause shall not excuse User's obligation to make any payment due pursuant to this Agreement.

21.0 Notices: All notices by the parties to each other hereunder shall be in writing, addressed as follows:

If to School: Sippican School
16 Spring Street
Marion, MA 02738

with simultaneous copies to: Superintendent's Office
135 Marion Road
Mattapoisett, MA 02739

and

If to User: Bonnie A. Morrison
DBA Countryside Child Care Center
565 Rounseville Road
Rochester, MA 02770

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date first set forth hereinabove.

SCHOOL Lessor

Countryside Child Care Center, Inc.

By: _____

By: _____

Name: Howard Barber

Name: _____

Title: Assistant Superintendent of
Finance and Operations

Title: _____

**AGREEMENT BETWEEN THE MARION SCHOOL COMMITTEE
AND THE
SOUTHCOST YMCA
2025-2026**

- I The Marion School Committee agrees to allow the Southcoast YMCA (YMCA) the use of four (4) rooms at the Sippican School for the charge of \$14,830 per annum.
- II This agreement will be in effect from the first day of school (August 27, 2025) to June 30, 2026 and will be renewable annually upon mutual agreement and desire of both parties.
- III The YMCA agrees to the following:

TELEPHONES

1. Any telephones installed and/or maintained for the exclusive use of YMCA.
2. A separate telephone and number not connected to Sippican School lines.
3. All telephone expenses.

FURNITURE

All furniture, furnishings and supplies will be the responsibility of the YMCA and owned and maintained by them.

CUSTODIAL SERVICES

Custodial services shall be provided by the Sippican custodial staff.

RENTAL FEE

YMCA shall make payments in accordance with the following schedule:

The amount of \$1,483 payable by the first of every month beginning September 1, 2025 ending with a final payment of \$1,483 due June 1, 2026.

Marion Public Schools
c/o Superintendent of Schools
135 Marion Road
Mattapoisett, MA 02739

KEYS AND RESPONSIBILITY for SECURITY

YMCA will be assigned keys to the classrooms to be occupied through the Sippican School Principal's Office.

Parking and Facilities: User may have access to School's parking lot.

Compliance with School Policies: User shall ensure that its employees, agents, contractors, licensees, guests, and invitees comply with all applicable School rules, regulations, and policies, and with directions of School staff.

User and its employees, agents, contractors, licensees, guests and invitees shall not injure, damage, mar or deface the Facilities, its appurtenances and any equipment contained therein. Neither shall User cause or permit anything to be done whereby said premises, appurtenances and equipment shall in any way be injured, damaged, marred or defaced, and will not drive or permit to be driven, nails, hooks, tacks or screws into any part thereof and will not make or allow to be made any alterations of any kind therein.

Unless specifically called for herein, User agrees that it and its employees, agents and contractors will not use School's equipment, tools, or furnishings located in or about described Facilities, without first seeking and receiving the written approval of School. School does not guarantee the operation of any of its equipment and shall not be liable for any loss sustained by User or its employees, agents, contractors, licensees, guests or invitees by reason of any breakdown of equipment during the permitted Use.

User and its employees, agents and contractors shall not use any flammable materials, including decorations, displays, drapings, or similar items in the Facilities, without School's prior written approval.

The Facilities are designated as non-smoking at all times. User shall be responsible for reimbursement to the School for any damage caused by smoking.

User agrees that its advertising and publicity shall not conflict with the School's advertising policy. Users shall submit its advertising plans, if any, including sponsorships to the School for review prior to publicizing of any of its activities hereunder.

Indemnification. User agrees to defend, indemnify, and hold harmless School, its successors and permitted assigns, and their respective employees and agents to the fullest extent permitted by law from and against any and all claims or demands whatsoever, including associated costs, expenses, and reasonable attorneys' fees incurred on account thereof, that may be asserted by User's employees, employees of User's subcontractors or agents, or any other persons for loss, damage, death, or injury to persons or property arising in any manner out of or incident to User's utilization of School facilities and/or User's performance or nonperformance of this Agreement.

Insurance: In addition to Workers Compensation and other statutorily required coverage, User agrees to obtain and maintain at its own cost and expense broad form General Liability insurance with a limit of not less than Two Million (\$2,000,000) Dollars covering personal injury, death and property damage, covering all of activities of User and its employees, agents, contractors, licensees, guests and invitees at School's premises. Such policies of insurance shall be maintained with insurance companies authorized to do business in the Commonwealth of Massachusetts and provide that they may not be canceled except upon 30 days prior written notice to School. User shall, at the time of the execution of this Agreement, furnish School with a certificate of insurance and coverage rider evidencing such coverage, and naming School as an additional insured with respect to its liability coverage. The insurance required hereby shall not be deemed to limit User's obligations to indemnify School under this Agreement.

Violation: If in School's reasonable opinion, at any time User's employees, agents, contractors, licensees, guests or invitees violates an applicable School rule or regulation (including, but not limited to restrictions against the use of drugs and alcohol), or the ordinance or law of the town,

the Commonwealth of Massachusetts or the United States of America, User shall direct the offender to cease and desist from continuing such illegal or improper use. Notwithstanding anything to the contrary contained in this Agreement, School expressly reserves its right at any time upon prior notice to User (except in emergencies), to cause the removal of any of User's employees, agents, contractors, licensees, guests or invitees, who in the reasonable discretion of School has engaged or is engaging in undesirable, disruptive or hazardous behavior.

Non-assignment: User shall not assign or transfer this Facilities Use Agreement or allow any other entity to use any portion of the subject Facilities hereunder without the prior written consent of School.

Entire Agreement: This Facilities Use Agreement, together with any exhibits or addenda annexed hereto, is the sole and complete expression of the parties' intent with respect to the subject matter hereof. This Agreement may be amended or modified only by a writing countersigned by authorized representatives of each party.

Inspection: User agrees that School's authorized representatives may enter upon the licensed Facilities at all reasonable times to make inspection and perform necessary work or to ensure conformity with this Facilities Use Agreement.

Termination: Either party may terminate this Agreement with thirty (30) days prior written notice to the other party. In addition, and anything to the contrary notwithstanding, School may terminate this Agreement immediately for cause with notice to User. For the avoidance of doubt, "cause," as used in this paragraph 5, shall include, but not be limited to, User's material failure to perform or to comply with any term or condition of this Agreement, which failure shall not have been cured within a reasonable time, but not later than five (5) days following School's notice to User of said failure. Notwithstanding anything to the contrary contained in this Agreement, User hereby acknowledges and agrees that a School termination for cause shall not excuse User's obligation to make any payment due pursuant to this Agreement.

This agreement is understood, signed and dated as follows:

On behalf of the Marion School Committee:

_____ Date: _____

On behalf of the Southcoast YMCA:

_____ Date: _____

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Committee 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	MT 18	19
21	22	23	24	25	18	19	20	21	NT 22	22	23	24	X 25	26
28	29	30	31		25	[26]	27*	28	29E**	29	30		P R	
7/4 - Independence Day					8/25 All Staff Report [] Prof. Devl. Day ** - Kindergarten First Day and Early Dismissal for Students & Teachers					9/1 - Labor Day X - Prof. Dev. All Schools Early Release				
3 days					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	ORR 9 E J	10	[10]	11	12	R-B 13	14	8	9	10	MT-B 11 MT	12
13	14	15	16	17	17	18	19	20	21	15	16	17	M-B 18 M	19
20	21	22	MT 23P	24P	24	25	26E	ORR-B 27 ORR	28	22	23E	24	25	26
27	28	29	30 M-B M	31						29	30	31		
10/13- Columbus Day P- Elementary - Early Dismissal Parent Conf.					[]-Prof. Devl. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/27-28 Thanksgiving Vacation					E- Early Dismissal for Students & Teachers 12/24-12/31 Holiday Vacation				
22 days					16 days					17 days				
46 days accrued					62 days accrued					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	ORR-B 11	MT 12	13	9	10	11	12	13
12	13	14	R-B 15 R	16	16	17	R-B	18	19	16	17	18	19	20
19	20	21	P ORR	22	23	24	25	26	27	23	24	M 25	MT 26	27
26	27	28X	29 E J	30			MT-B 25	M-B 26 M		30	31	R	ORR	
1/1-1/2 Holiday Vacation 1/19 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release					2/16-2/20 School Vacation					X - Prof. Dev. All Schools Early Release				
19 days					15 days					22 days				
98 days accrued					113 days accrued					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	M 9 E J	R 10*	ORR 11	12
13	14	15	R	17	11	12	13	S R	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	P 28 MT	29	29	30			
4/20-4/24 School Vacation					5/25 - Memorial Day X - Prof. Dev. All Schools Early Release					* 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release				
17 days					20 days					8 days				
152 days accrued					172 days accrued					180 days accrued				
Holidays - No School for Students and Teachers					Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/1- Labor Day					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/13- Columbus Day					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/27 - Thanksgiving Day														
12/25- Christmas day														
1/1- New Year's Day														
1/19 - Martin Luther King, Jr. Day														
2/16 - Presidents' Day														
4/20- Patriots' Day														
5/25 - Memorial Day														
6/19 - Juneteenth														

M	Marion	6:00pm
MT	Mattapoisett	6:30pm
R	Rochester	6:30pm
ORR	ORR	6:00pm
J	Joint	6:30pm
E	Equity	4:30pm
P	Policy	4:30pm
M-B	Marion Budget	4:30pm
MT-B	Mattapoisett Budget	4:30pm
R-B	Rochester Budget	4:30pm
ORR-B	ORR Budget	4:30pm
S	Superintendent's Goals	4:30pm



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review Form 2

Date of Receipt:	May 20, 2025
Name of Donating Individual/Group:	Sunshine at Sippican Elementary
Contact Information (phone/email):	Heather White, Teacher heatherwhite@oldrochester.org
Date of Librarian Review:	May 20, 2025
Title and Author of Book:	<i>When Tree Became a Tree</i> by Ron Hodgson
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here ▾</div> <p>Booklist (01/01/2025): Grades K-3 Many books show the life cycle of an apple, but few include such friendly-looking seeds and so much additional information about trees in a broader context. With a "Wheeee!" and a gleeful smile, an apple falls to the ground--and from there, this cheerful presentation explains how the apple's seed "snuggles into the cozy ground," grows from a seedling to a grand tree over the course of 80 years, and changes seasonally, with one of her last apples starting the cycle anew. In addition, one section explains how trees communicate through underground networks; another briefly shows how other species around the world--from weeping willows to baobabs--differ. Despite the overall storytime feel, terms like photosynthesis and mycelia are introduced effectively and defined quickly and simply in the text. Giving the trees, sun, and other natural elements' smiling faces, while keeping the large-font narrative to a sentence or two per page, makes this an especially welcoming but still informative read for emergent young botanists. COPYRIGHT(2025) Booklist, ALL RIGHTS RESERVED.</p>

Criteria for Selection of Library Materials

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Item Meets Criteria ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

(select) ▾

(select) ▾

Signed: _____ *Jessica C. Barrett* _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review Form 2

Date of Receipt:	May 20, 2025
Name of Donating Individual/Group:	Principals at Sippican Elementary
Contact Information (phone/email):	Lynn Dessert - lynndessert@oldrochester.org Greg Thomas - gregorythomas@oldrochester.org
Date of Librarian Review:	May 20, 2025
Title and Author of Book:	<i>Towed by Toad</i> by Jashar Awan
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here ▾</div> <div>School Library Journal (06/28/2024):</div> <p>PreS-Gr 1--Toad and his tow truck spend a long day rescuing other animals whose vehicles have broken down. He declines his father's offers of breakfast and lunch, saying he is in too much of a hurry to be a "helper" to his neighbors. When Toad's own truck has a mechanical failure, he grows increasingly frustrated at his inability to "fix his own problem," and breaks down in tears before accepting that "Everyone needs help sometimes. Even the helpers." After Toad finally calls for assistance, his own father comes to the rescue in an even larger tow truck, and the two finally share a meal back home. The text is brief and Awan's digital illustrations are clear and easy to see from a distance, making this an excellent choice for story hours. The social-emotional lesson is direct without being heavy-handed, and Toad and his tow truck are sure to be popular with children who have an endless appetite for vehicle books. Large print, short sentences, and simple, rhyming vocabulary make this a good choice for newly independent readers as well. VERDICT A pitch-perfect picture book with broad appeal, ideal for both truck-obsessed toddlers and emerging readers.--Amy Reimann</p>

Criteria for Selection of Library Materials

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Item Meets Criteria ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Item Does Not Meet Criteria ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

(select) ▾

(select) ▾

Signed: _____ *Jessica C. Barrett* _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review Form 2

Date of Receipt:	May 20, 2025
Name of Donating Individual/Group:	Marion Teachers Association
Contact Information (phone/email):	Nicole Boussy, President nicoleboussy@oldrochester.org
Date of Librarian Review:	May 20, 2025
Title and Author of Book:	<i>Here is a Book</i> by Elisha Cooper
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here ▾</div> <p>Booklist (04/01/2025): Grades K-3 *Starred Review* Full of literal and figurative meaning, this book is presented as a physical object, and this book explains both the creative and the business process for making a book, tracing its journey from artist's sketches to a child's room. The cover illustration introduces the nested concept with hands holding a book; the back cover of the book repeats the image within the image. Opening with the artist's home and some details of her life, we see how the drawings begin. We are given a peek into the artist's garden, kitchen, and studio as she works. She bicycles into town to deliver the art to the publisher's office, then the book travels from publisher to printer to truck to city to school. When the book arrives in the child's hands, we see her neighborhood, home, kitchen, and family, providing the opposite bookend to the details about the artist. The glimpses into their lives are given texture by the watercolor-and-pencil illustrations, which include homages to famous children's books. Each word of the brief text is chosen with care, adding specific details. The descriptive phrases often end with an emphasis word--something to make the reader stop and ponder. Those special words are gathered up at the end, bringing the parts of the book's journey together into one unified message. COPYRIGHT(2025) Booklist, ALL RIGHTS RESERVED.</p> <p>School Library Journal (03/01/2025): PreS-Gr 2--Caldecott honoree Cooper has crafted a lovely tribute to the process that brings books from creative and talented minds into the hands of children, inspiring further creation. Sweeping illustrations and small spot art, done in watercolor and pencil, capture the experience of an illustrator creating a book, delivering it to their editor, and the book going through the manufacturing process and out into the world to be shelved and eventually taken home by a young person. The use of faceless characters nudges readers to find themselves under the influence of a beautiful story and may encourage them to create one themselves. For a look into the global production process, Polly Faber's <i>Special Delivery: A Book's Journey Around the World</i> could be a worthy complement to this title. Curiously, while the details of production are not the focus of this text, it is worth noting that the production phase features a printing factory with a large American flag in the art while the copyright page of Cooper's book is itself marked "printed and bound in China." VERDICT Focused on capturing the creative process and its power to, in turn, inspire further creation, this title is broad in scope; the wide landscapes and tight vignettes will encourage young</p>



Old Rochester Regional School District

Massachusetts Superintendency Union #55

people to find the stories around themselves in places large and small.--*John Scott*

Criteria for Selection of Library Materials

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation (including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	Item Meets Criteria ▾
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Item Meets Criteria ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Not applicable ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

(select) ▾

(select) ▾

Signed: _____*Jessica C. Barrett*_____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Library Book Donation Review Form 2

Date of Receipt:	May 20, 2025
Name of Donating Individual/Group:	Volunteers at Sippican Elementary (V.A.S.E.)
Contact Information (phone/email):	Johanna Vergoni, President vase@oldrochester.org
Date of Librarian Review:	May 20, 2025
Title and Author of Book:	<i>Sun Bird</i> by Lindsay Moore
Professional Reviews Available: *If no professional reviews are available, the rubric below may not be applicable.	<div>For Series Specific Titles: ▾</div> <div>For Publisher Specific Titles: ▾</div> <div>Reviews available and posted here ▾</div> <p>Booklist (01/01/2025): Preschool-Grade 2 *Starred Review* It's summer in the Arctic, and the water is warming up and filling with life. An Arctic tern splashes into the sea, snatching a fish from the shallows. He's on an important mission to feed his two tufty chicks as the mother keeps them warm and safe. Constant danger lurks for the freshly hatched terns, but the colony members watch out for one another, driving off hungry predators hoping for a quick chick snack. The younglings survive the summer, but they have another incredible challenge ahead: a three-month journey to Antarctica. They embark without hesitation, sailing over open seas and feasting on the food that the ocean provides. They contend with occasional predators, like the scary skua, but there are friendlier animals, too: flocks of flamingos, drifting turtles, and playful porpoises. On and on the terns fly until they reach their destination, joining other birds and aquatic creatures to delight in the plentiful food and sunshine. Before long, cooler temperatures set in, and the refreshed terns prepare to make the long journey back north. The incredible adventure is told via lovely lyrical text and exceptional artwork awash in activity and detail. Immersive illustrations capture the brightness of sunny days at sea and the cool depths of the ocean, and there's a marvelous sense of movement on every spectacular page. An extraordinary natural journey well worth taking. COPYRIGHT(2025) Booklist, ALL RIGHTS RESERVED.</p>

Criteria for Selection of Library Materials

The following general selection criteria will apply to all library materials, including electronic, print, and non-print resources:

	Select a Response
1. Library materials shall support and be consistent with the general educational goals of the state and district and the aims and objectives of the individual schools and specific curricula.	Item Meets Criteria ▾
2. Library materials shall meet high standards of quality in factual content (accuracy, authenticity, clarity), artistic and literary value, and presentation	Item Meets Criteria ▾



Old Rochester Regional School District

Massachusetts Superintendency Union #55

(including special features such as: tables of contents, indexes, illustrations, photographs, maps, charts, graphs).	
3. Library materials shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom materials are selected.	Item Meets Criteria ▾
4. Library materials shall support and foster an appreciation for both informational and recreational reading, viewing, and listening.	Item Meets Criteria ▾
5. Library material shall meet the curriculum needs of students and staff.	Item Meets Criteria ▾
6. Physical format of library material shall be suitable for their intended use.	Item Meets Criteria ▾
7. Library materials shall be current and up-to-date.	Item Meets Criteria ▾
8. Library materials shall be selected to help students gain an awareness of our diverse society.	Item Meets Criteria ▾
9. Library materials shall be selected for their strengths rather than rejected for their weaknesses, examining the value of any work as a whole.	Item Meets Criteria ▾
10. Materials selected on controversial issues will present fair and unbiased information and will be directed towards maintaining a diverse collection representing various views.	Item Meets Criteria ▾

Following policy on Criteria for Selection of Library Materials and the professional examination by Library Media Specialist:

This book meets the criteria for inclusion in the library collection. ▾

Reason:

Due to positive professional reviews, this book meets the criteria for our library collection. ▾

(select) ▾

(select) ▾

Signed: _____ *Jessica C. Barrett* _____



Old Rochester Regional School District
Massachusetts Superintendency Union #55

Feinstein Leadership Grant Proposal

Submitted by: Sippican School Kindness Crew

Amount Requested: \$1,000

Project Title: Sippican Goes Gaga

Dear Feinstein Leadership Program,

Hi! We are the Sippican School Kindness Crew, a group of students from 6th grade who work together to spread kindness and make our school a better place. We came up with a really fun and exciting idea for our school, and we're hoping you can help us make it happen through a Feinstein grant!

We would love to build a Gaga Ball pit on our playground. If you've never played Gaga Ball, it's a super fun game kind of like dodgeball, but it's played in a circle and everyone has a chance to play and win—no matter how fast, strong, or tall you are. That's why we love it! It brings kids together, helps us get active, and teaches us how to play fair, cheer each other on, and include everyone.

We're calling our project "Sippican Goes Gaga" because we want our whole school to get excited about being kind, active, and inclusive through this game. Right now, we don't have many big group games we can all play together at recess. Some kids don't always feel included, and we think the Gaga pit could help change that.

We're asking for \$1,000 to help us buy the materials we need to build the pit. This would cover the wood, bolts, paint, and a sign with the rules.

This project means a lot to us because it's not just about a game. It's about making sure everyone has a place to belong, laugh, and be included. That's what the Kindness Crew is all about.

Thank you for considering our idea and for everything you do to help kids become leaders. We hope you'll help Sippican go Gaga!

Sincerely,

The Sippican School Kindness Crew

(Cali, Callum, Charlie, Charlee, Chloe, Emma, Julia, Kate, Keira, Kenzie, Larya, Natalie, Olivia, Olivia, Pippa, Sam, Vivi, and Vivian)

Project Description:

The Gaga pit will be built using durable, weather-resistant materials and designed to accommodate large groups of students. The Sippican School Kindness Crew will collaborate with school staff and volunteers to plan, fund, and oversee the construction. Once completed, the pit will be available to all students during recess, physical education, and school events.

Objectives:

- Increase inclusive play opportunities during recess
- Promote kindness, cooperation, and good sportsmanship
- Enhance physical activity among students
- Empower student leaders (Kindness Crew) to spearhead a project that benefits the entire school

Budget:

The \$1,000 grant will be used for:

- Materials (wood, fasteners, protective edging): \$850
- Paint and signage (rules, decoration): \$50
- Tools or rental equipment: \$50
- Contingency or miscellaneous expenses: \$50

Conclusion:

A Gaga Ball pit will significantly enhance the recess experience at Sippican School, bringing students together through play while reinforcing the values of kindness, inclusion, and leadership. We believe this project aligns perfectly with the mission of the Feinstein Foundation and will leave a lasting positive impact on our school community.

Sippican Technology Equipment - Recycle

As of May 2025				
Qty	Description	Est.Value		
6	CRT Televisions	\$0		
9	Document Camera	\$0		
1	Laser Printer	\$0		
3	LCD Projectors	\$0		
1	Box Assorted Cables	\$0		
12	Chromebook parts	\$0		



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: June 2, 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 May 30, 2025

For the purpose of our Financial Forecasting:

The Marion School District currently has \$35,275 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**
- **\$ 7,045,505 – Obligations Paid or Encumbered Year to Date**
- **\$ 35,275 - Remaining Available Funds**

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.001.1110.04.33	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	\$1,175.95	\$1,175.95	\$424.05	\$24.98	\$399.07	24.94%
01.302.001.1110.06.36	ADVERTISING	\$1,000.00	\$1,485.73	\$1,485.73	(\$485.73)	\$0.00	(\$485.73)	-48.57%
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	\$3,536.68	\$3,536.68	\$4,938.32	\$24.98	\$4,913.34	57.97%
01.302.004.1210.01.02	SUPERINTENDENT	\$35,967.34	\$30,251.93	\$30,251.93	\$5,715.41	\$5,276.74	\$438.67	1.22%
01.302.004.1210.02.02	EXEC ASST SUPT	\$11,140.17	\$9,373.74	\$9,373.74	\$1,766.43	\$1,704.14	\$62.29	0.56%
01.302.004.1210.04.33	ASSOCIATIONS & DUES	\$2,300.00	\$3,710.72	\$3,710.72	(\$1,410.72)	\$0.00	(\$1,410.72)	-61.34%
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	\$119.64	\$119.64	\$480.36	\$0.00	\$480.36	80.06%
01.302.004.1210.05.22	SUPPLIES	\$1,500.00	\$10,541.24	\$10,541.24	(\$9,041.24)	\$0.00	(\$9,041.24)	-602.75%
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	\$1,556.37	\$1,556.37	\$2,103.63	\$0.00	\$2,103.63	57.48%
01.302.004.1220.01.02	ASSISTANT SUPERINTENDENT OF CU	\$21,547.78	\$20,149.10	\$20,149.10	\$1,398.68	\$3,670.90	(\$2,272.22)	-10.55%
01.302.004.1220.02.02	ADMIN ASSISTANT OF CURRICULUM	\$8,517.48	\$7,205.46	\$7,205.46	\$1,312.02	\$1,269.62	\$42.40	0.50%
01.302.004.1410.01.02	ASSISTANT SUPERINTENDENT OF FI	\$27,615.27	\$22,954.84	\$22,954.84	\$4,660.43	\$4,089.22	\$571.21	2.07%
01.302.004.1410.03.02	FINANCE OFFICE STAFF	\$30,928.33	\$26,085.57	\$26,085.57	\$4,842.76	\$4,756.04	\$86.72	0.28%
01.302.004.1420.01.02	HR BENEFITS COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$1,958.59	(\$1,958.59)	0.00%
01.302.004.1420.03.02	HR BENEFITS COORDINATOR	\$12,871.52	\$10,772.29	\$10,772.29	\$2,099.23	\$0.00	\$2,099.23	16.31%
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	\$1,210.84	\$1,210.84	\$1,789.16	\$0.00	\$1,789.16	59.64%
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	\$145,542.78	\$145,542.78	\$24,105.11	\$22,725.25	\$1,379.86	0.81%
01.302.007.2210.01.02	PRINCIPAL	\$128,395.42	\$114,461.52	\$114,461.52	\$13,933.90	\$9,538.48	\$4,395.42	3.42%
01.302.007.2210.01.05	ASST PRINCIPAL	\$111,461.34	\$101,538.48	\$101,538.48	\$9,922.86	\$8,461.52	\$1,461.34	1.31%
01.302.007.2210.02.02	PRINCIPAL'S SECRETARY	\$42,737.94	\$34,611.91	\$34,611.91	\$8,126.03	\$7,684.74	\$441.29	1.03%
01.302.007.2210.02.09	CLERICAL	\$0.00	\$725.00	\$725.00	(\$725.00)	\$0.00	(\$725.00)	0.00%
01.302.007.2210.03.08	AIDES SUPERVISORY	\$8,329.65	\$6,346.21	\$6,346.21	\$1,983.44	\$1,895.99	\$87.45	1.05%
01.302.007.2210.04.33	ASSOCIATION DUES	\$1,300.00	\$259.00	\$259.00	\$1,041.00	\$0.00	\$1,041.00	80.08%
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	\$4,770.10	\$4,770.10	\$29.90	\$29.90	\$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	\$1,049.52	\$1,049.52	\$850.48	\$832.12	\$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	\$2,043.58	\$2,043.58	(\$1,793.58)	\$0.00	(\$1,793.58)	-717.43%
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	\$2,437.72	\$2,437.72	(\$437.72)	\$362.28	(\$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	\$15,388.67	\$15,388.67	(\$1,388.67)	\$0.00	(\$1,388.67)	-9.92%
	Dept: SCHOOL ADMINISTRATION - 007	\$326,024.35	\$292,917.72	\$292,917.72	\$33,106.63	\$28,805.03	\$4,301.60	1.32%
01.302.010.2305.01.03	TEACHERS	\$1,776,868.00	\$1,209,192.39	\$1,209,192.39	\$567,675.61	\$370,201.24	\$197,474.37	11.11%
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	\$3,554.01	\$3,554.01	(\$3,554.01)	\$0.00	(\$3,554.01)	0.00%

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
01.302.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$83,468.38	\$83,468.38	(\$33,468.38)	\$0.00	(\$33,468.38)	-66.94%
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	\$1,141.10	\$1,141.10	\$6,858.90	\$0.00	\$6,858.90	85.74%
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	\$1,303,627.08	\$1,303,627.08	\$543,740.92	\$370,201.24	\$173,539.68	9.39%
01.302.013.2305.01.03	TEACHERS	\$253,114.00	\$230,336.98	\$230,336.98	\$22,777.02	\$69,701.02	(\$46,924.00)	-18.54%
01.302.013.2330.03.08	PARAPROFESSIONALS	\$34,954.50	\$26,917.60	\$26,917.60	\$8,036.90	\$7,865.28	\$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	\$262,201.68	\$262,201.68	\$30,816.82	\$77,566.30	(\$46,749.48)	-15.95%
01.302.016.2305.01.03	TEACHERS	\$57,614.00	\$43,330.01	\$43,330.01	\$14,283.99	\$12,437.16	\$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	\$46,263.42	\$46,263.42	\$16,300.58	\$12,437.16	\$3,863.42	6.18%
01.302.024.2305.01.03	TEACHERS	\$21,200.08	\$8,855.98	\$8,855.98	\$12,344.10	\$4,688.34	\$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	\$8,874.00	\$8,874.00	\$12,326.08	\$4,780.32	\$7,545.76	35.59%
01.302.025.2305.01.03	TEACHERS	\$182,370.80	\$140,192.98	\$140,192.98	\$42,177.82	\$42,458.04	(\$280.22)	-0.15%
01.302.025.2330.03.08	PARAPROFESSIONALS	\$62,537.65	\$21,273.62	\$21,273.62	\$41,264.03	\$6,172.06	\$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	\$165,422.12	\$165,422.12	\$84,436.33	\$48,630.10	\$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	\$78,940.60	\$78,940.60	\$23,682.40	\$23,882.40	(\$200.00)	-0.19%
01.302.040.2415.05.24	BOOKS & MAGAZINES	\$0.00	\$612.04	\$612.04	(\$612.04)	\$0.00	(\$612.04)	0.00%
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	\$83,867.15	\$83,867.15	\$23,705.85	\$23,882.40	(\$176.55)	-0.16%
01.302.043.2305.01.03	TEACHER	\$202,456.00	\$156,581.60	\$156,581.60	\$45,874.40	\$47,174.40	(\$1,300.00)	-0.64%
01.302.043.2330.04.09	ACCOMPANIST	\$850.00	\$480.00	\$480.00	\$370.00	\$0.00	\$370.00	43.53%
01.302.043.2415.06.37	TRAVEL/CONFERENCES	\$0.00	\$300.00	\$300.00	(\$300.00)	\$0.00	(\$300.00)	0.00%
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	\$160,695.45	\$160,695.45	\$47,560.55	\$47,174.40	\$386.15	0.19%
01.302.049.2305.01.03	TEACHER	\$155,946.00	\$119,959.16	\$119,959.16	\$35,986.84	\$36,387.84	(\$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	\$123,372.72	\$123,372.72	\$37,523.28	\$36,387.84	\$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%

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: SOCIAL STUDIES - 055	\$4,950.00	\$4,857.14	\$4,857.14	\$92.86	\$0.00	\$92.86	1.88%
01.302.061.2351.01.03	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	\$3,179.26	\$3,179.26	(\$679.26)	\$0.00	(\$679.26)	-27.17%
01.302.061.2351.04.03	CONTRACTED PROFESSIONAL DEVEL	\$0.00	\$150.00	\$150.00	(\$150.00)	\$0.00	(\$150.00)	0.00%
01.302.061.2351.05.23	SUPPLIES	\$5,500.00	\$2,384.10	\$2,384.10	\$3,115.90	\$0.00	\$3,115.90	56.65%
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	\$7,260.01	\$7,260.01	\$29,239.99	\$0.00	\$29,239.99	80.11%
01.302.067.2305.01.03	TEACHER	\$96,594.00	\$75,226.00	\$75,226.00	\$21,368.00	\$22,768.00	(\$1,400.00)	-1.45%
01.302.067.2430.05.23	SUPPLIES	\$4,950.00	\$2,496.24	\$2,496.24	\$2,453.76	\$72.83	\$2,380.93	48.10%
	Dept: ENRICHMENT PROGRAM - 067	\$101,544.00	\$77,722.24	\$77,722.24	\$23,821.76	\$22,840.83	\$980.93	0.97%
01.302.076.3200.01.11	NURSE	\$70,741.40	\$65,890.00	\$65,890.00	\$4,851.40	\$19,767.00	(\$14,915.60)	-21.08%
01.302.076.3200.04.11	CONTRACTED PHYSICIAN	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
01.302.076.3200.05.23	SUPPLIES	\$1,900.00	\$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	\$105.00	\$105.00	(\$5.00)	\$0.00	(\$5.00)	-5.00%
	Dept: HEALTH SERVICES - 076	\$77,491.40	\$68,749.95	\$68,749.95	\$8,741.45	\$23,967.00	(\$15,225.55)	-19.65%
01.302.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$325,000.00	\$271,997.81	\$271,997.81	\$53,002.19	\$53,002.19	\$0.00	0.00%
	Dept: TRANSPORTATION - 079	\$325,000.00	\$271,997.81	\$271,997.81	\$53,002.19	\$53,002.19	\$0.00	0.00%
01.302.085.3600.04.35	ATTENDANCE OFFICER	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Dept: SCHOOL SECURITY - 085	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.302.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$17,656.02	\$14,347.52	\$14,347.52	\$3,308.50	\$2,608.64	\$699.86	3.96%
01.302.088.4110.03.10	CUSTODIAL SUPERVISOR	\$52,450.90	\$49,117.35	\$49,117.35	\$3,333.55	\$3,912.46	(\$578.91)	-1.10%
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	\$148,361.38	\$148,361.38	\$13,591.62	\$74,591.62	(\$61,000.00)	-37.67%
01.302.088.4120.04.18	GAS	\$46,450.00	\$75,354.21	\$75,354.21	(\$28,904.21)	\$3,445.79	(\$32,350.00)	-69.64%
01.302.088.4130.04.15	TELEPHONE	\$7,500.00	\$4,811.98	\$4,811.98	\$2,688.02	\$1,558.02	\$1,130.00	15.07%
01.302.088.4130.04.16	ELECTRICITY	\$125,520.00	\$100,419.73	\$100,419.73	\$25,100.27	\$0.00	\$25,100.27	20.00%
01.302.088.4210.04.32	MAINTENANCE OF GROUNDS	\$2,700.00	\$2,975.87	\$2,975.87	(\$275.87)	\$1,000.00	(\$1,275.87)	-47.25%
01.302.088.4220.04.32	MAINTENANCE OF BUILDING	\$40,000.00	\$87,079.89	\$87,079.89	(\$47,079.89)	\$26,875.30	(\$73,955.19)	-184.89%
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	\$12,364.35	\$12,364.35	\$5,635.65	\$635.65	\$5,000.00	27.78%
01.302.088.4220.05.28	CUSTODIAL SUPPLIES	\$18,500.00	\$29,075.90	\$29,075.90	(\$10,575.90)	\$3,124.10	(\$13,700.00)	-74.05%
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	\$523,908.18	\$523,908.18	(\$17,178.26)	\$117,751.58	(\$134,929.84)	-26.63%
01.302.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$0.00	\$0.00	\$0.00	\$9,414.48	(\$9,414.48)	0.00%
01.302.093.2130.03.04	NETWORK TECHNICIAN	\$62,085.79	\$51,779.59	\$51,779.59	\$10,306.20	\$0.00	\$10,306.20	16.60%
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	\$2,151.85	\$2,151.85	\$21,348.15	\$0.00	\$21,348.15	90.84%
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	\$44,437.57	\$44,437.57	(\$44,437.57)	\$0.00	(\$44,437.57)	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%

Marion Public Schools

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.302.093.4130.04.15	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%
	Dept: COMPUTER PROGRAM - 093	\$108,335.79	\$131,574.95	\$131,574.95	(\$23,239.16)	\$9,414.48	(\$32,653.64)	-30.14%
01.302.100.2110.01.02	DIRECTOR STUDENT SERVICES	\$21,743.71	\$16,800.12	\$16,800.12	\$4,943.59	\$6,780.32	(\$1,836.73)	-8.45%
01.302.100.2110.02.09	ADMIN ASST STUDENT SVCS	\$11,339.61	\$9,575.69	\$9,575.69	\$1,763.92	\$1,702.53	\$61.39	0.54%
01.302.100.2110.04.36	LEGAL SERVICES	\$10,000.00	\$6,140.00	\$6,140.00	\$3,860.00	\$3,860.00	\$0.00	0.00%
01.302.100.2110.06.37	TRAVEL & CONFERENCES	\$6,000.00	\$1,185.80	\$1,185.80	\$4,814.20	\$0.00	\$4,814.20	80.24%
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	\$65.14	\$65.14	\$54.86	\$0.00	\$54.86	45.72%
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	\$38,990.27	\$38,990.27	\$12,323.05	\$12,342.85	(\$19.80)	-0.04%
01.302.102.2305.01.03	TEACHERS	\$71,228.00	\$54,790.60	\$54,790.60	\$16,437.40	\$16,437.31	\$0.09	0.00%
01.302.102.2330.03.08	PARAPROFESSIONALS	\$50,087.69	\$38,848.45	\$38,848.45	\$11,239.24	\$11,431.83	(\$192.59)	-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	\$153.92	\$153.92	\$3,346.08	\$0.00	\$3,346.08	95.60%
	Dept: PROJECT GROW - 102	\$125,315.69	\$93,826.87	\$93,826.87	\$31,488.82	\$28,035.24	\$3,453.58	2.76%
01.302.103.2305.01.03	TEACHERS	\$532,208.20	\$481,054.43	\$481,054.43	\$51,153.77	\$137,097.87	(\$85,944.10)	-16.15%
01.302.103.2330.03.08	PARAPROFESSIONALS	\$248,080.53	\$195,483.37	\$195,483.37	\$52,597.16	\$55,092.82	(\$2,495.66)	-1.01%
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	\$44,583.83	\$44,583.83	(\$20,583.83)	\$0.00	(\$20,583.83)	-85.77%
	Dept: LEARNING SUPPORT CENTER - 103	\$804,948.73	\$721,158.43	\$721,158.43	\$83,790.30	\$192,190.69	(\$108,400.39)	-13.47%
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	\$76,944.60	\$76,944.60	\$25,584.10	\$23,283.40	\$2,300.70	2.24%
01.302.118.2430.05.24	SUPPLIES	\$6,500.00	\$588.83	\$588.83	\$5,911.17	\$0.00	\$5,911.17	90.94%
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	\$136,817.45	\$136,817.45	\$81,531.25	\$81,247.43	\$283.82	0.13%
01.302.121.2210.02.02	SPECIAL NEEDS SECRETARY	\$38,727.65	\$32,595.40	\$32,595.40	\$6,132.25	\$7,771.43	(\$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	\$1,121.95	\$1,121.95	\$1,878.05	\$0.00	\$1,878.05	62.60%
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)	\$0.00	(\$505.17)	-0.80%
01.302.121.2710.01.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$37,071.72	\$37,071.72	(\$12,071.72)	\$10,793.61	(\$22,865.33)	-91.46%
01.302.121.2710.04.35	Clinical consult - case mgmt	\$125,000.00	\$89,799.64	\$89,799.64	\$35,200.36	\$8,833.36	\$26,367.00	21.09%
01.302.121.2800.04.35	THERAPY	\$0.00	\$18,358.26	\$18,358.26	(\$18,358.26)	\$0.00	(\$18,358.26)	0.00%
	Dept: SUPPORT SERVICES - 121	\$261,387.65	\$243,081.14	\$243,081.14	\$18,306.51	\$27,398.40	(\$9,091.89)	-3.48%
01.302.127.2710.01.03	COUNSELOR	\$77,693.72	\$58,306.80	\$58,306.80	\$19,386.92	\$17,491.95	\$1,894.97	2.44%
01.302.127.2800.01.03	PSYCHOLOGIST	\$66,533.78	\$47,227.60	\$47,227.60	\$19,306.18	\$14,368.40	\$4,937.78	7.42%
01.302.127.2800.05.24	SUPPLIES	\$3,600.00	\$178.50	\$178.50	\$3,421.50	\$0.00	\$3,421.50	95.04%
01.302.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$9,836.00	\$9,836.00	(\$1,536.00)	\$0.00	(\$1,536.00)	-18.51%

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
01.302.127.2800.06.37	TRAVEL & CONFERENCES	\$660.00	\$535.00	\$535.00	\$125.00	\$0.00	\$125.00	18.94%
01.302.127.2810.01.03	SOCIAL WORKER	\$70,767.03	\$45,688.40	\$45,688.40	\$25,078.63	\$13,906.60	\$11,172.03	15.79%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$227,554.53	\$161,772.30	\$161,772.30	\$65,782.23	\$45,766.95	\$20,015.28	8.80%
01.302.130.3300.06.43	SPED TRANSPORTATION- COLLABOR.	\$89,610.00	\$141,934.79	\$141,934.79	(\$52,324.79)	\$23,847.00	(\$76,171.79)	-85.00%
01.302.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$154,625.00	\$40,050.00	\$40,050.00	\$114,575.00	\$5,850.00	\$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	\$18,615.27	\$18,615.27	(\$8,615.27)	\$0.00	(\$8,615.27)	-86.15%
01.302.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$87,179.00	\$34,221.00	\$34,221.00	\$52,958.00	\$6,844.20	\$46,113.80	52.90%
	Dept: SPED TRANSPORTATION - 130	\$370,414.00	\$234,821.06	\$234,821.06	\$135,592.94	\$36,541.20	\$99,051.74	26.74%
01.302.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$206,456.00	\$235,742.50	\$235,742.50	(\$29,286.50)	\$30,397.72	(\$59,684.22)	-28.91%
01.302.133.9400.06.13	TUITION COLLABORATIVES	\$188,209.00	\$134,838.53	\$134,838.53	\$53,370.47	\$3,845.25	\$49,525.22	26.31%
	Dept: SPED PROGRAMS W/OTHERS - 133	\$394,665.00	\$370,581.03	\$370,581.03	\$24,083.97	\$34,242.97	(\$10,159.00)	-2.57%
Grand Total:		\$7,080,780.00	\$5,688,147.67	\$5,688,147.67	\$1,392,632.33	\$1,357,356.83	\$35,275.50	0.50%

End of Report

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2508

Voucher Date: 05/08/2025

Prepared By:

Michelle Charette

Printed: 05/08/2025 08:42:41 AM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$111,090.64 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$108,834.68
20	MARION SPEC REVENUE REVOLVING	\$579.47
40	ON BEHALF OF TOWN	\$1,676.49
		\$111,090.64



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

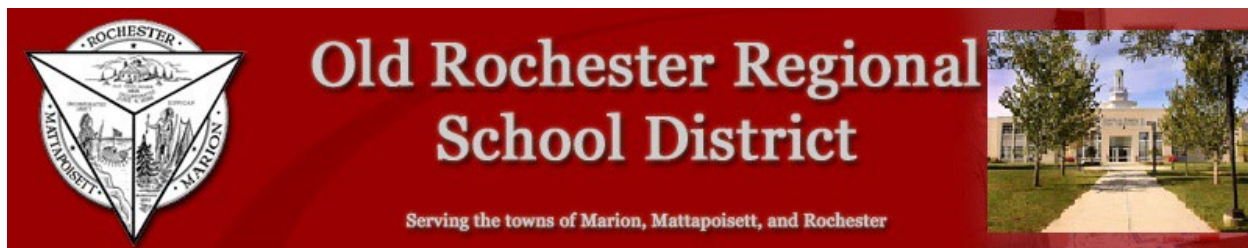
Food Service Director's Report: May 2025
Sippican Elementary

Directors Update:

- Meal participation continues to be strong.
- In the process of procuring foods for the upcoming school year.
- We had a successful Board of Health Inspection.

Students Receiving Free and Reduced Meals:								
Free:					113		31 %	
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	23 %	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%	1,670	23 %	4,254	59 %
April	1119	19%	3781	64%	1,406	24 %	3,437	59 %
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: June 2025

Sippican Elementary School

- Requesting updated quotes for window seals (approved Capital Request).
- Preparing bid documents for chiller replacement (approved Capital Request).
- Hosted Town Meeting.
- Replace voltage regulator on Emergency Generator.
- Conducted routine maintenance on all facility equipment and systems.

Sincerely,

Gene Jones

Director of Facilities

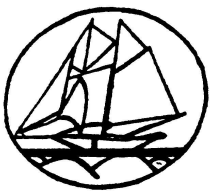
Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

Marion School Committee Subcommittee List 2025-2026 DRAFT

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



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 S. Nelson, Members of the Marion School Committee, Administrative Team Members

From: Lynn Dessert, Principal

Re: Principal's Report

Date: May 8, 2024



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:

Dear Marion School Committee Members,

As I reflect on the past year, I can hardly believe that this is our last School Committee meeting of the academic year. It feels like just yesterday Mr. Thomas and I were embarking on our first year as principal and assistant principal, respectively. We are so incredibly thankful for the immense support we've received from each of you, our dedicated staff, and our wonderful Sippican School families.

This year has been filled with countless memorable moments and significant milestones. From the impressive focus and effort of our students during MCAS assessments to the enriching experiences at Camp Burgess, we've witnessed so much growth and enthusiasm. We've celebrated student

achievements at band and chorus concerts, marveled at innovative projects during the Science Fair, fostered a love for reading at Literacy Night and book fairs, and showcased creativity at Arts in Action. Looking ahead, we're eagerly anticipating our upcoming Field Day and Band Blast – fantastic ways to cap off a truly remarkable year.

Every day has brought new learning experiences, exciting field trips, and a vibrant array of school events that have made this year exceptionally rewarding. We've enjoyed and experienced so many great student moments, and we genuinely can't wait to start planning this summer for our return next August.

We deeply value the partnership we have with our Sippican School families, whose ongoing support is integral to fostering the positive and engaging learning environment we strive to maintain.

Thank you again for your unwavering commitment to our students and our school.

Sincerely,

Principal Dessert & Assistant Principal Thomas

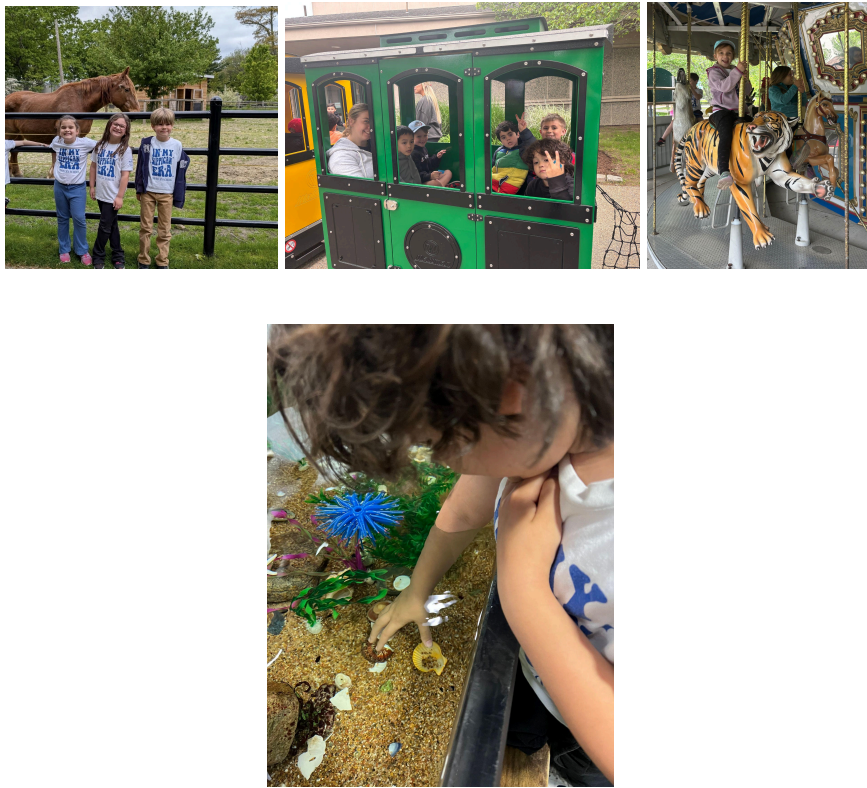
Advancing Teaching and Learning:

This year, a significant focus has been on aligning our teaching and learning with our **School Improvement Plan** and the **District Strategic Plan**. Many of our strategic objectives and initiatives are making great strides, leading to strong outcomes for our students. The district is actively **aligning content and curriculum materials across all four elementary schools**, ensuring a consistent and high-quality educational experience.

We've also partnered extensively in **professional development** focused on using data to inform our instruction and identify best practices. Our latest professional development centered on **math curriculum**, where a team selected a program highly rated and approved by the Department of Elementary and Secondary Education.

These ongoing professional endeavors demonstrate our staff's commitment to continuous improvement across all subject areas, directly contributing to the goals outlined in our district and school improvement plans.





School Resource Officer Tracy & Norman Award:

Norman Award Recognition:

We continue to proudly recognize our students through the Norman Award. These students consistently exemplify the *Sippican 3 to Be* (Respectful, Responsible, and Kind) and are demonstrating positive progress in their academic endeavors. The Norman Award serves as a wonderful way to celebrate and encourage our model students

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

The Feinstein Foundation informed us that our school grant proposal has been selected to receive one of the May \$1,000 grant awards!

2024-2025 SY Total Awarded Grants \$10,000.00

Sippican Goes Gaga Project Grant Award

We're thrilled to share that the Sippican School Kindness Crew, a group of our dedicated 6th-grade students, has been awarded a \$1,000 grant from the Feinstein Leadership Program for their "Sippican Goes Gaga" project! This exciting initiative will fund the construction of a Gaga Ball pit on our school playground. The Kindness Crew's proposal highlighted the need for more inclusive and active play opportunities during recess, envisioning the Gaga Ball pit as a central hub where all students, regardless of athletic ability, can participate, connect, and learn valuable lessons in sportsmanship and cooperation. This project directly aligns with our school's commitment to fostering a positive and inclusive environment, promoting kindness, cooperation, and enhancing physical activity among students.



V.A.S.E Updates and Events:

June 3rd - Grade 6 - Silvershell Beach

June 5th & 6th - Grades PK-6 Field Day

June 10th - Band Blast

June 11th - Grade 6 Graduation and Breakfast starting at 9:30

June 11th - Last day of school

Conclusion:

Sippican School continues its unwavering focus on student success. Our students recently demonstrated incredible effort during the **ELA, Math & Science MCAS assessments**, and we're excited for our 6th graders to embark on moving onto the ORR Junior High School Beyond, our dedicated teachers are consistently engaged in enhancing instruction through various initiatives, including our ongoing **literacy work with The Hill**, professional development in **science and history for Grades 5 and 6**, and a collaborative, district-wide process to select a new **math program**.

We also want to take this opportunity to proudly recognize our exemplary students who embody the "Sippican 3 to Be" and show significant academic progress through the **Character Counts and Norman Award**. Their achievements are a testament to their hard work and the supportive environment we strive to cultivate.

We look forward to a strong finish to what has been an incredible school year, concluding on **June 11th**. As always, we deeply appreciate the ongoing support of the Marion School Committee and our wonderful Sippican School families.

Best,

Lynn Dessert M. Ed
Principal

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