

**THE SCHOOL DIRECTORY
SCHOOL COMMITTEE**

Members	Term Expires
Ms. Elizabeth Coughlin	2026
Ms. Kathleen Amaral	2026
Ms. Mary Beckwith	2027
Mr. John Nunes	2028
Mr. Christopher Oliver	2028

ORGANIZATION OF COMMITTEE

Chairperson..... Ms. Elizabeth Coughlin
Secretary..... Dr. June Saba-Maguire

Regular meetings of the School Committee are usually held once or twice each month on Mondays throughout the school year. (They are held once monthly during the summer months.) The meetings are usually held at 6:00 p.m. in the Library Media Center at the Dartmouth High School, 555 Bakerville Road, Dartmouth, MA. Meetings are typically held at 5:30 p.m. during the summer months.

SUPERINTENDENT OF SCHOOLS

Dr. June Saba-Maguire

ASSISTANT SUPERINTENDENT OF FINANCE AND OPERATIONS

James A. Kiely

Office Telephone 508-997-3391

Office Hours: 8:00 a.m. - 4:00 p.m.

Office Hours: 8:00 a.m. – 3:00 p.m. (during school vacations and summer months)

Monday through Friday

Year-Round

FINANCIAL STATEMENTS
FISCAL YEAR 2025
July 1, 2024 through June 30, 2025

School Appropriation	\$ 53,112,121.00	
FY24 Certified Funds	<u>\$ 743,207.05</u>	
Total Dollars Available		\$ 53,855,328.05
Expenditures:		
School Appropriation	\$ 52,966,728.16	
FY24 Certified Funds	<u>\$ 737,045.05</u>	
Total Expended 6/30/25		<u>\$ 53,703,773.21</u>
Balance 6/30/25		\$ 151,554.84
Less FY25 Certified Funds		<u>\$ 113,071.48</u>
Unexpended Funds 6/30/25		\$ 38,483.36

STATE AID
FISCAL YEAR 2025

Including unexpended funds and other reimbursements which were remitted to the Town and in effect, reduced the Town's share of the cost of education:

State Aid:		
General - Chapter 70	\$ 10,547,851.00	
Pupil Trans. Ch. 71,71A,71B & 74	<u>\$ -</u>	
Total State Aid		<u>\$ 10,547,851.00</u>
FY25 Cost of Education		<u>\$ 53,703,773.21</u>
Town's Cost of Education		\$ 43,155,922.21

TOWN AGENCY ACCOUNTS

Student Book Agency Account - Middle School

Balance 7/1/24	\$	9,937.12	
Receipts through 6/30/25	\$	990.00	
Total Available			\$ 10,927.12
Expenditures through 6/30/25			\$ -
Balance 6/30/25			\$ 10,927.12

Student Book Agency Account - High School

Balance 7/1/24	\$	14,469.81	
Receipts through 6/30/25	\$	10.99	
Total Available			\$ 14,480.80
Expenditures through 6/30/25			\$ -
Balance 6/30/25			\$ 14,480.80

Student Book Agency Account - DeMello School

Balance 7/1/24	\$	259.34	
Receipts through 6/30/25	\$	60.00	
Total Available			\$ 259.34
Expenditures through 6/30/25			\$ -
Balance 6/30/25			\$ 259.34

Insurance Recovery

Balance 7/1/24	\$	0.00	
Receipts through 6/30/25	\$	108.83	
Total Available			\$ 108.83
Expenditures through 6/30/25			\$ -
Balance 6/30/25			\$ 108.83

Resident Tuition

Balance 7/1/24	\$	68,777.63	
Receipts through 6/30/25	\$	0.00	
Total Available			\$ 68,777.63
Expenditures through 6/30/25			\$ -
Balance 6/30/25			\$ 68,777.63

Restitution Middle School

Balance 7/1/24	\$	347.62	
Receipts through 6/30/25	\$	-	
Total Available			\$ 347.62

Expenditures through 6/30/25	\$	-
Balance 6/30/25	\$	347.62

Restitution High School

Balance 7/1/24	\$	5,620.93
Receipts through 6/30/25	\$	991.99
Total Available	\$	6,6612.92
Expenditures through 6/30/25	\$	0.00
Balance 6/30/25	\$	6,6612.92

**FEDERAL GRANTS
FISCAL YEAR 2025**

Sped 94-142 Allocation FY24

Grant award	\$	1,091,301.00
Expenditures through 6/30/25	\$	1,067,470.24
Balance 6/30/25	\$	23,830.76

Sped 94-142 Allocation FY25

Grant award	\$	1,083,653.00
Expenditures through 6/30/25	\$	1,024,283.15
Balance 6/30/25	\$	59,369.85

Sped Early Childhood FY25

Grant award	\$	20,784.00
Expenditures through 6/30/25	\$	20,784.00
Balance 6/30/25	\$	0.00

Sped Program Improvement FY25

Grant award	\$	20,000.00
Expenditures through 6/30/25	\$	16,585.00
Balance 6/30/25	\$	3,415.00

Title I FY25

Grant award	\$	494,294.00
Expenditures through 6/30/25	\$	455,645.52
Balance 6/30/25	\$	38,648.48

Title I FY24

Grant award	\$	479,217.00
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Expenditures through 6/30/25	\$ 453,188.00
Balance 6/30/25	\$ 26,029.00

Title I FY23

Grant award	\$ 502,893.00
Expenditures through 6/30/25	\$ 502,892.58
Balance 6/30/25	\$ 0.42

Title II FY25

Grant award	\$ 81,120.00
Expenditures through 6/30/25	\$ 39,568.13
Balance 6/30/25	\$ 41,551.87

Title II FY24

Grant award	\$ 74,972.00
Expenditures through 6/30/25	\$ 73,979.19
Balance 6/30/25	\$ 992.81

Title II FY23

Grant award	\$ 82,772.00
Expenditures through 6/30/25	\$ 81,450.06
Balance 6/30/25	\$ 1,321.94

Title III FY24

Grant award	\$ 10,296.00
Expenditures through 6/30/25	\$ 2,409.37
Balance 6/30/25	\$ 7,886.63

Title III FY23

Grant award	\$ 10,527.00
Expenditures through 6/30/25	\$ 4,575.68
Balance 6/30/25	\$ 5,951.32

Title IV FY25

Grant award	\$ 34,749.00
Expenditures through 6/30/25	\$ 20,941.04
Balance 6/30/25	\$ 13,807.96

Title IV FY24

Grant award	\$ 36,904.00
Expenditures through 6/30/25	\$ 36.197.96

Balance 6/30/25	\$	706.04
<i>Emergency Assistance Grant FY24</i>		
Grant award	\$	144,433.53
Expenditures through 6/30/25	\$	113,633.84
Balance 6/30/25	\$	30,799.69
<i>Vacation Acceleration FY25</i>		
Grant award	\$	86,381.66
Expenditures through 6/30/25	\$	86,381.66
Balance 6/30/25	\$	0.00

**TRUST FUNDS
FISCAL YEAR 2025**

Potter Fund

"To be used to promote music in the Dartmouth Public Schools"
At the discretion of the School Committee

Principal	\$	10,000.00	
Expendable Balance 7/1/24	\$	1,224.38	
Interest Income through 6/30/25	\$	709.43	
Total Available			\$ 1,933.81
Expenditures through 6/30/25			\$ 0.00
Expendable Balance 6/30/25			\$ 1,933.81

Crapo Fund

"To be used for the benefit of public schools and children attending public schools"
At the discretion of the Board of Selectmen

Principal	\$	2,000.00	
Expendable Balance 7/1/24	\$	13,164.39	
Interest Income through 6/30/25	\$	958.47	
Total Available			\$ 14,122.86
Expenditures through 6/30/25			\$ 0.00
Expendable Balance 6/30/25			\$ 14,122.86

Dartmouth Scholarship Trust Fund

To be used for student scholarship awards and for faculty performance awards -
Under the administration of the Superintendent of Schools - as prescribed in the
Trust documentation

Principal	\$	229,500.00	
Expendable Balance 7/1/24	\$	53,183.14	
Interest Income through 6/30/25	\$	17,919.25	
Total Available			\$ 71,102.39
Expenditures through 6/30/25			\$ 5,500.00
Expendable Balance 6/30/25			\$ 65,602.39

Dartmouth Enrichment Fund

Principal	\$	119,000.00	
Expendable Balance 7/1/24	\$	158,693.14	
Interest Income through 6/30/25	\$	10,030.29	
Total Available			\$ 168,723.43
Expenditures through 6/30/25			\$ 0.00
Expendable Balance 6/30/25			\$ 168,723.43

J. Arsenault Fund

Principal	\$	5,684.29	
Expendable Balance 7/1/24	\$	784.65	
Interest Income through 6/30/25	\$	409.49	
Total Available			\$ 1,158.14
Expenditures through 6/30/25			\$ 400.00
Expendable Balance 6/30/25			\$ 758.14

Grimshaw–Gudewicz Fund

To be used for scholarships at DHS

Principal	\$	5,000.00	
Expendable Balance 7/1/24	\$	5,060.30	
Interest Income through 6/30/25	\$	3,197.42	
Total Available			\$ 8,257.72
Expenditures through 6/30/25			\$ 3,000.00

Expendable Balance 6/30/25	\$	5,257.72
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HM Frechette Memorial Fund

For a former Potter School student

Principal	\$	5,000.00	
Expendable Balance 7/1/24	\$	5,060.30	
Interest Income through 6/30/25	\$	3,197.42	
Total Available			\$ 8,257.72
Expenditures through 6/30/25			\$ 3,000.00
Expendable Balance 6/30/25			\$ 5,257.72

Warren G. Hathaway Fund

For a sailing team member

Principal	\$	20,035.00	
Expendable Balance 7/1/24	\$	6,000.81	
Interest Income through 6/30/25	\$	1,645.61	
Total Available			\$ 7,646.42
Expenditures through 6/30/25			\$ 0.00
Expendable Balance 6/30/25			\$ 7,646.42

**REVOLVING ACCOUNTS
FISCAL YEAR 2025**

School Department-After School Program-DMS

Balance 7/1/24	\$	124,607.81	
Receipts through 6/30/25	\$	19,832.07	
Total Available			\$ 144,439.88
Expenditures through 6/30/25			\$ 0.00
Balance 6/30/25			\$ 144,439.88

High School Activity User Fees

Balance 7/1/24	\$	18,968.50	
Receipts through 6/30/25	\$	4,360.00	
Total Available			\$ 23,328.50
Expenditures through 6/30/25			\$ 4,840.00
Balance 6/30/25			\$ 18,488.50

High School Athletic Account

Balance 7/1/24	\$	204,973.19	
Receipts through 6/30/25	\$	69,308.37	
Total Available			\$ 274,281.56
Expenditures through 6/30/25			\$ 26,823.51
Balance 6/30/25			\$ 247,458.05

High School Stadium Concessions

Balance 7/1/24	\$	6,575.90	
Receipts through 6/30/25	\$	13,107.71	
Total Available			\$ 19,683.61
Expenditures through 6/30/25			\$ 7,283.14
Balance 6/30/25			\$ 12,400.47

High School Music Fees

Balance 7/1/24	\$	36,134.50	
Receipts through 6/30/25	\$	5,950.00	
Total Available			\$ 42,084.50
Expenditures through 6/30/25			\$ 0.00
Balance 6/30/25			\$ 42,084.50

High School Transportation Fees

Balance 7/1/24	\$	4,054.28	
Receipts through 6/30/25	\$	0.00	
Total Available			\$ 4,054.28
Expenditures through 6/30/25			\$ 0.00
Balance 6/30/25			\$ 4,054.28

Sped - Circuit Breaker

Balance 7/1/24	\$	2,000,687.00	
Receipts through 6/30/25	\$	2,605,036.00	
Total Available			\$ 4,605,723.00
Expenditures through 6/30/25			\$ 2,000,687.00
Balance 6/30/25			\$ 2,605,036.00

Student Enrichment Revolving Fund

Balance 7/1/24	\$	54,295.35	
Receipts through 6/30/25	\$	41,830.09	
Total Available			\$ 96,125.44
Expenditures through 6/30/25			\$ 35,673.72

Balance 6/30/25		\$	60,451.72
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Cushman Pre-School Program

Balance 7/1/24	\$	947,290.78	
Receipts through 6/30/25	\$	229,925.00	
Total Available			\$ 1,177,215.78
Expenditures through 6/30/25			\$ 336,873.10
Balance 6/30/25			\$ 840,342.68

School Transportation - Homeless

Balance 7/1/24	\$	162,268.06	
Receipts through 6/30/25	\$	48,300.00	
Total Available			\$ 210,568.06
Expenditures through 6/30/25			\$ 80,000.00
Balance 6/30/25			\$ 130,568.06

Town Tax Gift Account

Balance 7/1/24	\$	9,665.22	
Receipts through 6/30/25	\$	426.00	
Total Available			\$ 10,091.22
Expenditures through 6/30/25			\$ 0.00
Balance 6/30/25			\$ 10,091.22

School Choice Tuition

Balance 7/1/24	\$	2,967,066.76	
Receipts through 6/30/25	\$	646,124.00	
Total Available			\$ 3,613,190.76
Expenditures through 6/30/25			\$ 700,899.54
Balance 6/30/25			\$ 2,912,291.22

School Cafeteria Revolving Account

Balance 7/1/24	\$	1,558,778.74	
Receipts through 6/30/25	\$	2,239,790.55	
Total Available			\$ 3,798,569.29
Expenditures through 6/30/25			\$ 1,971,749.74
Balance 6/30/25			\$ 1,826,819.55

Dartmouth Public Schools
2025 Annual Report

June Saba-Maguire, Ed. D., Superintendent

Dear Dartmouth Community,

Looking back on the past year, it's inspiring to see the progress our district has made in shaping the future of our schools. As we enter the second year of our five-year strategic plan, we are building on the foundation we've established to enhance learning, strengthen our school community, and support every student's success.

The 2025-2026 academic year is an exciting chapter as we continue work in four key areas: Teaching and Learning, Safe and Supportive Schools, Family and Community Engagement, and Budget and Capital Improvement. These focus areas highlight the strides we've made and our ongoing commitment to excellence, innovation, and collaboration across the district.

This year marked significant progress in strengthening instruction across all grade levels. We fully launched our new literacy resource at the elementary level, ensuring our youngest learners have access to a comprehensive, research-based approach to reading and writing. At the secondary level, we continue to pilot the Carnegie program, gathering feedback and refining our practices to support high-quality, rigorous learning for all students. In addition, we established a Professional Development Committee focused on aligning training opportunities with district priorities and supporting educators in continuous growth. Together, these efforts deepen instructional excellence and enhance the learning experience for every student.

The safety and well-being of our students remain central to our strategic plan. Over the past year, we have strengthened support across our schools by establishing a District Crisis Team and school-based teams to respond to emergencies and other unexpected events that require coordinated action. We have also collaborated closely with the Dartmouth Police and Fire Departments to enhance preparedness, communication, and response efforts. Additionally, we have expanded mental health supports and initiatives that foster a culture of respect, inclusion, and empathy, ensuring our schools are safe and supportive environments where every student can learn and grow.

Recognizing the importance of partnership, we have strengthened our efforts to engage families and the broader community in the life of our schools. This year, we have expanded opportunities for families and community members to connect with students through musicals, band concerts, individual school celebrations, and High Five Fridays with the Dartmouth Police, Fire, and EMS teams. We have also made a concerted effort to attend individual PTO and selectboard meetings and to continue building strong relationships with town officials. These efforts foster a culture of shared responsibility for student success, deepen connections, and bring families and the community closer to the classroom, celebrating learning and achievement together.

As responsible stewards of our resources, we have focused on both the financial stability of our schools and the condition of our physical infrastructure. This includes careful budget planning

and addressing critical facility needs to ensure safe, functional, and inspiring learning environments.

Over the past year, we have made significant progress. Dartmouth High School has been accepted into the Massachusetts School Building Authority's Accelerated Repair Program for its roof, and we now have a clear ten-year Capital Improvement Plan that outlines the trajectory of future projects. These efforts reflect our commitment to modernizing aging infrastructure, creating flexible and innovative learning spaces, and ensuring our schools meet the needs of 21st-century education.

We are grateful for the ongoing support of town meeting members and the Capital Improvement Planning team, whose guidance and collaboration have been instrumental in advancing projects that serve both our schools and the wider community. Their partnership allows us to thoughtfully plan and invest in infrastructure that supports student success, strengthens our schools, and fosters community pride for years to come.

As we celebrate the achievements of the past year, we do so with immense pride in our shared identity as One Dartmouth. Our commitment to promoting the Dartmouth Schools as one unified community is stronger than ever. Together, we embrace the strength of our diversity, the power of collaboration, and the pride of belonging to a school system that values every student, every family, and every voice. Through our collective efforts, we are creating a district where excellence is not just a goal but a shared experience. Our pride in Dartmouth Schools reflects our dedication to ensuring that every community member feels connected, valued, and supported.

This strategic plan represents a shared vision for the future of our schools and reflects the dedication of our staff, families, and community members. As we move into the year ahead, we remain committed to advancing our priorities, addressing challenges with creativity and collaboration, and continuing to celebrate the successes of our students and schools.

Thank you for your ongoing support and partnership. Together, as One Dartmouth, we are building a district where every student can thrive, every family feels connected, and our schools continue to be safe, inclusive, and inspiring places for learning and growth.

Office of Teaching and Learning
Curriculum, Instruction & Student Achievement

Catherine Pavao, Executive Director of Teaching and Learning/Elementary Level

Ross Thibault, Executive Director of Teaching and Learning/Secondary Level

The Office of Teaching and Learning remains dedicated in its commitment to supporting high-quality instruction across Dartmouth Public Schools, Pre-K through Grade 12, for all learners. Building upon the foundational work established in previous years, the district has made significant strides in 2025 toward the goals outlined in our District Strategic Plan. Our focus continues to center on the implementation of research-based curricula and the cultivation of a robust professional learning culture to elevate the student experience.

Elementary Updates

Elementary ELA Curricular Advancements

A primary pillar of our strategic work is the implementation of high-quality, research-based instructional materials. Following the successful integration of the **Foundations** phonics curriculum in grades K-3, the district has expanded its efforts to ensure a comprehensive and systematic approach to literacy.

In the spring of the 2024-2025 school year, the elementary ELA pilot team reached a pivotal milestone by selecting **Core Knowledge Language Arts (CKLA)** as our primary knowledge-based curriculum. CKLA was chosen to complement **Foundations** and **Heggerty**, which continue to serve as the essential foundational tools for our youngest readers.

The transition to this new curriculum was marked by a phased implementation strategy:

- **Pilot and Preparation:** During the spring of 2025, pilot teachers continued to deliver CKLA units, providing valuable internal feedback.
- **Professional Development:** From February through May, all staff participated in targeted professional development sessions led by the publisher during early release days.
- **Full Implementation:** The 2025-2026 school year opened with a full K-5 implementation of CKLA.
- **Ongoing Support:** Educators receive continuous support through a partnership with the Amplify implementation team and the dedicated guidance of our district instructional coaches.

Content Area Alignment and Data Analysis

Our Curriculum Teams in **ELA, Mathematics, Social Studies, and Science** at the elementary level remain actively engaged in the **District Curriculum Process**. Following our established revision cycle, these teams are focused on:

- **Standards Alignment:** Ensuring all instructional units are strictly aligned with the Massachusetts Curriculum Frameworks.
+1
- **Data-Informed Instruction:** Analyzing student achievement data to identify specific areas of strength and areas requiring additional intervention or instructional shifts.
+1
- **Equitable Access:** Reviewing materials to ensure they remain culturally responsive and inclusive, promoting a sense of belonging for all Dartmouth students.

Secondary Level Updates

Curriculum Pilot & Implementation

As part of the district's on-going commitment to ensure all students and teachers have access to high quality instructional materials that are aligned to grade-level standards, Science teachers at Dartmouth Middle School continued to pilot OpenSciEd in 6th, 7th, and 8th grade. To support this work, Dartmouth Public Schools partners with the Wade Institute to provide on-going professional learning and support as teachers launch additional units of study found in the OpenSciEd curriculum.

At Dartmouth High School, Mathematics teachers piloted Carnegie Math Solutions in Algebra 1, Algebra 2, and Geometry throughout the 2024-2025 school year. As part of the pilot and on-going implementation process, a professional support plan which includes job-embedded coaching provided by a Carnegie Learning Coach. Coaching included access and scheduled time to meet with a Carnegie Learning Coach who has demonstrated expertise in Math pedagogy as well as the Carnegie Math curriculum.

Led by Lead World Language Teacher Hilaria Sousa, Spanish Teachers at Dartmouth Middle and Dartmouth High School vetted, piloted, and are implementing the SOMOS Curriculum in Spanish classes at Dartmouth Middle and Dartmouth High School. The pilot and implementation of the curriculum was supported by providing release time throughout 2025, including a two-day workshop focused exclusively at supporting competency-based language instruction as well as implementation of the SOMOS curriculum.

Secondary Level Vertical Teams Established

Secondary Level Vertical Teams were established in the areas of Mathematics and English and met throughout the spring of 2025. Teams met at Dartmouth Middle School and discussed alignment to grade level standards, effective instructional practices for vertical integration, and areas that should be prioritized moving forward.

Student Work Showcased

Secondary level students in Dartmouth had a number of opportunities to showcase their work for the community throughout 2025. Students in Grades K-12 had the opportunity to showcase their artwork at the district's annual Art and Innovation Show held at Dartmouth High School in May.

In addition, students at both Dartmouth Middle and Dartmouth High School also participated in the annual Regional Civics Showcase sponsored by the Massachusetts Department of Elementary and Secondary Education (DESE). The showcase, held on campus at the University of Massachusetts Dartmouth provided students from across the commonwealth with the opportunity to present their civics projects to authentic audiences and to receive feedback from community advisers. Dartmouth students proudly represented their school and one team received commendation for their project advocating for the inclusion of feminine hygiene products in Dartmouth Middle School restrooms.

In the fall, members of the Dartmouth High School TV Media Production Program entered and were awarded the grand prize for an original Public Service Announcement (PSA) they produced as part of the annual Massachusetts Department of Transportation Safe Streets campaign. Dartmouth High School students, accompanied by their TV Media Production Teacher, Mr. Robert Perrotti were recognized for their outstanding work at an awards ceremony held in Boston and had their video featured on the DOT website.

Strengthening Professional Learning Across the District

To support these ambitious curricular shifts, the Office of Teaching and Learning established a **District-wide Professional Development Team**. This representative body was created to:

1. **Survey District Needs:** Systematically collect feedback from educators to identify specific areas where they require additional pedagogical or content-area support.
2. **Comprehensive Planning:** Develop a cohesive, multi-year professional learning roadmap that moves beyond isolated workshops toward a sustained, high-impact learning experience for all staff.
3. **Instructional Leadership:** Empower educators to take an active role in shaping the professional culture of the district, ensuring that our training is both relevant and rigorous.

Mentor Training

Throughout the fall, teachers interested in serving as mentors for Dartmouth Public Schools Mentoring and Induction Program, known as Project T.I.M.E., had the opportunity to participate in a series of four workshops focused on building the knowledge and skills necessary to be an effective mentor. As a result of this offering, ten new mentors were added to the pool of trained mentors—a critical aspect of the support offered to Dartmouth educators.

Looking Ahead

As we progress through the 2025-2026 school year, the Office of Teaching and Learning will continue to refine our systems of support to ensure all students meet and exceed rigorous grade-level expectations. We remain deeply appreciative of the town's continued investment in our schools, which allows us to provide the high-quality resources and professional expertise necessary for our students to thrive as effective communicators, critical thinkers, and contributing citizens.

Finance and Facilities

James A. Kiely, Assistant Superintendent of Finance and Operations

Finance

The Dartmouth Public Schools is committed to providing a quality education for all learners. To support this mission, the fiscal year 2025 budget was aligned with the District Strategic Improvement Plan and prepared based on need and maximizing impact on student achievement. This budget incorporated a 3.0% increase over the fiscal year 2024 budget.

Per pupil spending is currently 13% below the state average and is 270th of 322 districts statewide. Spending on Teachers is 4% below the state average and is 196th of 322 districts statewide. Spending on Insurance and Benefits is 38% below the state average and is 308th of 322 districts statewide. Spending on Administration is 33% below the state average and is 296th of 322 districts statewide. Spending on Operations and Maintenance is 39% below the state average and is 310th of 322 districts statewide. Spending on Pupil Services is at the state average and is 148th of 322 districts statewide. Staffing per 100 students is below statewide average in all categories, including teachers, paraprofessionals, leadership, student support and clerical.

The impact of the Covid-19 pandemic created increased needs for students and unanticipated costs in many areas of our operation. Students with high needs increased from 29.3% of students in 2014-15 to 43.2% in 2023-24. Low income students increased from 17.6% in 2014-15 to 30.4% in 2023-24. Students with disabilities increased from 12.5% in 2014-15 to 19.8% in 2023-24. Federal funding has been utilized to minimize the impact to our operating budget. The expiration of those funds has had financial implications on the fiscal year 2025 budget and beyond. School choice revolving funds accumulated while using federal funding to support students is now being utilized in place of those exhausted federal funds in order to protect and maintain offerings and supports for students in the fiscal year 2025 budget.

The fiscal year 2026 budget process is currently underway. The budget is being prepared to support student needs in conjunction with the newly developed District Strategic Plan. It is likely that in order to meet these needs, funding from one-time school choice revolving account savings will be used to supplement the operating budget in fiscal year 2026. Once one-time reserves have been exhausted, it will be necessary to communicate the ongoing needs of the Dartmouth Public Schools and seek the necessary community support for the education of our students.

Facilities

The Dartmouth Public Schools is committed to providing an effective and appropriate learning environment for all students. The average age of Dartmouth's schools is 65 years. The Andrew B. Cushman School was built in 1922, the Joseph DeMello School was built in 1955, The George H. Potter School was built in 1955, the James M. Quinn School was built in 1967, The Dartmouth Middle School was built in 1956, and the Dartmouth High School was built in 2002.

The Town of Dartmouth has begun a long-term capital planning effort to address facilities needs over the next forty years. To accomplish this a plan is being developed to replace and/or renovate our aging school buildings in a strategic way over that time period in conjunction with other Town-wide facility needs. The Dartmouth Public Schools have included a new or renovated school in its 2026-2035 Capital Improvement Plan in both 2027 and in 2033.

During 2024, the Dartmouth Public Schools undertook capital improvement projects including Dartmouth High School media center renovations, Dartmouth High School auditorium and field house audio system upgrades, roof repairs, and flooring replacement. The Capital Improvement Planning (CIP) Committee and Finance Committee recommended and Town Meeting approved funding for several requests at the spring Annual Town Meeting including: fire system upgrade design, flooring replacement at several schools, technology improvements, a vehicle for the ATLAS 18-22 program and two maintenance vehicles. Interior and exterior painting, musical instrument replacement, technology hardware replacement, bathroom renovations, energy efficiency projects, and generator replacement at the Quinn School were supported at the Fall Town Meeting.

STUDENT SERVICES

Laurie Dionisio, Executive Director of Student Services

During the 2025 calendar year, the Department of Student Services provided quality education for all students with disabilities, focusing on strengthening support and capacity within the district.

In the Spring of 2025, the Special Education Parent Advisory Council (SEPAC) administered the annual parent/guardian special education satisfaction survey. Results showed that parents/guardians of students with disabilities in Dartmouth Public Schools are satisfied with the referral process as well as the services their students receive. The special education department continues to look at these survey results to inform any changes that need to be made in the processes and procedures in place.

The Special Olympics was once again held at the Dartmouth Youth Soccer Association complex on May 16, 2025. This event continues to grow each year. Local community organizations such as Gnome Surf and Baystate Gymnastics helped to make this a fun day for all of the athletes. Many thanks to Mike Capello and John Breault who organize and oversee the events of the day.

Changes were made in the preschool schedule for the 2025-2026 school year. Three year old students are now attending a half day program while four year old students attend full day. This change supports the developmental needs of the different age groups and allows the district to provide more opportunities for our preschool aged students.

The district's strategic plan calls for K-12 vertical alignment of programming. The special education department continues to work toward this by re-vamping the substantially separate programming within the district. Previous programs known as PASS and PALS were renamed Compass. An updated program description was created collaboratively with special education staff and positions were added both Dartmouth Middle and Dartmouth High School to ensure that students matriculating to different buildings have the supports and services they require.

Extended School Year was held this summer at Dartmouth High School from July 1st- July 31st. One hundred and fifty-five students from grades PreK to Twelve took advantage of these services in order to prevent regression of learned skills over the summer months. Adapted PE, Occupational Therapy, ABA services and Speech Therapy were also incorporated to student's day.

The 2025-2026 school year began in August. The special education department welcomed new staff at almost every level, including teachers, related service providers, education support personnel and Team Facilitators. This new role in the district was created to support special education staff with scheduling and running IEP meetings as well as completing required paperwork within the mandated timelines.

Serving students with disabilities is a uniquely demanding, yet profoundly gratifying career path. We wish to acknowledge the tireless dedication and passion exhibited by every teacher, service provider, and member of our support personnel during 2025. This dedicated work ethic is the direct cause of the meaningful growth and continued success observed in our students across all school environments.

TECHNOLOGY DEPARTMENT

Jonathan Gallishaw, Executive Director of Technology

Executive Summary

The Technology Department plays a critical role in supporting teaching, learning, and district operations. During the 2025 calendar year, the department focused on maintaining a secure, reliable, and scalable technology infrastructure while expanding instructional technology capabilities and improving operational efficiency. Major areas of emphasis included server upgrades, network reliability, cybersecurity, classroom technology support, staff and student device management, and long-term planning for future growth.

Overall network system uptime exceeded 97%, (approx. 6 down hours of 182 days) network performance remained stable across all buildings, and response times for support requests improved compared to the prior year. The department successfully supported instructional initiatives, state reporting requirements, and daily operations while continuing to modernize infrastructure and strengthen technology practices.

Department Overview

The Technology Department is responsible for planning, implementing, maintaining, and securing all technology systems across the district. This includes servers, networks, end-user devices, instructional technology platforms, telecommunications, data systems, video surveillance and cybersecurity.

Core Responsibilities

- Network and server infrastructure
- Cybersecurity and data protection and Backup
- Student and staff device management
- Instructional technology support and
- Help desk and technical support
- Vendor management and licensing
- Technology planning and budgeting

The department works closely with district leadership, school administrators, teachers, and support staff to ensure technology aligns with instructional goals and operational needs.

Server and Infrastructure Operations

Server Environment

The district maintains a hybrid server environment consisting of on-premises servers and cloud-based services. On-premises servers support critical systems such as authentication, file services, print services, and select instructional or operational applications. Cloud services are leveraged for collaboration, email, learning management, (google) and data backup.(datto)

Key accomplishments this year include: - Maintaining high availability for all mission-critical systems - Applying regular security patches and firmware updates - Monitoring server performance and storage utilization - Expanding backup and disaster recovery capabilities

Backup and Disaster Recovery

Daily backups are performed for all critical systems, with both on-site and off-site storage.

Network Infrastructure

Network Reliability and Performance

The district network connects all schools and administrative offices through a high-speed, redundant architecture designed to support modern instructional demands. This includes wireless access for student and staff devices, voice services, and security systems.

Highlights include: - Improved wireless coverage in high-density instructional areas - Ongoing monitoring of bandwidth utilization and performance - Coordination with internet service providers to address outages quickly

Wireless Networking

Wireless access remains essential to daily instruction. The department continued to optimize access point placement, adjust configurations for performance, and ensure compatibility with managed student and staff devices. These efforts supported one-to-one learning environments and online assessments.

Cybersecurity and Data Protection

Security Measures

Protecting district data and systems remains a top priority. The Technology Department implemented layered security controls to safeguard sensitive student and staff information.

Security efforts included: - Firewall (Watchguard) and content filtering management (Go Guardian) - Endpoint protection on all managed devices (Sophos) - Regular review of access permissions.

Incident Response

The department actively monitored for suspicious activity and responded promptly to security alerts.

End-User Devices and Systems

Student Devices

The district continued to supply, repair and support a one-to-one device environment for students through 5000 Chrome devices. Devices were configured, deployed, monitored, and repaired by the Technology Department. Policies and management tools ensured devices were used safely and appropriately.

Staff Devices

800 Staff laptops and desktops were maintained to support instructional and administrative responsibilities. This included operating system updates, application deployment, and troubleshooting.

Asset Management

The department tracked inventory for devices, servers, network equipment, and peripherals to ensure accountability and inform replacement planning.

Instructional Technology Support

The Technology Department supported instructional technology platforms used for teaching, learning, assessment, and communication. This included collaboration tools, learning management systems, and specialized instructional software.

Support activities included: - Assisting teachers with classroom technology issues - Coordinating with curriculum leaders on instructional initiatives - Supporting online testing and digital assessments (MCAS) We have also provided Instruction include cutting edge topics like AI.

Help Desk and Technical Support

Support Metrics

The Technology Department handled a high volume of support requests throughout the year. We have completed 5723 work orders for various technology issues in 2025. Requests ranged from password resets and device issues to classroom technology troubleshooting. Additionally, we have repairs 1500 Chromebooks from student use.

Key trends: - Improved average response and resolution times - Increased use of a centralized ticketing system - Proactive maintenance reducing repeat issues

Customer Service Focus

Providing timely and professional support remains a priority. The department wants to improve clear communication, follow-up, and documentation to ensure issues were resolved effectively.

Budget and Resource Management

The Technology Department worked within the approved budget to maintain services, renew licenses, and plan for future needs. Cost-effective purchasing, multi-year planning, and vendor negotiations helped maximize available resources.

Major cost areas included: - Hardware replacement and maintenance - Software licensing and subscriptions - Network and internet services.

Goals and Priorities for the Coming Year

Looking ahead, the Technology Department will focus on: - Continued modernization of servers and network infrastructure - Enhancing cybersecurity and staff awareness - Replacing aging devices and equipment (Firewall) - Improving documentation and disaster recovery planning - Supporting evolving instructional technology needs

Conclusion

While the year was successful overall, challenges included increasing cybersecurity threats, aging infrastructure in some areas, and growing demands for bandwidth and support. These challenges highlighted the importance of long-term planning, staff training, and continued investment in technology. The Technology Department remains committed to providing reliable, secure, and effective technology services that support teaching, learning, and district operations. Through careful planning, proactive maintenance, and strong collaboration with stakeholders, the department is well-positioned to meet current needs and future challenges.

HEALTH, PHYSICAL EDUCATION & ATHLETICS

Andrew Crisafulli, Director of Health, Physical Education and Athletics

2024-2025 Annual Report Athletics

Dartmouth High School's athletic program is grounded in a philosophy that emphasizes the development of character alongside competitive success. Through participation in sports, student-athletes are encouraged to cultivate patience, courage, integrity, and inner strength, learning to navigate both triumph and adversity with composure. Central to all programs are the principles of teamwork, sportsmanship, and unselfishness, which guide student-athletes in their growth both on and off the field.

The school is an active member of the newly established Pioneer Athletic Conference (PAC-3), with 22 of its 28 athletic programs competing within the league. Dartmouth High regularly competes against conference peers such as Bridgewater-Raynham Regional High School and Barnstable High School, providing students with a high level of competitive experience.

During the 2024–25 academic year, Dartmouth High offered 28 varsity sports across the fall, winter, and spring seasons. The programs served more than 580 student-athletes and included participation in over 700 athletic contests across Varsity, Junior Varsity, and Freshman levels. These opportunities reflect the school’s ongoing commitment to providing a comprehensive and inclusive athletic experience that promotes personal growth, teamwork, and competitive excellence.

Here’s a breakdown of the sports offered:

Winter Sports

- Boys Basketball: Varsity, Junior Varsity, Freshman
- Girls Basketball: Varsity, Junior Varsity, Freshman
- Boys Ice Hockey: Varsity, Junior Varsity
- Girls Ice Hockey (Co-op with Bishop Stang): Varsity
- Girls Indoor Track: Varsity, Junior Varsity
- Boys Indoor Track: Varsity, Junior Varsity
- Girls Swimming (Co-op with Bishop Stang): Varsity
- Boys Swimming (Co-op with Bishop Stang): Varsity

Spring Sports

- Baseball: Varsity, Junior Varsity, Freshman
- Softball: Varsity, Junior Varsity
- Girls Lacrosse: Varsity, Junior Varsity
- Boys Lacrosse: Varsity, Junior Varsity
- Girls Tennis: Varsity, Junior Varsity
- Boys Tennis: Varsity, Junior Varsity
- Girls Outdoor Track: Varsity, Junior Varsity
- Boys Outdoor Track: Varsity, Junior Varsity
- Unified Outdoor Track: Varsity
- Sailing: Varsity, Junior Varsity

Fall Sports

- Boys Cross Country: Varsity, Junior Varsity
- Girls Cross Country: Varsity, Junior Varsity
- Field Hockey: Varsity, Junior Varsity
- Football: Varsity, Junior Varsity, Freshman
- Golf: Varsity, Junior Varsity
- Boys Soccer: Varsity, Junior Varsity, Freshman
- Girls Soccer: Varsity, Junior Varsity, Freshman
- Volleyball: Varsity, Junior Varsity, Freshman
- Cheerleading: Varsity, Junior Varsity
- Unified Basketball: Varsity

This broad range of offerings across all seasons allows students to participate in a wide variety of sports, fostering not only physical development but also the social and emotional benefits that come with athletic participation.

2024-2025 Winter Sports Season Recap

Boys Ice Hockey

The boys ice hockey team concluded the winter season with a 9–9–3 overall record, including an undefeated 2–0 mark in league play. Dartmouth captured the league championship and earned the #17 seed in the MIAA Division 2 Statewide Tournament, where its postseason run ended in the Round of 32 against Norwood. The season was highlighted by dominant performances against traditional rivals, with sweep victories over both Somerset-Berkley and Old Rochester. Aidan Cruz, Will Gibson, and Maddox Larocque were named league all-stars, reflecting the team's depth and leadership.

Boys Basketball

Boys basketball finished the season with a 9–12 overall record and qualified for the MIAA Division 2 Statewide Tournament as the #19 seed. The team advanced to the Round of 32 before falling to #14 Burncoat. Signature wins included season sweeps of GNBVT, Bishop Stang, and Apponequet. League all-star honors were earned by Asante Aurora, Ian Rego, and Jhoan Valdez. Rego was also selected as the program's Dave Cowens Award nominee.

Girls Basketball

The girls basketball program delivered an exceptional season, posting a 20–3 overall record and an undefeated 2–0 league mark to secure the league championship. The team recorded marquee victories over Division 1 Franklin and Bridgewater-Raynham and captured the St. Mary's Spartan Classic Tournament championship. Earning the #2 seed in the MIAA Division 2 Statewide Tournament, Dartmouth advanced to the Elite Eight before being eliminated by #7 Whitman-Hanson. Kat Cheesebro completed a historic season by breaking the school's 30-year scoring record and surpassing 2,000 career points, finishing with 2,058. She was honored with the Dave Cowens Achievement Award, named All-State by both the Boston Globe and Boston Herald, and selected as the New Bedford Standard-Times Player of the Year.

Boys Indoor Track

Boys indoor track competed as an independent program while partnering with the South Shore League for facility access and FAT-timed competition at the Reggie Lewis Center. The program also hosted three sub-varsity meets at the Carlin Lynch Activity Center. The season featured record-setting performances, including a new school record in the 55 meters by Jackson Hart and a school pentathlon record by Chase Afonso. Afonso, Cam Sorelle, and Johan Johnson also combined to set a new boys pentathlon team record.

Girls Indoor Track

Girls indoor track also competed independently while collaborating with the South Shore League for championship-level facilities and competition. The shuttle hurdle relay placed seventh at the MIAA Division 3 Championships. Individual qualifiers for the Division 3 meet included Sydney Almeida, Haley Zexter, Amya Moura, Katie Canniff, Phoebe Murray, Reyana Boyard, Kaylee King, Maggie Spinelli, and Elizabeth O'Neill, reflecting the program's depth and continued growth.

2025 Spring Season Sports Season Recap

Baseball

The baseball team posted an outstanding 17–6 overall record with a 2–0 SEC mark and captured the conference championship. Dartmouth earned the #7 seed in the MIAA Division 2 State Tournament, defeating Oliver Ames and Shepherd Hill before a narrow extra-inning loss to #2 Reading in the Elite Eight. Ian Rego was named the New Bedford Standard-Times Player of the Year, while league all-stars included Markus Andrews, Tom Quinn, Justin Cleaves, Brady Beauparland, and Rego. The season was highlighted by wins over Bridgewater-Raynham, Apponequet, Durfee, Somerset-Berkley, and Hingham.

Boys Lacrosse

The boys lacrosse team finished the season with a 5–9 overall record and a 0–2 SEC mark while navigating an injury-plagued schedule. The team earned key victories over GNBVT and New Bedford and competed closely in narrow losses to Barnstable and Apponequet. Ray Gramlich, Lennox Massucco, and Will Gibson were named league all-stars. The team did not qualify for postseason play.

Girls Lacrosse

Girls lacrosse compiled a strong 13–6 overall record despite a 0–2 SEC mark. The team earned the #20 seed in the MIAA Division 2 State Tournament before falling to #13 West Springfield in the Round of 32. Dartmouth enjoyed two separate five-game winning streaks and recorded major wins over New Bedford, Apponequet, Old Rochester, Bishop Stang (twice), and Fairhaven. Avery Smith, Kat Cheesebro, and Kyla Martin each scored more than 30 goals and were named league all-stars.

Softball

Softball finished the season with a 12–9 overall record and a 0–2 SEC mark. The team earned the #36 seed in the MIAA Division 2 State Tournament and was defeated by #29 Mansfield in the preliminary round. Notable victories included wins over Bishop Stang, Barnstable, Old Rochester, and New Bedford. Abigail Lancaster, Kasey Pomfret, and Olivia Rapoza earned league all-star recognition.

Boys Outdoor Track

Boys outdoor track concluded the season with a 1–3 overall record and a 0–1 SEC mark, highlighted by a rivalry victory over Bishop Stang. Jared Mendonca, Townes Moore, and Logan Shurtleff were named league all-stars.

Girls Outdoor Track

Girls outdoor track posted a successful 3–1 overall record with a 0–1 SEC mark, earning wins over Bishop Stang, New Bedford, and Durfee. Haley Zexter and Olivia Munson were named league all-stars, with Munson tying the Dartmouth High School freshman record in the 100 meters.

Boys Tennis

The boys tennis team enjoyed an impressive season, finishing 14–4 overall and undefeated at 2–0 in SEC play to capture its sixth consecutive league championship. Ten of the team’s victories came by 5–0 scores. Dartmouth earned the #14 seed in the MIAA Division 2 State Tournament, defeating Plymouth North before falling to #3 Sharon. Kristian Zikla, Will Harrington, Steven Wei, and Tyler DaSilva were named league all-stars.

Girls Tennis

Girls tennis finished 11–7 overall with a 2–0 SEC record and captured the league championship, defeating Bishop Stang for the first time in nearly a decade. The team earned the #24 seed in the Division 2 State Tournament, defeating North High 5–0 before falling to #9 Westwood. Camille Taradash handed Westwood’s top singles player her first loss of the season. League all-stars included Annica Dupre, Camille Taradash, and Sophia Rutkowski.

Unified Track

The unified track program continued to thrive, competing in five meets and finishing second at the South Sectional Meet hosted by Middleboro High School. The program also raised \$12,000 through the 4th Annual Theresa Street 5K to support the Dartmouth and New Bedford unified programs, reinforcing its positive impact on the school and broader community.

Sailing

The sailing team enjoyed a highly successful 2025 season, winning the Cape & Islands League Championship for the second consecutive year with a first-place finish at the league championship regatta. The team also captured first place at the NESSA O’Day Qualifier and competed against top programs across New England in fleet and team racing formats. Dartmouth recorded a top-10 finish at the NESSA Fleet Racing Championship, highlighting the program’s continued regional success.

2025 Fall Season Sports Season Recap

Cheerleading

The cheerleading team competed in four competitions throughout the fall season, consistently performing at a high level against strong regional opponents. The squad earned second-place finishes at both the Wachusett and Bristol-Plymouth Invitationals before capturing a first-place finish at the Pioneer Athletic Conference Championships. The team also qualified for the South Regional Championship at Marshfield High School, placing seventh in a highly competitive field. Beyond competition, the program continued its commitment to community engagement by participating in a dancing initiative with the Dartmouth Council on Aging, fostering positive connections with the town’s senior population.

Boys Cross Country

The boys cross country team concluded the season with a 4–2 overall record and a 1–1 mark in PAC competition. The team earned notable victories over Barnstable and Old Rochester, demonstrating depth and consistency across the varsity lineup. Individual performances were highlighted by league all-star selections for Joseph Leone, Mason Orlacchio, Andrew Sylvain,

and Will Walker, each of whom provided leadership and steady contributions throughout the season.

Girls Cross Country

The girls cross country team also finished the season with a 4–2 overall record and a 1–1 PAC mark. The team recorded key wins against Bishop Stang and Barnstable, reflecting strong competitiveness against quality opponents. Valentina Yurovitsky, Grace Sperry, and Lii Shi were recognized as league all-stars for their individual accomplishments and consistent performances throughout the fall.

Field Hockey

Field hockey enjoyed an outstanding season, finishing with a 15–3–2 overall record and a perfect 4–0 mark in PAC play to capture the league championship. The team recorded significant victories over North Attleboro, Bishop Stang, and Apponequet. Earning the #12 seed in the MIAA Division 2 Statewide Tournament, Dartmouth hosted and defeated Marshfield before falling to #5 King Philip in the Round of 16. Avery Smith, Kaelyn Zuber, Sydney Almeida, Brooke Santo, and Emma Silva were named league all-stars following standout seasons.

Football

The football team completed the season with a 6–5 overall record, highlighted by quality wins over Bishop Stang, Old Rochester, and New Bedford. One of the season’s defining moments was a dramatic overtime victory at Middleboro. Dartmouth qualified for the Division 4 Statewide Tournament as the #12 seed and traveled to face #5 Burlington, where the season came to an end. Michael Hauck, Brady Beuparland, Chase Afonso, Jayden Nunes-Medeiros, and Ethan Davis earned league all-star recognition, with Beuparland also selected as the program’s Otto Graham Achievement Award nominee.

Golf

The golf team posted a strong 10–4 overall record with a 2–2 mark in PAC play. The highlight of the season was a historic sweep of Bridgewater-Raynham, marking the first time the program has accomplished that feat. The team also rebounded from an early loss to GNBVT with a decisive victory in the rematch. Dartmouth qualified for postseason competition and finished 11th overall at the Division 2 South Regional Championship. Tom Moreira and Cam Gonsalves were named league all-stars.

Boys Soccer

The boys soccer team delivered one of the most successful seasons in program history, finishing 12–6–2 overall. During the regular season, the team earned notable wins over Durfee and Bridgewater-Raynham and completed a season sweep of New Bedford. As the #8 seed in the MIAA Division 2 Statewide Tournament, Dartmouth advanced to the Final Four, defeating Marshfield, Hingham, and Sharon before falling to #4 Duxbury. Landon Raposa, Caleb DaSilva, Andrew Catulo, and Brennan Carter were named league all-stars, with Raposa also earning Eastern Massachusetts All-State honors and being named New Bedford Standard-Times Player of the Year.

Girls Soccer

The girls soccer team concluded a rebuilding season with a 7–9 overall record. Despite a young roster and challenging schedule, the team recorded important victories over GNBVT, Barnstable, and Durfee. Leah Nunes, Ava Fernandes, Charlie Norton, and Megan DaSilva earned league all-star honors. The season also marked the conclusion of head coach Scot Boudria’s tenure, as he retired following the completion of the year.

Volleyball

The volleyball team finished the season with a 13–8 overall record and a 3–1 PAC mark, earning conference co-champion honors alongside Barnstable. The team secured key road victories at Barnstable, North Quincy, Dartmouth-Yarmouth, and GNBVT. Dartmouth qualified for the MIAA Division 2 State Tournament as the #23 seed and advanced to the Round of 32 before being eliminated by #10 Billerica. League all-stars included Chloe McKinnon, Keiley Cordeiro, Margherita Spinelli, and Lindsey Barber.

Unified Basketball

Unified Basketball continued to grow and excel, maintaining strong participation and establishing itself as one of the premier Unified programs in the region. The team competed in nine contests against local opponents and once again hosted the MIAA South Sectional Jamboree, welcoming New Bedford, Middleboro, Apponequet, and Wareham. The program also celebrated its first alumni homecoming event, bringing more than 20 former participants back to Dartmouth and further strengthening its sense of community and tradition.

2024-2025 Athletic Department Awards

Outstanding Student Athlete Award

Male - Jackson Hart
Female - Katherine Cheesebro

Athlete for All Seasons

Markus Andrews
Jacob Anuszczyk
Remy Barber
Dominic Barnhart
Katherine Canniff
Katherine Cheesebro
Aubrey DeSousa
Raymond Gramlich IV
Jacob Grieve
Jackson Hart
Matthew Jorge
Tiago Lameiro
Jared Mendonca

Natalie Murphy
Elizabeth O'Neill
Thomas Quinn
Adriano Sousa
Katheryn Sullivan
Haley Zexter

**2024-25
Annual Report
Health and Physical Education**

Elementary Schools:

The elementary health and physical education team—Peter Lavin, Katie Schmich, Paul Pavao, Mary Beth Richardson, Meghan Phillips, Matthew Beauparland, and Mackensie Frye—demonstrated outstanding commitment to student learning throughout the year. Staff delivered engaging lessons while thoughtfully adapting activities to meet students' developmental needs and maintain health and safety standards. Across all grade levels, curriculum updates were implemented to align with the 2023 Massachusetts Health and Physical Education Standards, ensuring that students received instruction that is both current and comprehensive.

Dartmouth Middle School:

Our middle school health and physical education team—Jeff Kocur, Tyler Tavares, Rachel Lassey, and Chris Tullson—worked tirelessly to provide students with meaningful, hands-on learning experiences. Teachers refined instructional approaches to create safe and appropriate opportunities for student participation, while updating the program to align with the 2023 Massachusetts Health and Physical Education Standards. This alignment ensures students are engaged with a curriculum that meets contemporary state expectations. We also honor Chris Tullson, who retired at the end of the school year, for his many years of dedicated service.

Dartmouth High School:

At the high school level, health and physical education teachers—Mike Frates, Mark Gaffney, Scott Richards, Nicole Simas, and Tayler Travis—provided a rigorous and relevant learning experience for students. Staff consistently enhanced lessons to support safe participation in a variety of activities while maintaining alignment with the latest health and safety guidelines. By integrating the 2023 Massachusetts Health and Physical Education Standards into the curriculum, the high school program ensures students gain up-to-date knowledge and skills essential for personal health, well-being, and lifelong fitness.

MUSIC

Ian Flint, Director of Fine and Performing Arts

2025 Music Department Annual Report

Elementary

DeMello Elementary – Last school year, Mrs. Cellemme hosted Max Kniola (Ithaca College) as a student teacher, including mentorship, evaluations, and meeting with his student teaching supervisor.

Mrs. Cellemme organized and directed the DeMello 4th grade winter concert, including writing a script for students to narrate, auditioning solos, and creating an "informance" demonstrating instrumental accompaniment on boomwhackers and percussion. She also organized and directed the DeMello 5th grade spring concert, including writing a script for students to narrate, auditioning solos, and preparing a recorder portion of the concert.

Mrs. Cellemme directed the musical portion of DeMello 1st Grade Patriotic Performance for in-school assembly and for parents (recorded on DCTV) in June. She is currently preparing for the next 4th grade winter concert and serves on DeMello School's PBIS Committee.

Quinn Elementary- Under Mrs. Byers' direction, Quinn School students presented concerts in both January and June. The students also participated in singing "God Bless America" for a family engagement night at a Providence Bruins game at the Amica Pavilion in Providence, RI. In June, Mrs. Byers directed the musical portion of the 1st Grade Patriotic Performance for an in-school assembly and performance for parents (recorded on DCTV).

Dartmouth High Theatre Company As Co-Director of the Dartmouth High Theatre Company, Mrs. Byers served as musical director for the May production of High School Musical. She is currently music directing The SpongeBob Musical, which is scheduled for performance this December.

Upcoming Projects She is preparing the current 4th-grade class for their winter concert, which will feature the mini-musical Penelope the Pink Nosed Puffin. She is also organizing a Quinn School performance for the Providence Bruins in February 2026.

Community Involvement- In the community, Mrs. Byers serves as organist for church services at Our Lady of Mount Carmel Church in New Bedford. She organized a community outreach field trip for the Theatre Company students to perform selections from High School Musical at various local nursing homes and assisted living facilities. Additionally, she led educational field trips for students to New York City and the Providence Performing Arts Center to see a Broadway performance and attend performance workshops.

Dr. Cameron Siegal, music teacher at Potter Elementary School, Quinn School, and Andrew B. Cushman School, teaches all PreK students in the district, adaptive Compass music classes at Quinn, and his K–5 classes. Under Dr. Siegal's direction, Potter School students presented concerts in January and June. Potter is entering the fourth year of its ukulele program. Students in grades PreK–5 are regularly engaged in ukulele, Orff instruments, vocal music, and percussion. Dr. Siegal maintains a PBIS system in music class that supports engagement and

positive outcomes in the cognitive, psychomotor, and affective domains of learning. The system promotes positive behaviors and significantly diminishes disruptive behaviors among students.

Dr. Siegal's adaptive music classes for Quinn students are entering their third year. Upcoming in December 2025, guest artist Dr. Royal Hartigan will be a guest artist and will present adaptive sessions on West African music with the Compass classes. A Fulbright Scholar, Dr. Hartigan is a preeminent educator, academic, and performer.

Dr. Siegal has maintained an active professional development schedule, including attending and presenting at music education conferences. He presented a session entitled Unlocking engagement by connecting home music and school music at the Massachusetts Music Educators Association 2025 Conference. He presented two sessions, respectively entitled, Bridging the gap between home music and school music in the PreK–8 classroom and Setting up your drum set musicians for success in jazz and modern band at the Maine Music Educators Association 2025 Conference.

His research publications evidence his efforts to promote equity in music education and engagement in music education beyond secondary school. His 2025 publications include the following articles:

Siegal, C. R. (2025). High school music participation for students with disability, low-income, and English learner status in Massachusetts in 2023— Analysis and applications to promote equitable engagement. Update: Applications of Research in Music Education, Online First. <https://doi.org/10.1177/87551233251355549>

Siegal, C. R. (2025). Creating space for students with profound intellectual and multiple disabilities to construct meaning in adaptive music classrooms. *Journal of General Music Education*, 38(3), 8–14. <https://doi.org/10.1177/27527646241309085>

Siegal, C. R. (2025). Grade 12 students' intentions to persist in music performance beyond graduation: Application of the Expectancy-Value Theory of Motivation. *Research Studies in Music Education*, Online First. <https://doi.org/10.1177/1321103X251330483>

Dr. Siegal is adjunct music education faculty in Rhode Island College's graduate program and serves on the Percussive Arts Society Scholarly Research Committee. One challenge Dr. Siegal faces at Potter regards the teaching environment. At Potter, Dr. Siegal teaches music class on the stage—which is separated from the cafeteria by only a curtain—and contends with significant background noise from lunches, a gym class in the cafeteria, and other disturbances in the cafeteria (e.g., floor cleaning machines, fans, events, etc.).

Middle School

In the String program, Ms. Church and Mr. Daniels have provided students with meaningful experiences to display their skills and learning on their instruments with performances in March, May, October and December. The students also participated in one day workshops with composer / clinician Dean Marshall and professor of music at Boston Conservatory and

Berklee School of Music Dr. Walter Pavasaris. The 7th and 8th grade orchestra competed in the Great East festival achieving a Gold Medal Rating in May 2025. Student enrollment for the 2025-2026 school year has increased and the strings program is now required to move their concerts to the high school to be able to accommodate the number of students in the combined 7th and 8th grade orchestra.

The middle school band program is directed by Mr. John Sousa. All four DMS Band teachers Mr. John Sousa (Flute, Clarinet); Mr. Tyler Kingsland (Low/Mid Brass, Saxophones); Mr. John Furtado (Trumpet) and Mr. Alex Olivierre (Percussion) have continued to provide instruction and support at a level congruent with previous years. The band program has presented April, May, June, October, and December concerts. Several of our middle school students have taken part in our Fall 2025 competitive Marching Band program with the high school. Mr. Sousa continues to offer a comprehensive middle school jazz program that performs in a spring concert in addition to festival performances.. The middle school bands have also participated in the Memorial Day Parade, Halloween Parade at the Fire Station, and Veterans Day Parade.

Our General Music teacher, John Furtado, continues to provide engaging instruction to a wide range of learners, with lesson topics ranging from the Baroque period to contemporary pop/rock music and musicians. He also works with our trumpet players, taking them from their first note all the way to the outstanding concerts and parades we all enjoy. Mr. Furtado is also the conductor of the Dartmouth Community Band, which has been performing for more than 50 years. The band has amongst its musicians, past and present members of our middle and high school bands.

Some of their free performances this year included:

- Dartmouth Memorial Day Parade and Ceremonies
- The Residence at Cedar Dell
- The Dartmouth Historical and Arts Society's 4th of July celebration
- Tuesday evening concerts at Apponagansett Park
- Veterans Day Ceremony at the Dartmouth Council on Aging

The middle school Choral Program is under the direction of Mrs. Tara Thomas.

In March of 2025, the 6th-12th grade choruses successfully performed together at Dartmouth High School for music in our schools month. Each performing group sang various songs from movies and musicals. The concert culminated in a combined number with all 7 grade levels singing together in the finale.

In April of 2025, Mrs. Thomas was the musical director for "Once Upon a Mattress." This included students from all 3 grade levels. She organized weekly musical rehearsals from January-April in preparation for the musical, including several weekend rehearsals.

In May of 2025, the 6th, 7th, and 8th grade choruses joined together for a successful spring concert, highlighting the talents of students across all 3 grade levels. Additionally, eight students participated in the Junior District Chorus Festival held in March 2025.

In June of 2025, the 7th & 8th grade chorus students had the opportunity to participate in the Great East Festival where they earned a Gold Medal for their performance.

In the fall of 2025, Mrs. Thomas organized rehearsals on Fridays after school to prepare students for the Junior District Chorus audition. During these sessions, she focused on helping students learn the music and refine their skills. To enhance their sight-singing abilities, Mrs. Thomas composed several practice examples, a skill that is also practiced daily with all middle school chorus students to improve their choral music reading.

Currently, all chorus students are gearing up for a holiday concert scheduled for December. The 6th grade will perform songs that develop 2-part choral reading, engaging with rounds and partner songs to explore different harmonies. The 7th and 8th grades will perform together in a separate concert. This year, the schedule allowed for an all baritone class in 8th grade to help the lower voices develop better skills and support while singing through the voice change. Therefore, the 8th graders will be singing all of their songs in 3 parts. This is a first for the middle school chorus which is only possible due to the new schedule.

In addition to her choral work, she is currently working on audition music for the upcoming musical next Spring - the Little Mermaid. Auditions are to be held in November this year and rehearsals will begin in December 2025.

In the community, Mrs. Thomas is the music director at the Congregational Church of South Dartmouth, where she leads both the Adult and Children's Choirs during weekly services. Preparations are underway for a Christmas Pageant with the children and a Christmas Service with the Adult Choir. Furthermore, Mrs. Thomas offers private piano lessons weekly, culminating in a piano recital each June.

Southeast Junior District Festival

The following students have auditioned and were accepted to the Festival for the Southeast District Band, Chorus or Orchestra:

High School Students

Leah Freitas, Nora Kelly, Martine Khalife, Christian Santos & Milanie Veloso

Middle School Students

Gabriel Archambault, Erick Cartrette, Benjamin Casey, Eulalia Christianson, Liam Couto, Sophia Dutra, Evelyn Kier, Devin Lam, Julian Lazaro, Sophia Lemieux, Audrina Moubray, Juniper Pogash, Isabelle Rousseau, Aurelia Tufano & Lily Weisberg

High School

The Band program is under the leadership of Marielle Chrupcala, assisted by Alex Olivierre and John Sousa. Other fall staff include Nina Almeida, Jonathan Costa, Skyler Grillo, Anabelle Jonsson, Jason Medeiros and Austin Nadeau-Brenna. The color guard is directed by Anthony

Cabral and assisted by Addison Kaeterle. Additional color guard staff include Marla Cohen and Jaeda Walker.

The Marching Band received the bronze medal at the USBands National Championships. Their show was entitled “Beacons” and featured a 15 foot lighthouse prop. The band also participated in the Madeira Feast Parade, Memorial Day Parade, and Veterans Day Parade.

The concert band just performed in the winter pops concert with 40 strong musicians. In March of 2026 they plan to attend and compete in the MICCA concert festival.

Our indoor performing groups, Winter Color Guard (JV and Varsity) and Indoor Percussion participated in a full season of competition culminating in participation at the WGI World Championships.

In the orchestra program, Ms. Church and Mr. Daniels have provided a multitude of experiences for their students to develop as musicians. In February, the students participated in a successful performance and sight seeing tour to Alicante, Valencia and Barcelona, Spain. Students performed alongside Spanish students and worked and performed under the direction of Dean Marshall, a prominent musician, educator and composer.

In March, the orchestra performed with the MICCA Music Festival and earned a Silver rating.

The chamber orchestra performed for the school community at the honors society induction ceremony and awards night as well as on multiple occasions in the mornings. In December, the chamber orchestra performed a holiday program at the elementary schools and the Dartmouth Council on Aging.

The choral program is under the direction of Marielle Chrupcala. At Dartmouth High School there are currently two vocal ensembles: Mixed Choir and Show Choir.

Beginning with the Mixed Chorus, we have 15 strong, proud members and their most recent performance took place at the Winter Pops Concert where they performed three selections. One of these was a jazz arrangement of Frosty the Snowman during which they were accompanied by a live, professional jazz quartet. In early December, the group participated in a collaborative workshop on world music with Dr. Royal Hartigan, learning the Ghanaian traditional “Asaadua” along with the percussion students. In March, the Mixed Chorus will attend and compete in the MICCA Choral Festival for the first time in the group’s history.

The show choir at DHS is officially named Dynamix. It is currently under the direction of Marielle Chrupcala and Assistant Director Taiyler Medina and has 23 performing members along with 1 tech member. The group is currently in rehearsals and plans to compete in 5 festivals in the 2026 season with the production “Misfit Toys” which tells the story of overcoming and embracing perceived “flaws.”

Senior District Festival

The following students were accepted based on their audition score to the Southeast Senior District Festival Band, Chorus or Orchestra:

Owen Avila-Martins, Brady Edgcomb, Asher Gelinas, Samuel Jansen,
Desmond Pacheco, Olivia Scott & Noah Veloso

Massachusetts All State

These students were selected to audition for the Massachusetts All State Festival. This was based on their high District scores:

Owen Avila-Martins, Brady Edgcomb, Samuel Jansen, Olivia Scott & Noah Veloso

Dartmouth School Music Association

The Dartmouth School Music Association (DSMA) continues to be the primary support organization for the music department, particularly for the band, which relies heavily on their assistance. The DSMA provides support for nearly all concerts and invitational events, and it fully sponsors the operational budgets for the Indoor Color Guard, Show Choir, and Indoor Percussion programs. In addition, the DSMA maintains both a tractor trailer and a box truck to transport equipment to local and national events, covering all associated expenses, including fuel, repairs, and insurance.

The DSMA also coordinates the majority of our fundraising initiatives and staffs a large concession stand at both Dartmouth Memorial Stadium and Gillette Stadium. Their support extends to helping students with financial need by offsetting travel expenses and awarding scholarships to graduating senior members. Mrs. Laura Edgcomb currently serves as the president of the DSMA.

DARTMOUTH HIGH SCHOOL

Ryan Shea., Principal

Stephanie Santos, Associate Principal

Michael Martin and Graham Coogan, Assistant Principals

Executive Summary

Throughout 2025, Dartmouth High School demonstrated a consistent commitment to outstanding achievement across academics, arts, athletics, and community engagement. The year was defined by innovative programming, exceptional student accomplishments, and meaningful community partnerships. From hosting regional conferences to implementing advanced curricula, DHS continued to provide comprehensive educational experiences while fostering academic excellence and a strong sense of school culture.

2025

January

The year began in January with a standout vocational partnership as media students in the DHSTV program collaborated with the Sheriff's Department to produce a professional recruitment video for corrections officers. Academically, the school celebrated a historic feat when Charlotte French secured her second consecutive victory in the annual Poetry Out Loud competition. This month also featured the launch of the Student Sunshine Club, an initiative specifically designed to celebrate and recognize the daily contributions of both staff and students.

February

February focused on professional development and global performance. The school hosted a two-day SOMOS curriculum summit in the Library Media Center for the World Language department. Simultaneously, the orchestra students spent ten days performing across Spain, proving that their musical talents can impress audiences on an international stage.

March

In March, the school community underwent a rigorous institutional review during a two-day NEASC accreditation visit that examined building-wide practices, policies, and instructional methods. The month also featured the annual TEDx conference, where student presentations focused on their impact on the world. To address a regional need for resources, DHS hosted a Portuguese conference for forty educators from southeastern Massachusetts and Rhode Island to collaborate on curriculum development.

April

April balanced competitive arts with practical life skills. The music department traveled to Dayton for national indoor percussion and color guard competitions, while the school hosted a career fair for juniors and seniors focused on financial literacy and long-term planning. As part of the ongoing redesign of the Library Media Center, the space hosted several community events, including an open mic session.

May

May served as a hallmark month for tradition and inclusivity at Dartmouth High School. The school hosted the annual Day of Kindness and a Special Olympics event that welcomed over 500 athletes for a day of friendship and competition. Academic and artistic excellence were celebrated through the National Honor Society induction of 70 new members and the district art show. The community demonstrated immense support by distributing over \$115,000 in scholarships during the annual awards night. The month concluded with the peak of senior festivities, including the senior stroll, prom, after-prom, and senior sunset.

June

June began with a milestone commencement on the first of the month as the school held its first outdoor graduation in many years for 254 scholars. Following the conclusion of the academic term, faculty engaged in a two-day annual curriculum summit. This work focused on preparing for the upcoming year while ensuring all instructional goals aligned with the Portrait of a Graduate framework.

July and August

During July and August, the focus shifted to facility modernization and administrative transitions. Major projects included upgrading the auditorium lighting, installing new high-security front doors, painting main hallways and stairwells, and creating a dedicated professional development space in room B2. The school welcomed Stephanie Santos as the new Associate Principal and hired several specialized faculty members in math, special education, and ELL. To enhance student safety and monitoring, the school implemented the Smart Pass digital hall pass system and established a professional development at a glance template for staff.

September

September opened the new school year with a focus on community and future planning. The school hosted a pride night at the stadium to welcome students back and held its annual college fair, which featured representatives from over sixty institutions and military branches.

October

In October, Dartmouth High School served as a regional hub by hosting a biology professional development session for area educators. The school also administered the PSATs to all sophomores and juniors to identify merit scholarship opportunities and students with Advanced Placement potential. Families were welcomed into the building for the annual open house to connect with teachers regarding classroom expectations and student support.

November

November highlighted academic collaboration and school spirit. The library staff worked with UMass Dartmouth to build a shared database and align student research skills with post-secondary requirements. In a fun tradition, the school hosted the annual senior superlative dance, which kicked off a spirit week of friendly competition leading into the Thanksgiving pep rally.

December

The year drew to a close in December with the theatre company's winter production of *SpongeBob the Musical*. Academic excellence and leadership were recognized as Annica Dupre was honored with the Gallishaw Award and scholarship. The community came together for the DHSTV media fill the bus telethon at Target to support local families in need, and the year concluded with an annual music concert involving all fifth-grade students from across the district.

Departmental Updates

English Language Arts

The English Language Arts department successfully implemented the Pre-AP 2 curriculum for all freshmen, focusing on rigorous literature analysis and the writing process.

Mathematics

In Mathematics, the department integrated the Carnegie Mellon curriculum and is currently evaluating how the new AP Statistics curriculum will impact class pacing and scope.

Science

The Science department is piloting an inquiry-based Pre-AP Biology framework with plans to expand the program to all incoming freshmen next year.

Social Studies

The Social Studies department has fully implemented the DESE-mandated civics project, encouraging students to challenge conventional norms and interact with professionals to advocate for change.

Wellness and Physical Education

In Wellness and Physical Education, students are focusing on the impact of negative factors like vapes while the department works with the MIAA on the Ref Reps course to address the statewide referee shortage.

World Language

The World Language department continues to emphasize the Seal of Biliteracy and the successful implementation of the Somos Spanish curriculum.

Business Information and Technology

The Business Information and Technology department continues to support students through an internship program and a state-of-the-art production studio.

Unified Arts

Unified Arts remains committed to student certification in Early Childhood Education and showcased student talent through regional art exhibitions across Dartmouth, New Bedford, and Westport.

Special Education

Finally, the Special Education department added new faculty and focused on a co-teaching model to support students within the general education classroom while navigating the transition to new IEP forms.

DARTMOUTH MIDDLE SCHOOL

Peter Rossi, Principal

C. Marc Hayes, Associate Principal

W. Sam Madden and Justin Zexter, Assistant Principals

Dartmouth Middle School embodies our R.A.R.E. principles, prioritizing students' academic, social, and developmental growth.

Curriculum, Instruction & Assessment

Throughout the most recent school year, staff continued to implement a standards-based curriculum aligned with the Massachusetts Learning Standards through interactive scopes and sequences, pacing calendars, and shared instructional resources. Vertical team meetings continued to occur two to three times per year to ensure district and state alignment, complemented by weekly content-area curriculum meetings that support ongoing instructional coherence and collaboration.

Our comprehensive assessment framework remained in place, incorporating both formative and summative assessments, including tri-annual benchmark testing to monitor student progress and inform instructional decision-making. As a result of these sustained efforts, the district was recognized as one of only 63 school districts out of 396 statewide to outperform pre-pandemic mathematics achievement levels in grades 3-8, an important indicator of instructional effectiveness and student growth.

The coaching model launched in the fall continued throughout the year, featuring five-week instructional coaching rotations between math and literacy coaches and classroom teachers. These cycles focused on lesson planning, instructional strategies, and direct classroom support. Teachers also continued to engage in peer observations within grade levels, strengthening professional practice through shared reflection and collaboration.

In science, teachers began implementation of the OpenSciEd curriculum, launching units across grade levels and actively participating in ongoing professional learning opportunities to support high-quality, inquiry-based science instruction. This work reflects the district's commitment to deepening student engagement and aligning science instruction with current best practices.

The District Strategic Planning Team continued its work using the Portrait of a Learner, developed through extensive feedback from community members, staff, parents, and students, to guide implementation of the District Strategic Improvement Plan.

Literacy initiatives also continued to thrive during the most recent school year. The summer reading program again achieved participation rates exceeding 90%, and literacy support remained strong through the summer book checkout program, Literacy Night featuring student poetry, and the Reading Wall of Fame. Students engaged in multiple writing opportunities

throughout the year, including the Annual Scary Story Contest, the Patriots' Pen essay contest, and a variety of in-house writing competitions that promote creativity, voice, and academic engagement.

Student Support

The Response to Intervention (RTI) team provides comprehensive support through regular meetings focused on tiered intervention, behavioral support, and attendance monitoring. Using data from STAR, MCAS, and benchmarks, we implement small-group instruction and carefully monitor intervention plans.

STAR Reading and Math assessments, conducted three times yearly, provide immediate results for growth monitoring, learning gap identification, and MCAS proficiency prediction. This data enables us to provide targeted support and informs our benchmark assessments across all academic areas.

Our schedule comprises six 55-minute periods daily, incorporating core subjects alongside enriching special areas. Students engage in Digital Literacy, Computer Science, Art, Engineering Education, Physical Education, and Health. Our curriculum includes comprehensive World Languages instruction and various music options, supplemented by academic and instructional support as needed.

Daily schedule includes:

Core subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies

Special areas:

- Digital Literacy
- Computer Science
- Art
- Engineering Education
- Physical Education
- Health
- World Languages
- Music options (Band, Orchestra, Chorus, or General Music)
- Academic/Instructional Support

Teacher Quality

Professional development at DMS continued throughout the most recent school year, encompassing technology integration, STEM and Civics MCAS preparation, and PBIS/RTI programs. Teachers engaged in ongoing professional learning focused on the implementation of the OpenSciEd science curriculum and Special Education practices to better support diverse learners.

Additional professional learning opportunities emphasized the effective use of artificial intelligence to support instruction, planning, and student engagement, as well as strategies to strengthen classroom discourse and academic discussion across content areas. Continued training in trauma-informed practices and anxiety-awareness strategies ensured staff remained responsive to students' social-emotional needs while maintaining current, research-based instructional practices.

Professional development activities include:

- Technology training: Google Apps, Aspen, AI, Pear, GoGuardian, Canva, Gizmos
- DESE SPA training for new STEM MCAS
- DESE PD for Civics MCAS
- Peer walks and modeling
- PBIS and RTI programs
- OpenSciEd
- Special Education
- Trauma and anxiety strategies
- High Leverage Discourse Strategies

Student Support Programs & Services

Through our Neediest Families Program, we provided support to 27 families this year, including Thanksgiving dinners and holiday assistance. Our commitment extends to supporting newcomers, organizing regular clothing drives, and participating in various fundraising activities. The PALs Kindness Cafe and National Junior Honor Society continue to foster community engagement through service projects.

The PBIS/R.A.R.E. Program, managed by 35 faculty members across two teams, implements comprehensive support through Tier 1 celebrations and the CICO program. Monthly recognition and service initiatives, including Project 351, reinforce our community values.

PBIS/R.A.R.E. Program activities include:

- RARE Celebrations
- Check In/Check Out Mentor Program
- Be a Difference Maker
- Dartmouth Strong Day
- PBIS Teacher/Student of the Month
- RARE Cards recognition program

- Bi-weekly RARE Raffle
- RARE FAIR
- Project 351 initiatives

Each homeroom in 7th and 8th grade has a RARE representative who meets monthly with the administration and their guidance counselors. RARE Reps are responsible for communicating PBIS initiatives and announcements to their homerooms as well as providing ideas and insights on future school initiatives and activities.

Our after-school enrichment program continues to thrive, offering diverse opportunities for student engagement and development.

After-school programs include:

- Sports and Unified sports programs
- Homework Support (in-person and virtual)
- Chess
- Fitness and Weight Lifting
- Robotics
- First Lego League
- Star Wars Club
- Taylor Swift Fans
- Creative Writing
- Drama productions
- Makerspace and Gaming activities
- Orchestra
- Pop Choir
- Unified sports programs

Parent Engagement

The Parent Group continues to be instrumental in supporting our school community, funding after-school programs, library resources, field trips, and teacher supplies. Their involvement extends to RARE activities, grade 8 events, and welcoming initiatives for new students. We partnered with [Booster.com](https://www.booster.com/), and through that collaboration, we were able to raise more than seventeen thousand dollars towards student enrichment funds. Our PTO played a crucial role in this effort and was generous with the funds.

Leadership and Transitions

Our transition program encompasses comprehensive support for incoming 6th graders through orientation programs and Moving Up Day. High school preparation includes career exploration, showcase nights, and our innovative BIT Day. Sports integration and regular high school visits facilitate smooth transitions for our graduating students.

Management

Safety protocols include an annual review of the Crisis Response Manual and quarterly safety drills. To ensure student safety, we maintain modified entry/exit procedures and staggered dismissals. Administrative operations are strengthened through weekly "Day C" meetings, strategic planning participation, and careful alignment with our School Improvement Plan.

Our continued focus on whole-child development guides our approach to education, ensuring we meet the diverse needs of our student population in these evolving times.

Run, Hide, Fight has now replaced ALICE, and staff/admin received extensive training from Homeland Security.

ANDREW B. CUSHMAN SCHOOL

Stephanie Riccardi, Early Childhood Director

The Andrew B. Cushman school has a long history of adapting to the needs of Dartmouth Public Schools, and 2025 was no exception. While the school has seen a variety of changes over the years, the core mission of Cushman school remains the same: readying our youngest learners for the educational journey ahead.

The 2024-2025 school year was a special one, as Cushman transitioned to being an exclusively preschool-focused school. With Kindergarten now at DeMello school, Cushman retained 7 integrated preschool classrooms for students 3-5 years old. Our total enrollment reached 105 students, led by a talented preschool team: Ms. Christine Alexander, Ms. Jillian Callahan, Ms. Michelle Ouellette, Ms. Lindsey Ribbing, Ms. Courtney Rotsky, Ms. Heidi Spicer and Ms. Kelley Steele. Supported by our dedicated educational support specialists, these teams provided a well rounded preschool experience that focused on child led discovery and academic readiness.

In February 2025, Stephanie Riccardi assumed the role as the district's new Early Childhood Director. Ms. Heidi Brooks and Ms. Karen McCarthy, who served as interim co-directors, were instrumental in keeping the school running smoothly after the unexpected resignation of the previous director. Cushman school is indebted to their combined efforts.

Sweeping changes were already underway in those early months of 2025. Spearheaded by Ms. Laurie Dionisio, Director of Student Services, district and school administration assessed how to best meet our students' needs in the preschool setting. Accounting for the major social and physical milestones that happen at this age, it was evident that 3 year old and 4 year old students are in very different places developmentally. To make sure our classrooms are supporting every child effectively, preschool programming moved toward differentiated classrooms. This change ensured that our teaching is tailored to each age group so that no student is underserved.

To better reflect these different stages of development, we reorganized our classrooms. Two half-day programs for our 3 year old students and four full-day classrooms for our 4 year old students were created. A dedicated classroom specifically designed for students who require more intensive, specialized support was also established.

Our 3 year old classrooms are led by Ms. Alexander and Ms. Ribbing, while our 4 year old team included: Ms. Callahan, Ms. Rotsky, Ms. Spicer and Ms. Steele. Ms. Ouellette leads our specialized COMPASS program, focusing on our students with the highest needs. Enrollment in these integrated classrooms would continue to follow DESE guidelines of 15 students – 8 peer partners and 7 students with identified disabilities.

In late February, Cushman school held its annual Preschool Parent Information Night. This event was well attended by parents, families and potential students from across the district. Ms. Dionisio and Ms. Riccardi led a presentation that explained our new differentiated preschool classrooms and wrapped up the evening by leading classroom tours. Families were encouraged to apply for the annual DPS Preschool Lottery, which ran from February to March. During that open enrollment period, over 70 families applied for slots at both Cushman and Potter preschool programs. As part of our "Child Find" efforts, we invited every applicant to a developmental screening. This gave our prospective students a chance to meet with our special education teachers, speech pathologists and occupational therapists in order to assess entry level academic skills as well as achievement of developmental milestones.

These screenings helped to determine next steps for our newest learners. Students who exhibited difficulty on this screener were referred for additional testing to rule out a potential

disability that may impact their learning in a classroom environment. Students who did not exhibit challenges on the screening were considered for a peer partner slot. These seats were ultimately awarded via lottery. Once the available peer partner slots were filled, all remaining students were placed on a waitlist. Waitlist students may be called upon as families opt out of the program at any point during the year.

Cushman continues to work closely with local Early Intervention partners, Meeting Street and Kennedy Donovan Center. When a student is referred to us, our special education team, led by Ms. Kristen Greene and supported by our related service providers (Ms. Anna Zembo & Ms. Logan Genereux - Speech Language Pathologists, Ms. Sarah Collier - Occupational Therapist and Dr. Tonja Hunt - Physical Therapist) step in to conduct a thorough evaluation. Our team understands that this process can feel overwhelming for parents, so our staff works tirelessly to guide every family through the eligibility process with care and transparency.

Meanwhile, Cushman school was a flurry of end of the year activities. Numerous spirit days and activities coordinated with our *ABC Countdown the the End of the School Year*. Popular days included: *Field Day*, *Extra Recess Day* and *Bubble Day*. *Toe Jam Puppet Band's* lively, interactive show was a hit on *Yay for Music Day*! On our last day of school, families were invited to preschool graduation ceremonies. Each classroom held their own mini ceremony within their individual classrooms, before gathering all together for a celebration in the cafeteria. Colorful photo stations, outfitted with caps and gowns, provided opportunities for families to get special photos with their graduates. Refreshments and a slide show topped off the event.

The start of the 2025-2026 school year started off strong! A revamped MTSS system was initiated, as well as a new, homegrown informal preschool assessment to measure student progress at regular intervals. Within the classrooms, it was quickly evident that all of the thoughtful changes to the integrated classrooms were working. Our 3 year old classrooms had the opportunity to work closely with families on home to school transitions by providing a more nurturing environment focused on play based skills and social/ emotional development. Alternatively, the 4 year old students were ready to dive right into academic readiness lessons, sustained cooperative play and targeted learning opportunities.

The family and community reaction to the half day 3 year old sessions have been varied. While some families welcomed the chance for their little learner to ease into a structured school setting, some families have found it difficult to arrange for transportation and child care around the half day model. As a result, our peer partner enrollment numbers have dipped for these classrooms. Proactive steps toward working with local daycare centers and private transportation providers are being made to counteract these barriers in the future.

The months of October and November brought plenty of opportunities for learning beyond the classroom walls. The 4 year old classrooms are once again venturing over to Southworth Library for a biweekly library block. Ms. Christie and Mr. Walsh expose our students to wonderful literature selections related to seasons and preschool themes. “Young Athlete’s Day,” organized by Mike Cappello and held at Dartmouth High School, gave our preschool students a morning of structured physical fitness and FUN! Many families and community members came to watch activities such as an obstacle course, bowling, volleyball, running races and scooter board races – just to name a few.

Cushman’s new Outreach Social Worker, Ms. Kimberly Marcus, partnered with Master Lee US Taekwondo to provide weekly martial arts lessons during the months of October and November. These lessons went far beyond training physical development. They focused on key life skills such as respect and listening skills, improving self-esteem, confidence and self discipline. This enrichment opportunity culminated in a “Cushman Little Dragons” graduation, which was attended by nearly 80 family members!

The month of December was the perfect time for special days at Cushman school. We had a variety of school spirit days and special activities planned. Polar Express Day was a bit hit with staff and students alike! Our little ones practiced their gross motor skills by jumping from iceberg to iceberg across “frozen” water, throwing snowballs to a penguin and building a snowman out of decorated cardboard boxes. Of course, no Polar Express would be complete without a train ride, complete with a punched train ticket!

Over the holidays, our Cushman community was blessed to have St. Mary’s and St. Peter’s churches donate food baskets and gift cards for families in need. Our own “Giving Tree” project offered another opportunity to spread some holiday cheer. Both staff and families selected tags

off of our tree and donated the requested items back to school. These gifts helped to make the holidays a little brighter for our students in need.

Providing a strong start for the children of Dartmouth is a team effort. At the Andrew B. Cushman school, our commitment to collaboration and community building ensures that our youngest learners have the best possible foundation. We are honored to play such a vital role in their educational journey and look forward to another year of growth and success!

JOSEPH DEMELLO ELEMENTARY SCHOOL

Elizabeth Correia, Principal

Adam Hill, Assistant Principal

Mission

The Joseph DeMello School is an educational and social community where all children experience a quality education in an environment of mutual respect and cooperation.

School Vision

The Joseph DeMello School, in partnership with parents and the community, will ensure that all students receive quality educational experiences that foster academic, physical, social, and emotional development. We will provide specific instructional strategies to empower students to think critically, solve problems and become respectful, responsible, contributing citizens. Students will demonstrate responsibility for their learning. We will assure that all students will receive high quality, standards-based instruction which will allow them to meet or exceed standards in all subject areas; students will acquire the necessary skills to succeed in middle school; the school community will model and encourage values, excellence, and mutual respect.

School Motto

"DeMello Students are Respectful, Responsible and Safe."

School Demographics

As of January 2025, 382 students are enrolled at DeMello. At this time, we have three classrooms at each grade level, kindergarten through grade 5. Class sizes at DeMello School range from 17 to 26 students.

New Personnel

In the fall of 2025, DeMello School welcomed several new staff members. June Reedy joined our Social and Emotional Learning Team as a second, full time school adjustment counselor. In

2025, we also welcomed special education teacher, Holly Machado to fill a vacancy left at the end of the 24/25 school year. Finally, we hired two highly qualified educators to fill year-long leaves. Lindsay Rafferty accepted a one-year classroom teacher position in 4th grade; speech language pathologist, Gwen Taradash, joined DeMello in September to cover a year-long maternity leave.

Curriculum and Instruction:

In 2025, the DeMello School remained focused on providing each student with rigorous, high quality instruction as we worked to support the diverse academic, social and emotional needs of all learners.

Across the building, we continued to use data to gauge and monitor students' progress and provide strategic and timely supports and interventions. During 2025, we continued our school-wide focus on strengthening literacy instruction through integrating research-based practices into daily instruction. In the fall, we launched building-based professional development focused on providing our students with the skills to engage in academic discourse across grade levels. Throughout 2025, DeMello administration met with the school instructional leadership team (ILT) to review and analyze SY 24/25 and 25/26 reading and math data as well as 2025 ELA and math MCAS scores. The ILT presented in-depth data analyses to DeMello staff over the course of the year, each time facilitating discussions centered on strengths in teaching and learning as well as areas for improvement. Additionally, social-emotional learning team, composed of administration, school adjustment counselors, school psychologist, and school nurses met weekly to discuss individual students' needs and identify and implement interventions and supports.

In the fall of 2025, the district rolled out a new literacy program across all K-5 classrooms at the elementary level. CKLA (Core Knowledge Language Arts) is a research-based, knowledge building resource that immerses students in developing reading comprehension skills while building strong knowledge on a variety of subjects like history, science, and the arts. Our teachers have worked hard to implement this program with integrity and early data suggests our students' comprehension and vocabulary skills are strengthening.

In September, our teachers resumed work on district science, social studies, literacy and math curriculum teams which are tasked with reviewing, evaluating and enhancing curricula and materials.

This fall also marked the beginning of our fifth year of the Bridges math program. Our students also continued to participate daily in ST Math, an online program that promotes deep conceptual understanding of mathematical concepts through solving complex puzzles. Since September, all DeMello students have engaged in completing close to 324,000 puzzles as they work toward our school-wide goal of achieving 80% proficiency by the end of the 25/26 year.

Extending the Curriculum: In 2025, we continue to prioritize implementing initiatives to further strengthen our school culture and foster our continued growth as a strong, safe and nurturing community.

Once again, the DeMello Literacy Committee and PTO partnered in bringing many quality literacy events to our school in 2025. Over the course of the year, our students enjoyed both in-

person and virtual guest reader visits. Our Literacy Committee organized literacy-focused weeks throughout the year, inviting students to bring in and share their favorite books and participate in buddy class literacy activities. Finally, the literacy team coordinated and held our annual Bingo for Books family night in the spring and as well as our annual Pumpkin Book Character Contest and DeMello Bookmark Design Contest in the fall.

Our DeMello Math Committee also brought math fun and enrichment into every classroom throughout 2025. In the spring our math specialists organized and facilitated a "Bring Your Family to School Math Day" for each grade level. This was a time that families were invited into the school during the day to join their students in exploring and playing math games designed to strengthen student's understanding of various math concepts. At the end of each workshop, parents were sent home with the materials to play these games with their students. We were elated at the number of families who attended these hour-long events and look forward to holding more in 2026. In early 2025, the math committee launched the new year with another JiJi Snowball Challenge, geared at encouraging our students to meet weekly ST Math goals. Students who met their puzzle goals had a paper snowball displayed in their name in our math hallway. In March, we once again jumped into "March Math-ness," engaging the entire school in friendly competition with a bracket tourney to see which class could complete the most ST Math puzzles. With the arrival of May came "Math-Mayhem"--a month of exploring math across the building through games, read alouds, scavenger hunts and other activities. And finally, no school year is complete without a visit from our ST Math mascot, Jiji the Penguin. Last May, Jiji led our students who completed their ST Math journeys in a joyful celebratory parade through the school.

In 2025 we continued with our very popular "DeMello STEM Fridays." Organized and run by our instructional technology coach, STEM Fridays continued to provide our students with opportunities to collaborate in teams with older and younger peers on STEM challenges that also develop and build 21st century soft skills including creativity, leadership, communication, adaptability and flexibility.

For the second year in a row, our instructional technology coach also coordinated and facilitated a team of 5th graders selected to participate in the Bridgewater State University Invention Convention. This team was charged with conceiving and developing a project that would contribute to "Global Goals" pertaining to responsible consumption and production. The team met with our coach 2-3 times per week throughout the winter of 2025 and presented their project at the Invention Convention at Bridgewater State in June, winning first place. The DeMello community is incredibly proud of this motivated and eco-focused team of problem solvers. We look forward to assembling a new team of 5th graders to compete in 2026.

In 2025 our students participated in many field trips around the South Coast and beyond. These trips included experiences at the Lloyd Center, Dartmouth YMCA, New Bedford Whaling Museum, Round the Bend Farms, Buttonwood Park, Chamberlain Farms, and Southwick Zoo.

As a school community, we understand that establishing clear expectations for our students, recognizing them for positive choices and providing struggling students with tiered supports and interventions is critical, especially as we continue to address their growing social and emotional needs. In 2025, we continued our weekly recognition of DeMello "Leaders of the Pack," proudly

celebrating student role models with a peer-created "paw print" poster detailing the qualities that they admire in the selected classmate. We also maintained our "Caught Being Good" coin reward system, which allows students to earn coins for exemplifying our core values throughout the building, at recess and on the buses. Once a class reaches a preset goal for earning coins, all students are rewarded with a fun activity of their choosing. We also continued to hold "Student of the Month" assemblies, at which we recognize a student from each classroom who excels in demonstrating a trait such as kindness, creative problem solving, positivity, etc.

To enhance our students' school experience and encourage them to become responsible and civic-minded individuals, we continued to provide them with opportunities to contribute to the school and community in 2025. Once again, our 4th and 5th grade student councils organized clothing, food and sports equipment drives to benefit local charities. The 4th grade council visited the Dartmouth Council on Aging (COA) for another afternoon of "intergenerational line dancing" in the spring and in December made and delivered holiday ornaments to the COA. Our 3rd graders joined 5th graders in continuing the tradition of adopting local families in need of support during the New Bedford Child and Family Services Holiday Hope campaign. We know that involving our students in the school and local communities provides opportunities for them to demonstrate their talents, skills and interests while developing a passion for service and leadership skills.

At DeMello School, we strive to maintain a strong home-school connection. We continued our commitment of sending out a weekly "Electronic Backpack & Newsletter" through which we provide families with a glimpse of teaching and learning in the building as well as information on all school-related events. Parents/guardians also participated in our Parent Teacher Organization, reinforcing valuable partnerships we work to develop.

As always, the PTO works tirelessly to raise money to fund and support our academic and cultural enrichment programs, family fun nights, scholarships, reading initiatives, courtyard maintenance and numerous other special activities and school programs. In 2025, they were able to fund field trips, sponsor author visits as well as support our DeMello Bingo for Books night. The PTO has also committed to fundraising efforts devoted to updating our school library in the 25/26 school year. We remain grateful for the endless work the PTO volunteers put into providing such wonderful experiences for the students and families of DeMello School.

Looking ahead to 2026, we welcome opportunities to build upon our successes as we work towards continually improving academic achievement and meeting the diverse needs of our student population. We remain completely committed to nurturing a positive, caring atmosphere where all children and adults feel respected and valued as members of the DeMello Community.

GEORGE H. POTTER ELEMENTARY SCHOOL

Melissa McHenry, Principal

Benjamin Grande, Assistant Principal

New Personnel

This school year marked a significant transition for the Potter School community with the retirement of our beloved principal, Mr. Richard Porter, in June 2025. Mr. Porter dedicated more than 30 years of service to the Dartmouth Public Schools, leaving a lasting impact on students, families, and staff members. Our school is grateful for his compassion, leadership, and unwavering commitment to nurturing the whole child. His legacy of care, excellence, and community will continue to live on at Potter School.

Following Mr. Porter's retirement, a new administrative team began at Potter School in the summer of 2025. Mrs. Melissa McHenry transitioned from her role as Assistant Principal to Principal, continuing her dedicated service to the Potter community. We also welcomed Mr. Benjamin Grande as our new Assistant Principal. Mr. Grande joined us from the Fall River Public Schools, where he previously served as an assistant principal, bringing valuable experience and perspective to our school.

In addition to administrative changes, there were several staffing transitions during the late spring and early summer. Mrs. Jennifer Clune resigned from her role as Literacy Coach to continue her career in the Fall River Public Schools. Following her departure, we were pleased to transition Ms. Caitlin Sullivan, formerly a fifth-grade teacher at Potter, into the role of Literacy Coach beginning in the fall of 2025. As a result of this transition, we welcomed Ms. Tessa Napert to our fifth-grade team. We also welcomed Ms. Michaela Pace as our new Special Education Team Facilitator. These changes reflect our continued commitment to strong instructional leadership and student support across all areas.

Teaching and Learning

As outlined in our School Improvement Plan, Potter School remains focused on meeting the diverse academic, social, and emotional needs of both students and staff through the use of best practices, innovation and a horizontally and vertically aligned district curriculum. Our instructional program is grounded in research-based practices and aligned with the Massachusetts Learning Standards.

Grade-level teachers collaborate weekly during Professional Learning Communities (PLCs) to engage in lesson planning, review student work, analyze data, and make instructional adjustments to support student growth. At the elementary level, both formative and summative assessments are used to monitor student progress. Benchmark assessments in reading and mathematics are administered three times annually, at the beginning, middle, and end of the school year to help guide timely interventions, targeted supports, and enrichment opportunities. To further strengthen instruction, a revised master schedule was implemented in September, developed with staff input, to ensure uninterrupted instructional blocks across grade levels.

Teachers and support staff also continued their work on district curriculum teams to advance the development and refinement of units and lessons in English Language Arts, mathematics, science, and social studies. As a result of the efforts of the district ELA committee, the fall marked the full implementation of the Core Knowledge Language Arts (CKLA) curriculum. CKLA is a knowledge-based program that emphasizes building background knowledge, vocabulary, and comprehension through rich read-alouds and content-based texts. This

curriculum aligns well with our existing foundational literacy programs, including Foundations and Heggerty, which support phonics and phonemic awareness in the early grades.

To enrich our curriculum, Potter School continues to partner with the Massachusetts Department of Elementary and Secondary Education as well as local community organizations. Our ongoing collaboration with the Lloyd Center in grades two through five enhances science instruction through programs such as *Feathery Focus* and *Erosion*, which include both in-school learning experiences and field trips. This year, selected teachers also piloted *Investigating History* units through the Department of Education. In December, colleagues from Acushnet Public Schools visited Potter to observe a fourth-grade *Investigating History* lesson taught by Mrs. Nancy Ferreira, highlighting the strong instructional practices taking place in our classrooms.

We also maintain a strong partnership with the North Dartmouth Public Library. Monthly class visits, coordinated by our Literacy Coach, Ms. Caitlin Sullivan, provide students with opportunities to enjoy read-alouds and borrowing books. The library also supports our CKLA implementation by providing classroom teachers with curated text sets aligned to the curriculum. This year, we were also pleased to renew our partnership with the New Bedford Symphony Orchestra for their *Currents in Concert* program, further enriching students' cultural and musical experiences.

Our MTSS/RTI (Multi-Tiered System of Supports/Response to Intervention) Team remains committed to providing comprehensive academic, behavioral, and social-emotional support for students. The team meets regularly to review multiple data points, including DIBELS, STAR, MCAS, and classroom assessments, to identify students in need of targeted interventions or additional evaluation. This collaborative approach ensures timely and appropriate support through reading and math intervention services, behavioral supports, or referrals for special education when needed.

In addition, an Instructional Leadership Team (ILT) was established with representation from classroom teachers, special education staff, instructional coaches, interventionists, and related service providers. The ILT analyzes student data and helps facilitate meaningful discussions during MTSS/RTI meetings and staff meetings, focusing on instructional strengths and identifying areas for continued improvement.

Professional development remains a key priority at both the school and district levels. The year began with training in the Science of Reading, which strengthened teachers' understanding of how children learn to read and how to deliver effective, evidence-based literacy instruction. This professional learning supports teachers in meeting the needs of all learners, including struggling readers and students with learning differences, with the ultimate goal of improving reading outcomes and closing achievement gaps. With the adoption of CKLA, teachers also received targeted training to support its implementation, along with ongoing monthly support sessions with CKLA consultants to assist with lesson planning and instructional questions.

Finally, we believe it is essential to celebrate student learning and accomplishments. Throughout the year, students proudly shared their work through end-of-unit celebrations and performances. First-grade students presented their annual *Patriotic Play*, featuring songs such as *The Grand Old Flag*, *This Land Is Your Land*, and *America the Beautiful*, showcasing their learning about

national symbols and civic pride. Second-grade students delighted families and peers with their annual Geography Play, highlighting the continents through music, skits, and colorful costumes. In fourth grade, students participated in the annual Biography Promenade, dressing as historical figures and sharing research on the individuals' achievements and contributions. These celebrations reflect the joy of learning and the strong connection between our curriculum and student engagement.

Safe and Supportive Schools

As outlined in our School Improvement Plan, Potter School is committed to ensuring that all students and families feel a strong sense of belonging while supporting the social, emotional, behavioral, and academic development of every child. Central to this work is our continued implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL). Many staff members generously volunteer their time to serve on our PBIS Tier 2 Committee and SEL Team, working collaboratively to support students through targeted interventions and proactive support.

These teams help guide our schoolwide PBIS culture, which centers on the shared expectations of “Pawsing to Be Kind,” “Pawsing to Be Safe,” and “Pawsing to Be a Learner.” In addition to supporting individual student needs, the teams organize schoolwide celebrations and activities that reinforce positive behavior and foster a welcoming school climate. This year, these activities included Kindness Days in January, Unity Day, the Annual Thanksgiving Assembly, and bi-monthly PBIS assemblies.

To further enrich our students' experiences and strengthen community connections, Potter School continues its partnership with Autumn Glen through an intergenerational program for our fourth-grade students. This meaningful collaboration provides opportunities for students to engage in shared projects with seniors while learning from their experiences and perspectives. We also remain proud partners of the Feinstein Foundation, which promotes the value of community service and also supports schools through grants and resources. Through community service projects, our students take an active role in supporting school families and the broader community. Under the leadership of our school counselor, Mrs. Carrie Gregoire, students and staff organized several initiatives, including a canned goods collection, Gifts to Give collaboration, “Souper Bowl” collection, and a sock drive. These provide much-needed support to our families, particularly during the holiday season.

In an effort to further strengthen school culture and student voice, Fifth Grade Leadership Teams were introduced this year. This initiative provides our oldest students with opportunities to develop leadership skills, contribute to school improvement efforts, and model positive behaviors for younger learners. Student interest in the program was overwhelming. Under the direction of the building principal and grade five teachers, fifth-grade leaders participated in activities focused on recess improvements, community service, composting initiatives, school assembly planning, and volunteering time to support younger students in classrooms.

Ensuring the safety, security, and well-being of students, staff, and visitors remains a top priority at Potter School. The Potter School Crisis Team, in collaboration with the District Crisis Team, regularly reviews, updates, and implements protocols designed to respond effectively to potential

emergency situations. The school-based team, composed of administrators, office staff, custodial and technology personnel, school counselors, the school psychologist, and the school resource officer, review procedures, clarify roles, and plan for a variety of emergency scenarios. The team coordinates school safety drills throughout the year which are aligned to the lessons taught by the school counselors during Second Step. Following each drill, staff feedback is gathered to identify strengths and areas for improvement.

Maintaining a strong home-school partnership is an essential component of our work. We use ParentSquare to share timely school information with families, and our school website has been updated to serve as a resource for families. Throughout the year, we host a variety of events designed to strengthen community connections and foster a sense of belonging. These include end-of-year celebrations such as Field Day, Kindergarten and Preschool Orientations, the DHS Senior Stroll, Grade 5 Moving On Up Day, Grade 5 Recognition Night, and Preschool Graduation, as well as beginning-of-year events including the August New Family Tour, Potter Back to School Playtime Event and Open House.

The Potter School PTO continues to play a vital role in supporting our students and enhancing the school climate. Through successful fundraising initiatives such as the Giving Market and Boosterthon Fun Run, the PTO generates funding for field trips and cultural programming. This year, these efforts allowed us to host enriching experiences such as an Iguana Show and a drumming performance by Sidy Maiga, along with field trips to locations including Roger Williams Park Zoo, Buttonwood Park Zoo, and Plimoth Patuxet. The PTO also sponsors family-centered events that bring our community together, including the well-attended Table and Treat Halloween event, paint nights, bingo nights, and a family game night.

As we reflect on the accomplishments of the past year, we remain deeply grateful for the partnership of our students, families, staff, and community. We look forward to another year of learning, growing and success as we support each student to discover their strengths, deepen their understanding, and continue to thrive.

JAMES M. QUINN ELEMENTARY SCHOOL

Audra Thomas, Principal

Stephanie Yermalovich, Assistant Principal

Rebecca Hurley, Assistant Principal

**James M. Quinn Elementary School
Annual Report- 2024-2025**

Our Mission

Together with students, staff, families, and community, we are committed to cultivating a safe, supportive, and inclusive learning environment that empowers all students to become compassionate, informed, and contributing members of our local and global community.

As we look back on the academic year 2024-2025 we are able to continue to reflect on our work as it relates to not only our mission statement but also the District's Strategic Plan, specifically in the four focus areas (Focus Area 1: Teaching and Learning, Focus Area 2: Safe and Supportive Schools, Focus Area 3: Family and Community Engagement, Focus Area 4: Budget and Capital Improvements). This year's annual report will reflect how we are highlighting our Quinn Motto of: "I Respect You, I Respect Me, I Respect Everything I See" as well as focusing on our character traits of ROAR (Responsible, Organized, Accepting, and Respectful). It will also highlight the four focus areas from the district strategic plan and Quinn's School Improvement Plan.

QUINN- As of December 2023 we have an enrollment of 705 students. This year we have 5 kindergarten classrooms, 5 first grade classrooms, 6 second grade classrooms, 6 third grade classrooms, 6 fourth grade classrooms and 6 fifth grade classrooms. The 2024-2025 school year left us with two retirements-Celeste McGreavy retired from grade 4 and Lisa Arruda retired from grade 3. We did have movements as Mrs. Elle Meleedy moved from a first grade classroom to the PASS program grades K and 1, Mrs. Rebecca Kelly moved from Kindergarten to Grade 2, and Mrs. Laura Vieira moved from Grade 2 to Grade 4. We also had two staff members from DeMello School join our Quinn community. Mrs. Amy Romero came from DeMello School to teach grade 3 and Miss Kathy Farias came from DeMello School to teach grade 5. We are confident that the work and efforts of these transitions and new staff members will have a positive effect on student achievement.

Quinn continued its work in the following areas:

Teaching and Learning: In the area of literacy, a number of classroom teachers piloted two ELA programs (EL and CKLA). A thank you goes out to the following teachers who piloted, and with the ELA Curriculum Team, chose CKLA as the new curriculum in K-5 classrooms: Krystyna Schinigo, Lisa Niemi, Michelle Gioiosa, Casey Saunders, Taryn DeFrias, Jody Parisi, Ashley Kapper, Kelly Rose, and Donna DeTerra. Also, thank you to Janine Tavares, our Literacy Coach, who helped support Quinn staff throughout this process.

This school year, Quinn administration worked collaboratively with the Literacy Coach and the teachers who were piloting CKLA to facilitate classroom observations. Teachers in the grade level were able to go into the pilot teacher's classroom to observe a lesson and then a debrief was held afterwards with the grade level team, the pilot teacher, the literacy coach, and the building administrators. This gave teachers the opportunity to ask questions about the program and about what they specifically observed during that time and also gave the pilot teacher an opportunity to talk about the program in a more targeted way to colleagues.

At Quinn school, we are consistently looking at student data - both formative assessments, summative, district, and statewide to help guide instruction, discuss commonalities among

students, classrooms, and grade levels. This is work that we will continue to do during PLC time. Quinn administration also met with the literacy and math coach to discuss student data and progress. This data helps with grouping students for intervention as well as small groups in Tier 2 within the classroom with the classroom teacher.

At the end of the school year, we conducted a professional development survey to staff to inform the design of targeted, differentiated professional learning opportunities for staff. Staff were interested in learning more about social-emotional learning, specifically in the area of trauma-informed classrooms. Staff also showed interest in technology, CKLA, using data to drive instruction, Foundations, Number Corner, and tier 2 instruction.

Family and Community Engagement: This school year, a ROAR Newsletter was sent out to Quinn families every other month. These newsletters included important dates, shout outs, reminders, etc. For families that needed the ROAR Newsletter in another language, our ELL teacher or classroom teachers would translate it into their home language.

All communications that needed to be sent out to families were sent out every Wednesday through our Weekly Backpack through Parent Square.

Each month, a segment would be recorded for the DCTV Principal's Update that would be able to be viewed online on different social media platforms (DCTV website, Facebook, etc.) and on the DCTV Channel 9. The monthly updates would give families information regarding the happenings at Quinn School and events/information of what was to come the following month.

Over the course of the school year, 4-5 different teachers/staff joined the PTO meetings, which was an increase from previous years.

This year, Quinn School had multiple family nights/events.

- Trick or Trunk
- S.T.E.A.M. Night
- Quinn Trivia Night
- Literacy Night
- Family Skate at Hetland Ice Skating Rink (Saturday)
- Providence Bruins Night (Friday Night)
- Boston Red Sox (Saturday)

Safe and Supportive Schools: This year we had three PBIS rallies after the end of each of the trimesters to honor students who demonstrated the character trait highlighted for that trimester. The first trimester was Responsible, the second Organized, and the third Accepting. The character trait of Respect is a trait that we are looking for each day for the entire school year.

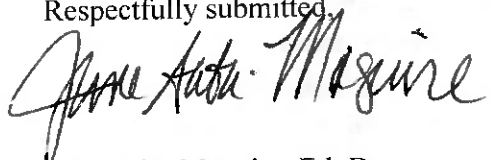
Two students are honored per class at each assembly. The assemblies begin with Dr. Thomas presenting a Power Point highlighting the character trait of the trimester. In this slideshow, students review the four character traits, specifically what each character trait looks like in each setting of the school. Students also review expectations of the current trait as well as the next trait that will be the focus for the trimester. The powerpoint ends with the Lions Pledge that Dr. Thomas recites and students repeat back. Next, students come up to the front of the auditorium where Dr. Thomas would read a message about them written by their teacher about why they have received the award. Students receive a certificate, a Lions brag tag for their backpack, and an extra recess. During these rallies we also continue to make connections to our Second Step Curriculum that is taught weekly in our classrooms. Students are also recognized in each classroom as models of our school-wide expectations ROAR (Responsible, Organized, Accepting, Respectful).

This was also our third full year with our school mascot, Leo the Lion. Leo joined students at the start of the school year with our Playground Meet Up hosted by our amazing Parent Teacher Organization. Leo also joined in on the fun at Open House for Kindergarten as well as our Open House for Grades 1-5, our Quinn Literacy Night, and our Quinn Trivia Night. Quinn School has school-wide expectations posted around the school as well as banners that show off our expectations and street signage with positive words and character traits.

On October 22, 2024 Quinn School celebrated Unity Day and Mix It Up Day. Unity Day is a day when people across America show their care and concern about creating safe and supportive schools and communities who are committed to stop bullying by wearing the color orange. It's the day everyone can come together in schools, communities, and online, to send one large orange message of support, hope, and unity. Orange construction paper was given to each classroom to sign and create their own unity poster. The posters were hung outside of each classroom. The school was filled with students wearing the color orange. This was our 19th year honoring this national event that breaks down social barriers and enhances school climate. As in past years, everyone is invited to mix up their clothing and spend their lunch eating with new friends. There are sentence starters at each of the cafeteria tables for students to use if needed to begin conversations with new friends. Music, decorations, and a mural for all students to sign, are incorporated into the event. A big thank you goes out to Tiffany Martin, Kelly Bloom, Erin Gomes, and Melissa Sullivan for organizing this event.

Budget and Capital Improvements: We initiated the *Quinn Playground Committee*, a group of staff and community members who met to discuss the future of our playground. Through that process, we connected with outside companies that specialize in creating inclusive and accessible playgrounds. We are very excited about the possibilities these partnerships bring and remain hopeful that we can bring this vision to life in the future.

Respectfully submitted,

A handwritten signature in cursive script, reading "June Saba-Maguire". The signature is written in dark ink and is positioned above the printed name.

June Saba-Maguire, Ed. D.

Superintendent of Dartmouth Public Schools