

Pursuant to Chapter 30A of the Massachusetts General Laws, you are hereby notified of the following meeting:

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

October 22, 2026 at 6:00 p.m.

Google Meet:

Video call link: <https://meet.google.com/dcb-fsny-yti>

Or dial: (US) +1 929-399-7642 PIN: 708 566 066#

This meeting will be conducted in a hybrid format. School Committee, administration and the public will have the option of meeting in person in the Community Room at Sippican School located at 16 Spring Street, Marion, MA 02738 or via Google Meet. Supporting documentation for agenda items can be found on the School Committee webpage:

<https://www.olderchester.org/district/sc>.

I. Meeting to Order

II. Approval of Minutes (VOTE)

That the School Committee review for approval the following minute(s)

- a. Regular Session Minutes:** September 17, 2026

III. General

a. Plymouth County Comfort Dogs Program (VOTE)

- i. That the School Committee hear an update from Leslie J. Sattler, Ph.D., LICSW, Associate Professor, School of Social Work at Bridgewater State University on her research examining the effectiveness of the Plymouth County Comfort Dogs Program, which Officer Tracey and Norman are a part of and consider a student survey opportunity.

b. Approval of School Improvement Plan (VOTE)

- i. That the School Committee review the 2026-2028 School Improvement Plan for Sippican School.

c. Approval of Donation(s) (VOTE)

- i. That the School Committee review a donation of \$1,000 from the Ludes Family Foundation for preschool.

d. Approval of Grant(s) (VOTE)

- i. That the School Committee review the following grants:
 - 1. FY2027: Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant fund code 0240 in the amount of \$104,228 and fund code 0262 \$5,863.
 - 2. FY2027: Title I, Part A: Improving Basic Programs Operated by Local School Districts fund code 0305 in the amount of \$41,486.
 - 3. FY2027: Title II, Part A: Supporting Effective Instruction fund code 0140 in the amount of \$7,052.
 - 4. FY2027: Title IV, Part A: Student Support and Academic Enrichment Grant fund code 0309 in the amount of \$10,000.
 - 5. FY 2027: Fair Share Earmark in the amount of \$25,000 from Senator Dooner.

e. Authorize Facilities Rental Account Expenditure (VOTE)

- i. That the School Committee review an expenditure from the Sippican School Building Rental Fund and a Variable Frequency Drives (VFDs) expenditure request.

IV. Administrative and School Committee Reports

a. Chairperson Report

That the School Committee hear a report from the Chairperson regarding current happenings in the school and local community.

b. Central Office Reports

- i. Superintendent
 - 1. That the School Committee review the most recent Superintendent's [Newsletter](#).

- ii. Teaching & Learning
 - 1. That the School Committee hear an update on current happenings of curriculum, professional development, new teacher induction program and teaching and learning initiatives.
- iii. Student Services
 - 1. That the School Committee hear an update on current happenings of the student services department, including community outreach events, and updates on initiatives related to school climate and culture, and safe schools.
- iv. Business Office
 - 1. That the School Committee review the close out financial report of FY2026.
 - 2. That the School Committee review the Record of Warrant(s) as signed by the sole signatory for September 17, October 1, 13 and 15, 2026.
- v. Facilities
 - 1. That the School Committee review this month's update from Facilities Director Eugene Jones.
- vi. Food Service
 - 1. That the School Committee review this month's update from Food Service Director Jill Henesey.
- vii. Personnel
 - 1. Leanne Dineen was transferred to the math interventionist position. Heather Austin-Ripley was appointed as the .23 FTE Kindergarten paraprofessional – a one-year appointment. Natalie Burgo resigned as lunch/recess monitor.
- c. **Principal and School Council Report**

That the School Committee review the Principal's report including student recognition, classroom lessons, community events and school council information.

V. School Committee Reports

View agendas, resources and minutes online: <https://www.oldrochester.org/district/sc>.

- a. Budget Subcommittee
- b. Capital Subcommittee
- c. Equity Subcommittee
- d. Policy Subcommittee
- e. District Wellness Committee
- f. ORR District Committee
- g. Tri-Town Education Foundation Fund
- h. Early Childhood Council
- i. SMEC
- j. READS
- k. [MASC](#)
- l. Superintendent's Goals Subcommittee

VI. Information and Future Agenda Items

- a. **Information**
 - i. Reads Quarterly Report – September 2026
- b. **Timeline**
 - i. Next Marion School Committee: December 9, 2026
 - ii. Next Joint School Committee: January 28, 2027
- c. **Future Agenda Items**
 - i. MCAS Results (November/December)
 - ii. Initial Budget Review (January)
 - iii. School Choice Public Hearing (January)
 - iv. Health Unit Application (February)
 - v. Budget Public Hearing (March)
 - vi. Approval of Leases (April)
 - vii. School Committee Reorganization (June)
 - viii. Student Handbook Approval (June)

District-wide news is available on our website: <https://www.oldrochester.org/district/news>

District-wide events are available on our website: <https://www.oldrochester.org/district-calendar>

VII. Public Comment

Public comment is governed by approved school committee policy.

VIII. Executive Session (VOTE)

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

IX. Adjournment (VOTE)

The list of agenda items are those reasonably anticipated by the Chair to be discussed at the meeting. If you need more information or reasonable accommodations for this meeting, please contact the Superintendent's Office at 508-758-2772 ext. 1956. Meeting resources, minutes and recordings are available on the School Committee webpage: <https://www.oldrochester.org/district/sc>

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

September 17, 2026 at 5:30 p.m.

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

MEMBERS ABSENT: Michelle Smith

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person), Marie Grable, Assistant Superintendent of Student Services (remote), Lynn Dessert, Principal (in-person), Greg Thomas, Assistant Principal (in-person) and Melissa Wilcox, Recording Secretary (in-person).

I. Meeting to Order

The meeting was called to order at 5:34pm by Chairperson Nye. Chairperson Nye stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined. Chairperson Nye added that the meeting is being conducted in hybrid format and the public has the ability to participate in-person or remotely through Google Meet with the link provided.

Chairperson Nye took a moment to acknowledge the school committee's support of member Michelle Smith as she recently experienced the loss of her husband unexpectedly.

II. Tour of Building (5:30pm)

Mr. Jones, Facilities Director, provided a tour of the building to explain summer updates and improvements throughout Sippican School.

III. Recognition

That the School Committee recognize the retirement of Denise Bouvette, Special Education Teacher. The School Committee members, Superintendent Nelson and administration team recognized the award recipients and the retirement of each of these staff members and dedicated a book in their honor to the school library.

IV. Approval of Minutes

That the School Committee review for approval the following minute(s)

a. Regular Session Minutes: June 2 and July 8, 2026

Motion to approve the minutes of June 2 and July 8, 2026 as presented by Nichole Nye McGaffey

Seconded by Nichole Daniel

Motion Carries 4-0

Roll Call: Nye (yes), Daniel (yes), Beauregard (yes), Nye McGaffey (yes)

b. Executive Session Minutes: June 2 and July 8, 2026

c. Negotiations Subcommittee Executive Session Minutes: November 5 and December 18, 2025, January 14, February 4, March 18, April 2, April 16, May 28 and June 17, 2026

Motion to approve the executive session minutes of June 2 and July 8, 2026 and the Negotiations Subcommittee executive session minutes of November 5 and December 18, 2025, January 14, February 4, March 18, April 2, April 16, May 28 and June 17, 2026 as presented by Nichole Daniel

Seconded by Nichole Nye McGaffey

Motion Carries 4-0

Roll Call: Nye (yes), Daniel (yes), Beauregard (yes), Nye McGaffey (yes)

V. General

a. Opening Day Update

That the School Committee review hear an update from administration.

New Hires:

Name	Position
Jessica Farcas	Teacher – Grade 4
Elle Gendreau	Paraprofessional
Jessica Gilbert	School Adjustment Counselor
Maeve Grosschedl	Teacher – Grade 6
Kyle Lamontagne	School Psychologist
Jennifer Murphy Estacio	Teacher - Instrumental Music
Allison Zeoli	Teacher - Music/Vocal

Longevity:

Name	Years of Service
Molly Cruise	10
Tracey Feeney	10
Melissa Rogers	10
Pamela Tobin	10
Leanne Dineen	15
Heather White	15
Cathleen Furtado	20
Lynn-Ann Dixon	25
Julie Bangs	30
Nicole Boussy	30

Superintendent Nelson provided an overview of the opening day activities which took place at the Old Rochester campus for all of the faculty and staff across all of the schools together. The day began with breakfast being provided by our food service team then all faculty and staff made their way to the auditorium for opening remarks, introductions of new staff and recognition of years of service. Former Massachusetts Commissioner of Elementary and Secondary Education Jeff Riley was the keynote speaker. He shared his perspective on the profound impact educators have on students and communities and touched upon AI as a tool but also as a powerful catalyst for empowering students to shape the future. Chairperson Nye welcomed and thanked the new staff that attended the meeting.

b. Approval of Donation(s) (VOTE)

That the School Committee review the following donations

- a.** A donation of \$96.05 from Ahold Delhaize (Stop & Shop), generated through customer shopping points registered to the school during qualifying purchases.

Motion to accept the \$96.05 donation as presented by Nichole Daniel

Seconded by Nichole Nye McGaffey

Motion Carries 4-0

Roll Call: Nye (yes), Daniel (yes), Beauregard (yes), Nye McGaffey (yes)

- The following books in honor of Denise Bouvette's retirement:
- *Mouse by the Sea: A Vacation in Nature* by Alice Melvin from VASE
 - *Eye Spy* by Ruth Brown from the Marion Teachers Association
 - *102* by Matthew Cordell from the Marion School Committee
 - *Awe! It's Everywhere* by Chana Stiefel from Sunshine at Sippican School
 - *The Sweater: A Story of Community* by Larissa Theule from Principal Dessert and Assistant Principal Thomas

Motion to approve the minutes of June 2 and July 8, 2026 as presented by Nichole Nye McGaffey

Seconded by Nichole Daniel

Motion Carries 4-0

Roll Call: Nye (yes), Daniel (yes), Beauregard (yes), Nye McGaffey (yes)

VI. Administrative and School Committee Reports

a. Chairperson Report

Chairperson Nye shared the following: *Good evening and welcome back, Sippican family! On behalf of the Sippican School Committee, it is my great honor to welcome all of you to a brand new school year. To our young learners — welcome back! We've missed your energy, your laughter, and your bright ideas filling these hallways. To our families — both returning and new — welcome. Thank you for trusting us with your children and for being such an essential part of what makes this community so special. To our incredible teachers, our administration, our staff, and to the entire Marion community — thank you. Thank you for your dedication, your heart, and your unwavering commitment to our children. You are the reason Sippican always feels like home. There is something so magical about the start of a school year. The fresh notebooks, the nervous smiles, giggles in the hallway, and the hugs at the front door. It is a moment full of hope and full of new beginnings. A new classroom to discover. A new teacher who will believe in you. A new friend you haven't met yet — who might just become a friend for life. Here at Sippican, we don't just teach reading, writing, and math. We teach kindness, respect and responsibility. We praise and welcome curiosity and we teach courage — the courage to raise your hand even when you're not sure of the answer. This year, we look forward to rigorous, joyful learning opportunities for every single child. Our students will be challenged to think bigger, try harder, and dream louder. They will be asked to tackle that tough math problem, to find that book they can't put down, to ask questions that don't yet have answers. And they will be supported every step of the way. Because Sippican is more than a building. It is the heart of our community. To our students — my hope for you this year is simple: Work hard. Be kind. And be a great friend. Build those playground friendships, the special kind that start right here in elementary school and last all the way through Old Rochester High School and beyond. Those lifelong friendships are one of the greatest gifts of growing up here. We are one community. One school family. And our journey together starts fresh, today. So let's make it a great year. Let's make it a kind year. Let's make it a year filled with learning, laughter, and hope. On behalf of the School Committee — welcome back to Sippican. We're so glad you're here.*

b. Central Office Reports

- i. Superintendent - Superintendent shared his most recent Superintendent's [Newsletter](#) and highlighted the staff members that supported the SAIL summer program, the discipline philosophy and thanked the faculty and staff for an amazing opening for students.
- ii. Teaching & Learning – On behalf of Dr. Fedorowicz, Superintendent Nelson reported the first full day of professional development was held prior to the start of school and the first half professional development day was held this week. Faculty and staff participated in enVisions math training, Collaborative Problem Solving, ALICE and the Writing Revolution.
- iii. Student Services – Ms. Grable shared the following report: Aligning with our Vision2028 Strategic Plan (Objectives 3 & 4), we continue to strive to provide Professional Development for staff with the goal of strengthening our academic, behavioral, and social emotional systems of support thereby creating an inclusive and positive school culture. We have introduced the **Collaborative Problem Solving (CPS)** approach. CPS is a proven way to reduce challenging behaviors, teach students the skills they lack, and build relationships. We opened the year with a wonderful presentation from Dr. Stuart Ablon from Think:Kids. The key take-aways of this presentation were:
 - Behavior is about Skill not Will
 - Students do Well if they Can (vs if they Want)
 - It's the Process not the Outcome that Builds Skills

These points challenge us to reflect and expand our mindsets of what we know and how we respond to student behaviors. This is a theme that will continue to be promoted throughout the school year. Complimenting our efforts to strengthen our academic, behavioral, and social emotional systems of support, we will once again be consulting with Carrie Thurston as she works with schools to identify and implement supports to help students achieve growth in the area of literacy. With 26 years in education, as a classroom teacher, special educator and Director of Pupil Services, Carrie is well known for her ability to create **Multi-Tiered Systems of Support (MTSS)**. This past week she has met with each building principals to follow-up with the work that was started last year in an effort to prioritize and plan

interventions for this school year. She will be working directly with building principals to identify and assist some of our most complex learners. As we consider our safe schools initiatives (Vision2028 Strategic Plan Objective 5), we have developed and executed our **ALICE Training Action Plan**. ALICE stands for Alert, Lock-Down, Inform, Counter, and Evacuate. We understand that **preparedness is the foundation of school safety** and districts need to plan for age and ability appropriate strategies. To that end, ORR and Superintendency Union #55 has pledged to utilize ALICE programming. It has been recommended that our ALICE presentations and training modules be split between Elementary grades (k-6) and Secondary grade (7-12), with further differentiation within the elementary levels (kindergarten, 1-3, 4-6). These trainings are intended to be consistent across all elementary buildings. In an effort to promote family communication and information sharing (Vision2028 Strategic Plan Objective 4), the ORR, Marion, Mattapoisett and Rochester School Districts have combined to establish a **Special Education Parent Advisory Council (S.E.P.A.C.)**. This Council provides annual training on parent/guardian rights and identifies topics of interest related to the various needs of students with disabilities. The 1st meeting with SEPAC Officers is scheduled for 9/30/2026 and a schedule of meetings and trainings will be posted shortly after the meeting.

- iv. Business Office – Superintendent Nelson shared the Business Office is currently closing out FY26 and will provide an update at the next meeting. School Committee members reviewed the Record of Warrant(s) as signed by the sole signatory for May 28, June 10, June 30, August 5, August 6, August 20 and September 3, 2026.
- v. Facilities – Superintendent Nelson shared the following on behalf of Facilities Director Eugene Jones;

- All firefighting systems have been inspected/tested including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers.
- The boilers have been cleaned, serviced and inspected.
- Groomed grounds for opening day.
- Replaced Art kiln blower and duct work to code.
- Assisted food service in installation on new kitchen equipment.
- Conducted routine maintenance on all facility systems.

- vi. Food Service – Superintendent Nelson shared the following on behalf of Food Service Director Jill Henesey;

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- Summer work completed:
 - replaced the (2) sets of Double Stack Ovens
 - replaced the (2) Reach-in Refrigerators.
 - Repairs done to Freezer # 2
 - Worked with Gene Jones to have a new grease trap installed.
- The Food service team participated in a full day of professional development training on 08/31.
- Fun Facts: in SY 25-26 Sippican Cafe served: **16,419 School Breakfast & 33,761 School Lunches**

- vii. Personnel

- 1. The following staff members resigned or retired at the conclusion of the 2025-2026 school year.

Kristina Tetreault	School Adjustment Counselor
William Roseman	Teacher – Grade 6
Hannah Moore	Teacher – Instrumental Music
Patricia Richard	Teacher – Music/Vocal

c. Principal and School Council Report

Principal Dessert shared the following:

- We are off to a welcoming start at Sippican! Families and staff are working together to help children settle into the new school year. Our focus is simple: engaging daily lessons, a strong sense of belonging, and the right support and challenge for every child. Across the school, we are practicing the Sippican 3 to Be—Respectful, Responsible, and Kind.
- Sippican welcomed families at Open House on September 1 and welcomed students in Grades 1–6 on September 2. Kindergarten screening, orientation, and the first day of kindergarten followed during the opening week; Project Grow began September 10.
- Teachers are helping children practice everyday routines, from working together in class to moving safely through the school. These routines bring our Sippican 3 to Be to life: Be Respectful, Be Responsible, and Be Kind—Every Day, Every Way.
- Our school wide theme, “Anchored in Purpose, Sailing with Heart,” reflects our commitment that every child is known, valued, challenged, supported, and growing.
- The Sippican Weekly Overview provides families with consistent Sunday communication. Grade-level teams are also strengthening family partnerships through regular classroom and monthly grade-level updates.
- Student Voice & Leadership: The Kindness Crew and Project 351 will provide opportunities for student leadership, kindness, and service. This year, we will hold all-school meetings to celebrate our students and create more opportunities for student voice. We will also begin morning announcements to strengthen our sense of school community.
- VASE Partnership: We look forward to working with VASE and welcoming its support for student experiences and school community activities.
- Teachers are planning lessons that help every child participate, understand what they are learning, and know what to work on next. They adjust activities and offer feedback so students receive the help and challenge they need.
- Our reading program, HMH Into Reading, supports reading and writing, along with step-by-step teaching of sounds, letters, and word-reading skills. In enVision Mathematics, children learn how math works, explain their thinking, and solve problems together.
- We are trying The Writing Revolution to help students strengthen their writing. IXL Level Up reading, writing, and math assessments will help teachers identify what students know and what they need next. Our district’s classroom support plan helps teachers make everyday lessons accessible to more learners.
- Responsive Classroom and Fly Five lessons help children build relationships, manage feelings, and work with others. Sarah Ward’s Get Ready–Do–Done routines help students plan, organize, and complete tasks. Classroom discussion routines give students practice sharing their thinking and listening to others.
- Teachers meet regularly to plan together, review student work, and discuss what is helping children learn. They use this information to adjust lessons and small groups as students’ needs change.
- FLEX is a scheduled part of the school day when students receive learning opportunities matched to their needs. Some children get extra practice or help with a particular skill, while others explore more challenging work. This time complements their regular classroom lessons.
- Teachers organize flexible groups based on what students are ready to learn next. Groups can change as children make progress, allowing students to receive extra support, build confidence, or move ahead.
- We are excited that Leanne Dineen has moved from classroom teaching into our new math interventionist position. Our reading and math teams work alongside classroom teachers during regular lessons, bringing additional small-group teaching and support into the classroom. They also work with students during FLEX time to personalize learning—helping children catch up on unfinished learning, strengthen specific skills, and take on new challenges when they are ready.
- Classroom teachers, special education teachers, classroom assistants, counselors, and other specialists work together to help children participate fully in school. Their support includes learning, friendships, managing emotions, organization, and growing independence.
- Collaborative Problem Solving helps adults and children work through challenges together. We listen to the child’s concerns, explain what needs to happen, and find a solution together. This

approach helps students practice communication and problem-solving skills while reinforcing respect, responsibility, and kindness.

- We have welcomed new staff and supported colleagues moving into new roles through training, time to plan together, and opportunities to get familiar with the school.
- In Grades 5 and 6, students continue learning different subjects with different teachers. Schedules include regular classroom lessons, FLEX learning time, classes such as art, music, and physical education, as well as lunch and recess.
- Safety procedures are being reviewed with staff and students, including arrival, dismissal, transportation, visitor, communication, and emergency-response expectations.
- The school continues to coordinate with families, transportation, district departments, and community partners to support a safe, orderly opening.
- Sippican School is proud to continue as a Feinstein Leadership Academy for 2026–2027. This partnership reinforces leadership, kindness, service, and positive citizenship—values that align naturally with the Sippican 3 to Be. Students will continue to learn that small acts of kindness and service can make a meaningful difference in their school and community.
- Sippican School is proud to continue as a Feinstein Leadership Academy for 2026–2027. This partnership reinforces leadership, kindness, service, and positive citizenship—values that align naturally with the Sippican 3 to Be. Students will continue to learn that small acts of kindness and service can make a meaningful difference in their school and community.
- Use beginning-of-year learning checks and student work to understand each child’s strengths and next steps.
- Plan reading and math groups that meet students’ needs and check regularly to see how they are progressing.
- Continue helping children build friendships, manage feelings, stay organized, and practice school routines.
- Early Release/Professional Learning Day: September 23, 2026.
- Maintain regular family communication and celebrate student learning, leadership, and community partnerships.

VII. School Committee Reports

View agendas, resources and minutes online: <https://www.oldrochester.org/district/sc>.

- a. Budget Subcommittee – no report
- b. Capital Subcommittee – Superintendent Nelson reported the district just received capital instructions from the Town.
- c. Equity Subcommittee – no report
- d. Policy Subcommittee – Superintendent Nelson reported they met earlier today to review new policy ACL to comply with Governor Healy signing into law the Protect Act in August.
- e. District Wellness Committee – no report
- f. ORR District Committee – no report
- g. Tri-Town Education Foundation Fund – Ms. Nye McGaffey promoted the Gala coming up on October 8th.
- h. Early Childhood Council – no report
- i. SMEC – no report
- j. READS - Superintendent Nelson reported they met on earlier today to approve minutes, hear program updates from Special Education administrators, recommend new hires and policy updates related to the Protect Act.
- k. [MASC](#) – Superintendent Nelson shared the most recent MASC bulletin.
- l. Superintendent’s Goals Subcommittee – no report

VIII. Information and Future Agenda Items

- a. **Information**
 - i. Letter from ORRHS Class of 2021 Graduate Bess Pierre
 - ii. Project 351 Invest in Impact Newsletter
- b. **Timeline**
 - i. Next Marion School Committee: October 20, 2026
 - ii. Next Joint School Committee: October 1, 2026
- c. **Future Agenda Items**

- i. School Improvement Plan Approval (October)
- ii. MCAS Results (November/December)
- iii. Initial Budget Review (January)
- iv. School Choice Public Hearing (January)
- v. Health Unit Application (February)
- vi. Budget Public Hearing (March)
- vii. Approval of Leases (April)
- viii. School Committee Reorganization (June)
- ix. Student Handbook Approval (June)

District-wide news is available on our website: <https://www.oldrochester.org/district/news>

District-wide events are available on our website: <https://www.oldrochester.org/district-calendar>

IX. Public Comment

Public comment is governed by approved school committee policy.

There were no public comments.

X. Adjournment

Motion to adjourn at 6:36pm by Nichole Daniel

Seconded by Nichole Nye McGaffey

Motion Carries 4-0

Roll Call: Nye (yes), Daniel (yes), Beauregard (yes), Nye McGaffey (yes)

Meeting Resources

Agenda

June 2, 2026 Minutes Draft

July 8, 2026 Minutes Draft

Welcome Back Message

Opening Day Presentation

Book Donation List

Superintendent's Newsletter

Student Services Report

Warrant(s)

Facilities Report

Food Service Report

MASC Bulletin

School Committee Letter from Graduate Bess Pierre

Project 351 Newsletter

2026 Plymouth County Comfort Dogs Program Survey

Start of Block: Consent

Q0 Your school participates in the Plymouth County Comfort Dogs Program sponsored by the Plymouth County District Attorney's Office and your community's police department. A comfort dog is a type of animal-assisted intervention that provides comfort to people who have had difficult life experiences. This program has a police department resource officer visit your school with a comfort dog. You are invited to participate in a survey about the Plymouth County Comfort Dogs Program.

The survey is being conducted by a research team from Bridgewater State University at the request of the Plymouth County District Attorney's Office. If you decide to participate in this study, your participation will involve sharing your thoughts about the Plymouth County Comfort Dog Program. This survey consists of multiple-choice questions and should take approximately 10-20 minutes to complete.

Although you may not personally benefit, this study is important to society because it provides an understanding of the perceived effectiveness of animal-assisted interventions to support the well-being of students. Specifically, your feedback provides valuable insights into the Plymouth County Comfort Dogs Program that will aid in supporting and developing this program in the future. There are no foreseeable risks, and you may refuse to answer particular questions or withdraw from this study at any time. Your name will not be included in the survey, and your confidentiality will be kept to the degree permitted by the technology being used.

If you agree to participate, you can refuse to answer individual questions and may change your mind and leave the study at any time without penalty.

Do you agree to participate in this survey?

☐ Yes

☐ No

End of Block: Consent

Start of Block: Questions for All

Q1 What is your race/ethnicity?

- ☐ American Indian or Alaska Native
 - ☐ Asian
 - ☐ Black
 - ☐ Hispanic or Latinx
 - ☐ Mixed Race
 - ☐ Native Hawaiian or Other Pacific Islander
 - ☐ White
-

Q2 Where is your school located?

- ☐ Abington
 - ☐ Carver
 - ☐ East Bridgewater
 - ☐ Marion
 - ☐ Middleborough
 - ☐ Pembroke
 - ☐ Plymouth
 - ☐ Rockland
 - ☐ Whitman-Hanson
-

Q3 I know the officer-comfort dog team in my community or school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

Q4 I know how to access the officer-comfort dog team in our school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

Q5 I don't interact with the officer-comfort team dog because I don't like to interact with dogs

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

Q6 Which of the following best describes your role?

- ☐ Parent/caregiver
- ☐ School Personnel
- ☐ Student

End of Block: Questions for All

Start of Block: Student Relationship with Officer

Q1 Student: What grade are you currently in?

- ☐ 1, 2, 3, 4, or 5
 - ☐ 6, 7, or 8
 - ☐ 9, 10, 11, or 12
-

S RO1 I feel safe with the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S RO2 I like to talk to the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S RO3 Pairing a comfort dog with an officer is a good thing

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S RO4 I am more likely to talk to an officer who has a comfort dog with them

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S RO5 The comfort dog helps me trust the officer

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Student Relationship with Officer

Start of Block: Student School Climate

S SC1 The officer-comfort dog team brings people in our school together

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S SC2 The officer-comfort dog team helps make me feel safe in school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S SC3 The officer-comfort dog team helps create a welcoming atmosphere in school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S SC4 When the officer-comfort dog team is in school there are fewer behavior problems

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S SC5 When the officer-comfort dog team is around, I talk to people I normally wouldn't

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Student School Climate

Start of Block: Student Emotion Regulation

S ER1 The officer-comfort dog team helps me calm down when I am tense, stressed, or upset

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S ER2 The officer-comfort dog team helps me feel happy

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S ER3 The officer-comfort dog team helps me feel relaxed

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S ER4 The officer comfort-dog team helps me be more comfortable around dogs

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Student Emotion Regulation

Start of Block: Student Focus & Attention

S FA1 After a planned visit by the officer-comfort dog team, I pay better attention in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S FA2 After a planned visit by the officer-comfort dog team, my class settles down quicker

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S FA3 The presence of the officer-comfort dog team makes learning more fun

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Student Focus & Attention

Start of Block: Student Motivation

S M1 Having an officer-comfort dog team encourages me to attend school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S M2 Having an officer-comfort dog team at school helps me to stay in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

S M3 I look forward to seeing the officer-comfort dog team in school

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Student Motivation

Start of Block: Parent Relationship w Officer

Q1 Parents: Select your caregiver role

- ☐ Foster parent
 - ☐ Grandparent or relative caregiver
 - ☐ Legal guardian
 - ☐ Parent (biological, adoptive, or step-parent)
-

P RO1 My child feels safe with the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P RO2 My child likes to talk to the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P RO3 Pairing a comfort dog with an officer is a good thing

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P RO4 The comfort dog helps my child trust the officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P RO5 My child is more likely to talk to an officer who has a comfort dog with them

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Parent Relationship w Officer

Start of Block: Parent School Climate

P SC1 The officer-comfort dog team brings people in school together

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P SC2 The officer-comfort dog team makes me feel that my child is safe in school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P SC3 The officer-comfort dog team helps create a welcoming atmosphere in school

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Parent School Climate

Start of Block: Parent Emotion Regulation

P ER1 The officer-comfort dog team helps my child calm down when they are tense, stressed or upset

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P ER2 The officer-comfort dog team helps my child feel happy

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P ER3 The officer-comfort dog team helps my child feel relaxed

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Parent Emotion Regulation

Start of Block: Parent Focus & Attention

P FA1 After a planned visit by the officer-comfort dog team, my child reports that they pay better attention in class

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

P FA2 After a planned visit by the officer-comfort dog team, my child reports that the classroom is calmer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P FA3 My child reports that the presence of the officer-comfort dog team makes learning more fun

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Parent Focus & Attention

Start of Block: Parent Motivation

P M1 Having an officer-comfort dog team encourages my child to attend school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P M2 Having an officer-comfort dog team at school helps my child to stay in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

P M3 My child looks forward to seeing the officer-comfort dog team in school

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: Parent Motivation

Start of Block: SP Relationship with Officer

Q1 School Personnel: Select your school's grade level

- ☐ Elementary School
 - ☐ Middle School
 - ☐ High School
-

SP RO1 Students feel safe with the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP RO 2 Students like to talk to the comfort dog officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP RO3 Pairing a comfort dog with an officer is a good thing

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP RO4 The comfort dog helps students trust the officer

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP RO5 Students are more likely to talk to an officer who has a comfort dog with them

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: SP Relationship with Officer

Start of Block: SP School Climate

SP SC1 The officer-comfort dog team brings people in our school together

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP SC2 The officer-comfort dog team helps make me feel safe in school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP SC3 The officer-comfort dog team helps create a welcoming atmosphere in school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP SC4 When the officer-comfort dog team is in school there are fewer behavior problems

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP SC5 When the officer-comfort dog team is around, I talk to people I normally wouldn't

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP SC6 Having the officer-comfort dog team in school helps me enjoy my workplace

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: SP School Climate

Start of Block: SP Emotion Regulation

SP ER1 The officer-comfort dog team helps students calm down when they are tense, stressed, or upset.

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP ER2 The officer-comfort dog team helps students feel happy

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP ER3 The officer-comfort dog team helps students feel relaxed

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP ER4 The officer-comfort dog team helps me feel relaxed

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: SP Emotion Regulation

Start of Block: SP Focus and Attention

SP FA1 After a planned visit by the officer-comfort dog team, my students pay better attention in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP FA2 After a planned visit by the officer-comfort dog team, my students settle down quicker in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP FA3 The presence of the officer-comfort dog team makes learning more fun

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP FA4 After a planned visit by the officer-comfort dog team, I focus better on my class

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: SP Focus and Attention

Start of Block: SP Motivation

SP M1 Having an officer-comfort dog team encourages students to attend school

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP M2 Having an officer-comfort dog team at school helps students to stay in class

- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Agree
 - ☐ Strongly Agree
-

SP M3 Students look forward to seeing the officer-comfort dog team in school

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

End of Block: SP Motivation

Start of Block: Open Response

Q76 What else would you like to say about the officer-comfort dog team?

End of Block: Open Response



Bridgewater State University Parental Consent Form

Title of Research: Expansion of the Plymouth County Comfort Dog Program Outcome Study

Researchers: Leslie J. Sattler, Ph.D., LICSW; Robert McMackin, Ed.D; Cora Pereira, MS

You are being asked permission for your child to participate in research. To make an informed decision about whether you want your child to participate in this project, you should understand what the project is about, as well as the possible risks and benefits. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your child's personal information will be used and protected. Once you have read this form and your questions about the study are answered, you will be asked if you want your child to **opt out** of this study.

If you do not want your child to participate, please sign and return this form to XXXXXX.

Explanation of Study

Your child attends a school, group, or organization where the Plymouth County Comfort Dog Program (PCCDP) provides services. The Comfort Dog Program is sponsored by the Plymouth County District Attorney's Office and your community's police department. A comfort dog is a type of animal-assisted intervention that promotes well-being, enhances resiliency, and provides comfort to people who have had difficult life experiences. This program has a police department resource officer visit your child's school, group, or organization with a comfort dog.

The Plymouth County District Attorney's Office partnered with a research team at Bridgewater State University School of Social Work to study the effectiveness of services provided by the PCCDP. Services provided by the PCCDP includes handler/dog teams being present during socio-emotional and behavioral groups, instructing drug prevention classes, providing weekly check-ins with individual students, being present in classrooms, supporting students experiencing emotional upset, and providing comfort after crisis situations. We seek your permission to gather data from your child regarding their participation in services provided by the PCCDP.

If you agree to allow your child to participate, your child will be asked questions about their experience of the PCCDP services they received. Such questions may include their satisfaction with the service, their overall reaction to the services, and their feelings or behaviors before and after the service.

Your child's participation in the study will last the 2026-2027 school year.

Risks and Discomforts

No risks or discomforts are anticipated for your child from answering questions about their involvement in interactions with the Comfort Dog Program handler/dog teams. Each handler and dog team involved in the PCCDP undergoes rigorous training in human and dog behavior and receives certification as a Comfort Dog Team. Despite this training, however, your child may experience discomfort in their interactions with the handler/dog teams or other children involved in the interaction. To reduce the likelihood of such discomfort, all

interactions will be closely monitored by handlers and steps will be taken to minimize any potential harm to your child.

Benefits

This study is important because it is the first of its kind examining the socio-emotional benefits of using Comfort Dog Teams to enhance resilience and well-being in those affected by environmental stressors (e.g., mental health, opiate crisis, crime). Results of this research will inform continued expansion of the services provided by the Plymouth County District Attorney's Office Comfort Dog Program and may then support future applications for grant funding aimed at expanding the program in the community. In addition, your child may benefit through their interactions with the handler/dog teams via enhanced resilience and well-being.

Confidentiality and Records

Your child's study information will be kept confidential by not including your child's name or other identifying information on study materials. Additionally, while every effort will be made to keep your child's study-related information confidential, there may be circumstances where this information must be shared with:

* Local, State, and Federal agencies, for example the Plymouth County DA who is requesting this study; school administration, Department of Child and Family Services, and Office of Human Research Protections, whose responsibility is to investigate cases of harm, abuse or neglect and protect human subjects in research.

* Representatives of Bridgewater State University, including the Institutional Review Board, a committee that oversees the research at BSU

Contact Information

If you have any questions regarding this study, please contact **Leslie J. Sattler, Ph.D., LICSW** by email at lsattler@bridgew.edu or by phone 508-531-2518.

If you have any questions regarding your child's rights as a research participant, please contact The Institutional Review Board, Bridgewater State University, (508) 531-1242.

If you agree to your child's participation in this study, nothing else is required of you at this time.

Please sign below to **opt out** of the Plymouth County Comfort Dog Outcome study:

I, _____ (print name here), do not grant permission for my child/children,
_____ (print name(s) here), to participate in the Plymouth County Comfort Dog Program
Outcome Study.

Signature: _____ Date: _____

Parent/Guardian Signature Date

Printed Name

Child's Name

Child's Name

Bridgewater State

Plymouth County Comfort Dogs Program Emotion Regulation Sessions Survey

Administered by the handler of the comfort dog team. The handler will ask for student assent before asking them to answer the following questions.

Start of Block: Default Question Block



Q1 How did you feel before you interacted with the comfort dog?

- ☐  :Saddness (1)
- ☐  :Happy face (2)
- ☐  Worried face (3)
- ☐  :Red angry face (4)

Q2 How did you feel after you interacted with the comfort dog?

- ☐  :Saddness (1)
- ☐  :Happy face (2)
- ☐  Worried face (3)
- ☐  :Red angry face (4)

Q3 What grade are you in?

- ☐ Grade 1, 2, 3 or 4 (1)
- ☐ Grade 5, 6, 7, or 8 (2)
- ☐ Grade 9, 10, 11, or 12 (3)

Plymouth County Comfort Dogs Program Evaluation

The Plymouth County District Attorney's Office partnered with Bridgewater State University to evaluate the effectiveness of services provided by police officer-comfort dog teams in Plymouth County. This document outlines the consent process and data collection activities involved in this evaluation that involve students, parents, and school personnel.

Consent Process:

As outlined in the IRB Application, we provide consent documents for parental review prior to engaging in data collection from students. We work with schools to identify which consent process best aligns with established protocol and can provide opt-out or opt-in consent documents. We will also provide parent information sessions should parents want to discuss the study before providing consent.

Data Collection:

Surveys

Design

The team is using a 25-30 item survey distributed to students, parents, and school personnel. The surveys gather data in five key areas, including student relationship with the officer, school climate, emotion regulation, focus and attention in the classroom, and motivation to attend school. Questions are multiple-choice and measure agreement on a scale from Strongly Disagree to Strongly Agree. The survey should take 10-15 minutes to complete. Participation is voluntary, and no individual-level identifying information will be collected.

Data Collection

The research team will provide information explaining the survey and a link to the survey for schools to distribute on a day and time of their choosing. While we prefer a method in which teachers provide time for students to complete the survey (e.g., distributing the link during a home room or comparable period), we support schools in determining the method most appropriate to their needs and students.* We also ask that schools send the survey information and link to parents and school personnel in a manner consistent with existing communication protocols. The team requests that the surveys be completed between February and April 1, 2027.

*Please note that only students with parental consent to participate in the Plymouth County Comfort Dogs Program evaluation should have access to the survey.

Emotion Regulation Intervention

Research demonstrates that interactions with an animal can support emotion regulation and coping (Baird et al., 2023; Beetz et al., 2012; Wintermantel et al., 2024). The Plymouth County Comfort Dog Program officer-comfort dog teams are frequently called upon to support the de-escalation of a student experiencing behavioral or emotional upset. To understand the effectiveness of these interventions, the Plymouth County Comfort Dogs Program is evaluating their role in helping students regulate their emotions.

Design:

When the officer-comfort dog teams are called upon to assist school personnel in helping a student regulate their behavior or emotions, the teams will determine if the situation is appropriately safe to introduce the comfort dog. If so, the officer-comfort dog team will engage and interact with the students based on each student's level of comfort. After the student is calm and ready to return to class, the officer will ask the student (whose parent has consented to the study) to complete a three-question Qualtrics survey on the officer's phone. Student participation in the survey is voluntary, and no individual-level identifying information will be collected from students.

Data Collection:

The survey presents students with four faces from the Zones of Regulation and asks them to indicate their emotion before the officer-comfort dog team entered the room, their emotion at the end of the intervention, and their grade. The officer then reports the time spent in the intervention and the referral source.

Focus Groups

The research team will conduct focus groups to gather parent perspectives on the comfort dogs program. The focus groups take place on using the Zoom platform, in March and April, and last 45-75 minutes. We ask for the schools support in communicating with parents and in contacting Parent Advisory Groups associated with your school. We will work within each school's protocols for contacting parents.

Calming Classroom Intervention

Design:

The officer-comfort dog team will work with school personnel to identify classes that could benefit from the calming presence of the team.

Once a classroom is identified, the officer-comfort dog team will visit the classroom for ten minutes during the same time twice a week (e.g., 8-8:10 am MW), interacting casually with the students and teacher. After the ten minutes are over, the officer-comfort dog team leaves the classroom. The teacher gathers data four days a week (e.g., Mon-Thurs) and records it on a Google Form using a provided link. The intervention runs for one month.

Data Collection: (only classroom-level data is collected-no data is collected from students)

Teachers gather data on 1.) the temperature of the room on a scale of 1-3 (1=calm and listening to the teacher; 3=high energy, majority of class is not listening to teacher); 2.) the amount of time in minutes that it takes most students to be seated and ready for learning; 3.) the amount of time in minutes that students remain focused on task.

References

- Baird, R., Berger, E., & Grové, C. (2023). 'Therapy Dogs and School Well-being: A Qualitative Study.' Journal of Veterinary Behavior, 68, 15-23.
- Beetz, A., Uvnäs-Moberg, K., Julius, H., & Kotrschal, K. (2012). 'Psychosocial And Psychophysiological Effects of Human-Animal Interactions: The Possible Role of Oxytocin.' Frontiers in Psychology, 3, 26183.
- Bert, F., Gualano, M. R., Camussi, E., Pieve, G., Voglino, G., & Siliquini, R. (2016). 'Animal Assisted Intervention: A Systematic Review of Benefits and Risks.' European Journal of Integrative Medicine, 8(5), 695-706.
- Brelsford, V. L., Meints, K., Gee, N. R., & Pfeffer, K. (2017). 'Animal-Assisted Interventions in the Classroom—A Systematic Review.' International Journal of Environmental Research and Public Health, 14(7), 669.
- Meints, K., Brelsford, V. L., Dimolareva, M., Maréchal, L., Pennington, K., Rowan, E., & Gee, N. R. (2022). 'Can Dogs Reduce Stress Levels in School Children? Effects of Dog-Assisted Interventions on Salivary Cortisol in Children With and Without Special Educational Needs Using Randomized Controlled Trials.' Plos One, 17(6), e0269333.

THE PLYMOUTH COUNTY COMFORT DOGS PROGRAM

2025-2026 PROGRESS REPORT



EVALUATION TEAM

LESLIE J. SATTLER, PH.D., LICSW; BRIDGEWATER STATE UNIVERSITY

ROBERT MCMACKIN, ED.D; LEMEUL SHATTUCK HOSPITAL

CORA PERIERA, MS; BOSTON UNIVERSITY

EXECUTIVE SUMMARY

The Plymouth County Comfort Dogs Program (PCCDP) is administered by the Plymouth County District Attorney's Office and is funded by the Department of Justice Comprehensive Opioid, Stimulant, and Substance Use Program Grant (COSSUP)¹. The PCCDP aims to reduce the impact of illicit opioids, stimulants, and other substances on youth and families in county communities by providing services in schools and local communities through officer-comfort dog teams (CDT). The following report documents the evaluation of the PCCDP during the second year (2025-2026) of the three-year COSSUP grant cycle. Specifically, this evaluation focused on understanding progress toward improving relationships between youth, community members, and police officers, and building academic and socio-emotional protective factors in youth. A sample of 816 students, parents, and school personnel was drawn from four communities served by the PCCDP, and a sample of 343 community members was drawn from an additional eight communities. The research team used a mixed methodology that included surveys, focus groups, and interviews to gather data. Results suggest the PCCDP services were effective in improving relationships between students, community members, and police officers, building socio-emotional and academic protective factors, and training handlers to lead drug diversion groups. For example, the PCCDP:

1. Supported relationships between students, community members, and officers.

- 95% of students agreed that they feel safe with the officer.
- 78% of students were more likely to talk to an officer with a comfort dog present.
- 96% of community members agreed that the CDT fostered positive relationships with officers.

2. Positively influenced school and community climate:

- 85% of students agreed that the CDT helped students feel safe in school.
- 90% of students agreed that the CDT created a welcoming atmosphere.
- 90% of community members agreed that the CDTs made the community more welcoming.

3. Enhanced emotion regulation:

- 65% of students agreed that the CDT had a calming effect on them.
- Over 80% of students agreed that the CDT made them feel happy and relaxed.
- Over 95% of community members agreed that the CDTs helped people feel calmer during stressful, emergency situations, or during police interactions.

4. Increased student focus and attention in the classroom

- 58% of students agreed that they paid better attention in the classroom after a CDT visit.
- Over 70% of students, parents, and school personnel agreed that the CDT presence made learning more fun.

5. Fostered student motivation to attend and stay in school:

- Over 55% of students, parents, and school personnel agreed that the CDT motivated students to attend school.
- Over 65% of each group agreed that the CDT helped students stay in class
- Over 80% of each group agreed that students looked forward to seeing the CDT in their school.

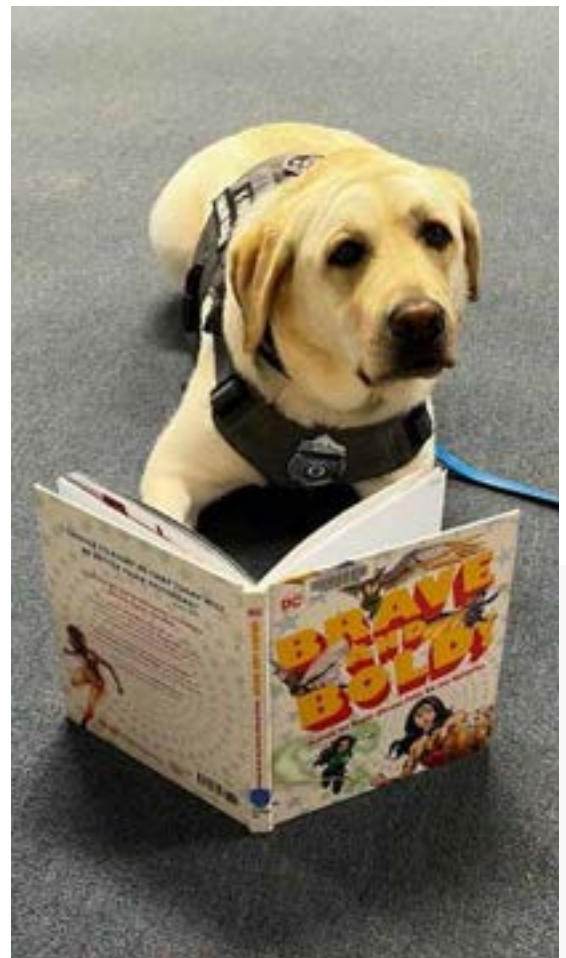
Results indicate that the PCCDP has made significant strides in achieving its overarching goal to reduce the impact of Adverse Childhood Experiences (ACEs), illicit opioids, stimulants, and other substances on youth and families in Plymouth County. It has done this by supporting students' development of important protective factors needed to mitigate ACEs-related outcomes. For example, fostering positive officer/student & community member relationships provides students with adults to whom they can turn. Further, safe, supportive community and learning environments help youth develop important academic and emotional coping skills. These protective factors can counterbalance risk factors and prevent negative outcomes, such as substance misuse. An additional finding is that by building and strengthening relationships between students, community members, and officers, the PCCDP helped improve the image of community policing by demonstrating that an officer's enforcement-related duties also include socio-emotional prevention efforts.

In the report that follows, you will find a review of the program goals with specific attention to those central to meeting the objectives of the COSSUP grant. We will outline the activities we have undertaken to meet our responsibilities as evaluators and provide information on the methods and data collection process. We will follow with a detailed presentation of the results, discuss the implications of the results, and offer next steps for year three of the grant.

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1. THIS PROJECT WAS SUPPORTED BY GRANT NO. 15PBJA-24-GG-04484-COAP AWARDED BY THE BUREAU OF JUSTICE ASSISTANCE, OFFICE OF JUSTICE PROGRAMS, U.S. DEPARTMENT OF JUSTICE. POINTS OF VIEW OR OPINIONS IN THIS DOCUMENT ARE THOSE OF THE AUTHOR AND DO NOT NECESSARILY REPRESENT THE OFFICIAL POSITION OR POLICIES OF THE U.S. DEPARTMENT OF JUSTICE



BACKGROUND INFORMATION

MISSION & SERVICES PROVIDED

The Plymouth County Comfort Dogs Program (PCCDP) aims to provide comfort and emotional support for the well-being of Drug Endangered Children, students with Adverse Childhood Experiences (ACEs), and others who require this service within the Plymouth County community.

Handler-comfort dog teams provide services to individuals and groups in schools by greeting students at morning drop-offs, walking hallways, visiting classrooms, running groups, and calming students who experience emotional upset. In their communities, CDTs visit local community agencies and attend community events, while also serving on a regional crisis response team.

EVALUATION GOALS

Evaluate effectiveness of the PCCDP to:

- Build protective factors (e.g., academic and socio-emotional skills) in youth.
- Improve relationships between students and community members and police officers.

RESEARCH QUESTIONS

Does the PCCDP:

- Support positive student and community member relationships with officers?
- Influence school and community climate?
- Enhance emotion regulation?
- Increase student focus and attention?
- Increase student motivation to attend school?

METHODS

- Sample: Students (n=592); Parents (n=170); School Personnel (n=54) Community Members (343)

RESULTS

SUMMARY

IMPROVES RELATIONSHIPS WITH OFFICERS

ENHANCES EMOTION REGULATION

POSITIVELY INFLUENCES CLIMATE

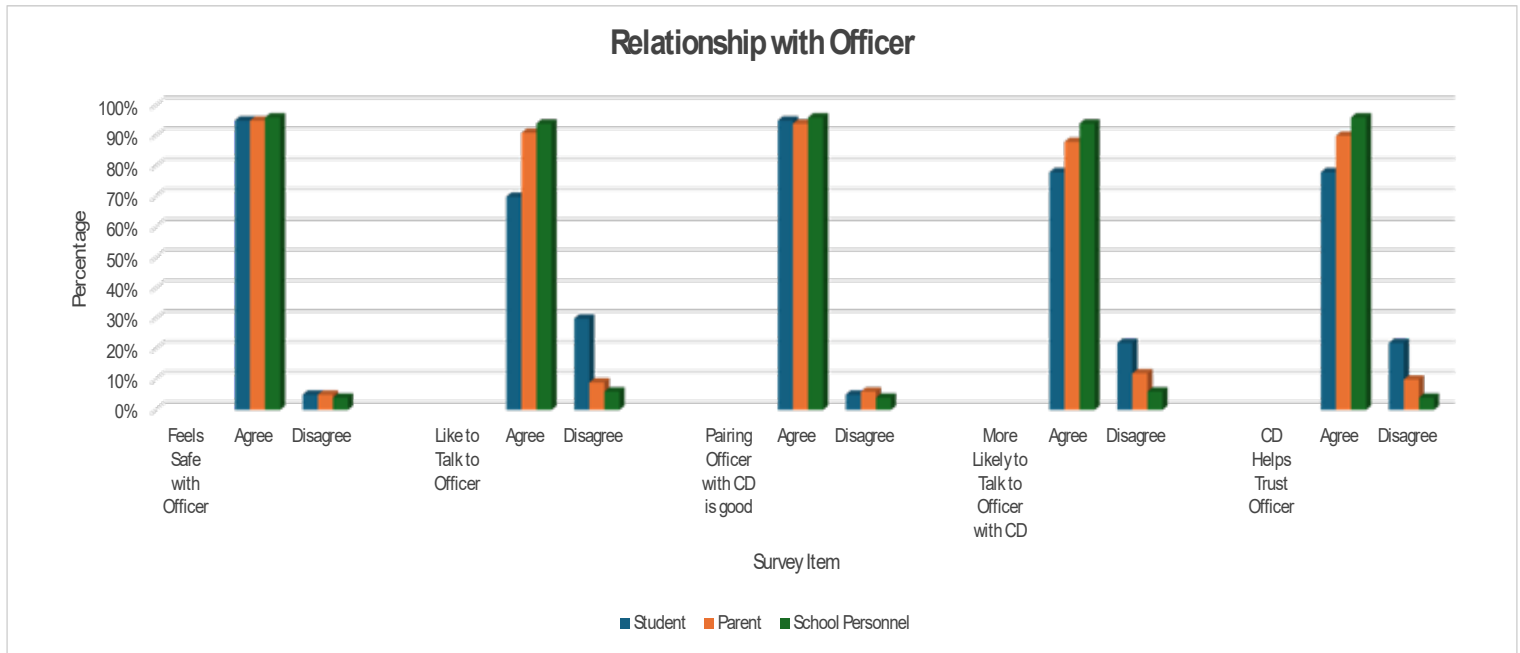
IMPROVES STUDENT FOCUS & ATTENTION

IMPROVES MOTIVATION TO ATTEND SCHOOL



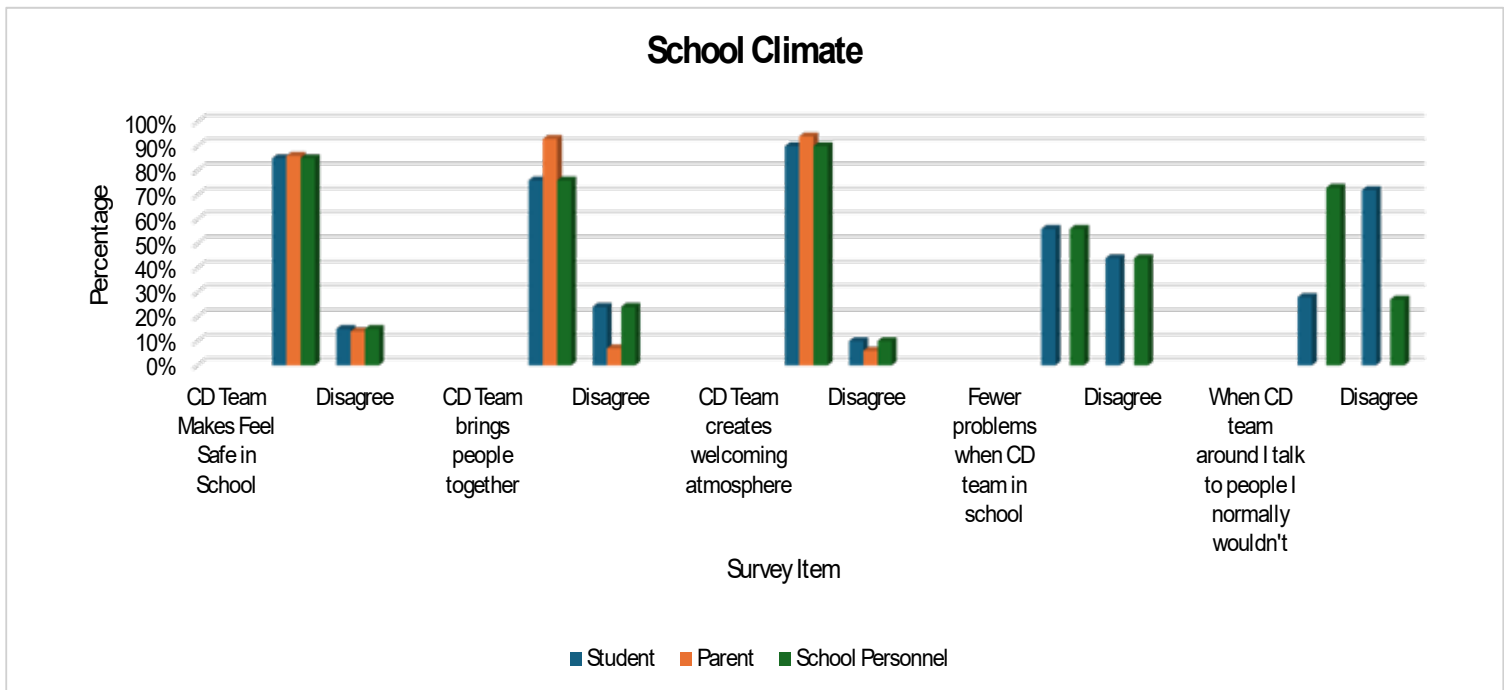
RESULTS OF THE SCHOOL SURVEY

Table 1.



As depicted in Table 1, over 95% of students, parents, and school personnel agreed that the PCCDP supports the development of relationships between students and officers in that students report feeling safe with officers. Regression testing indicates that key factors in this sense of safety are that students like to talk to officers and think that pairing dogs with the officers is a good idea.

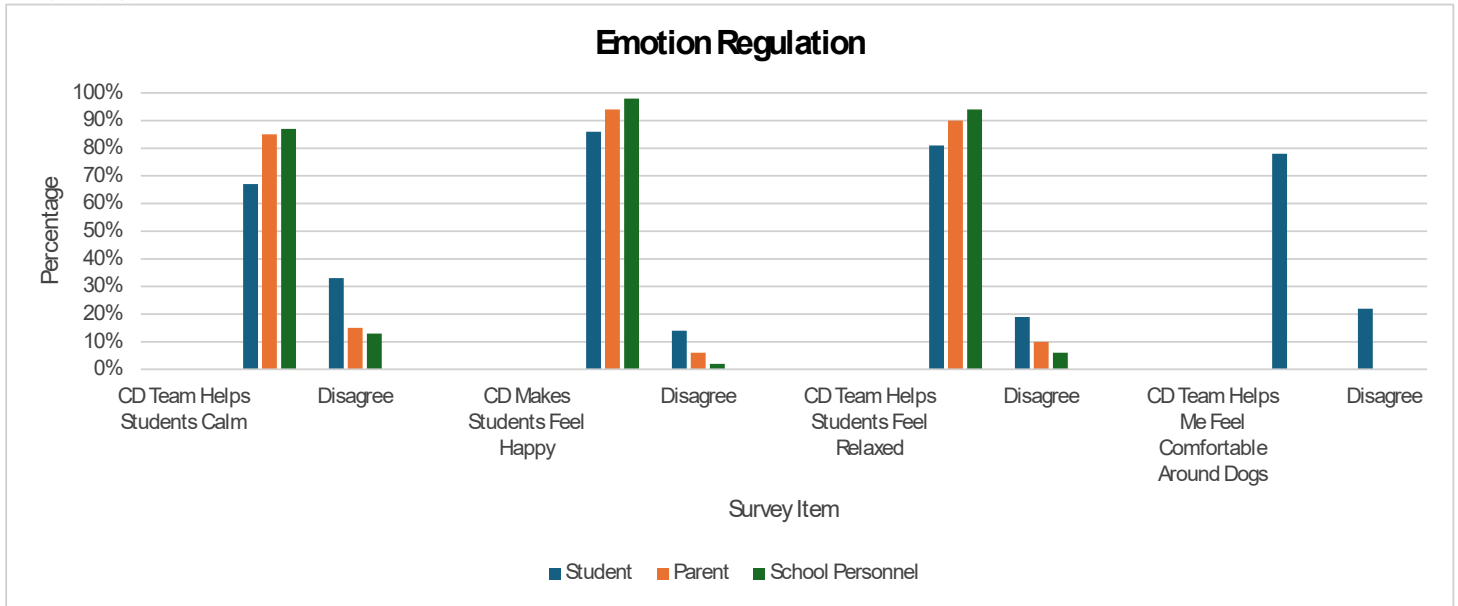
Table 2.



As depicted in Table 2, over 85% of students, parents, and school personnel agreed that the PCCDP improves school climate. Specifically, regression testing indicates that the CDTs make students feel safe in school by creating a welcoming environment and bringing people together.

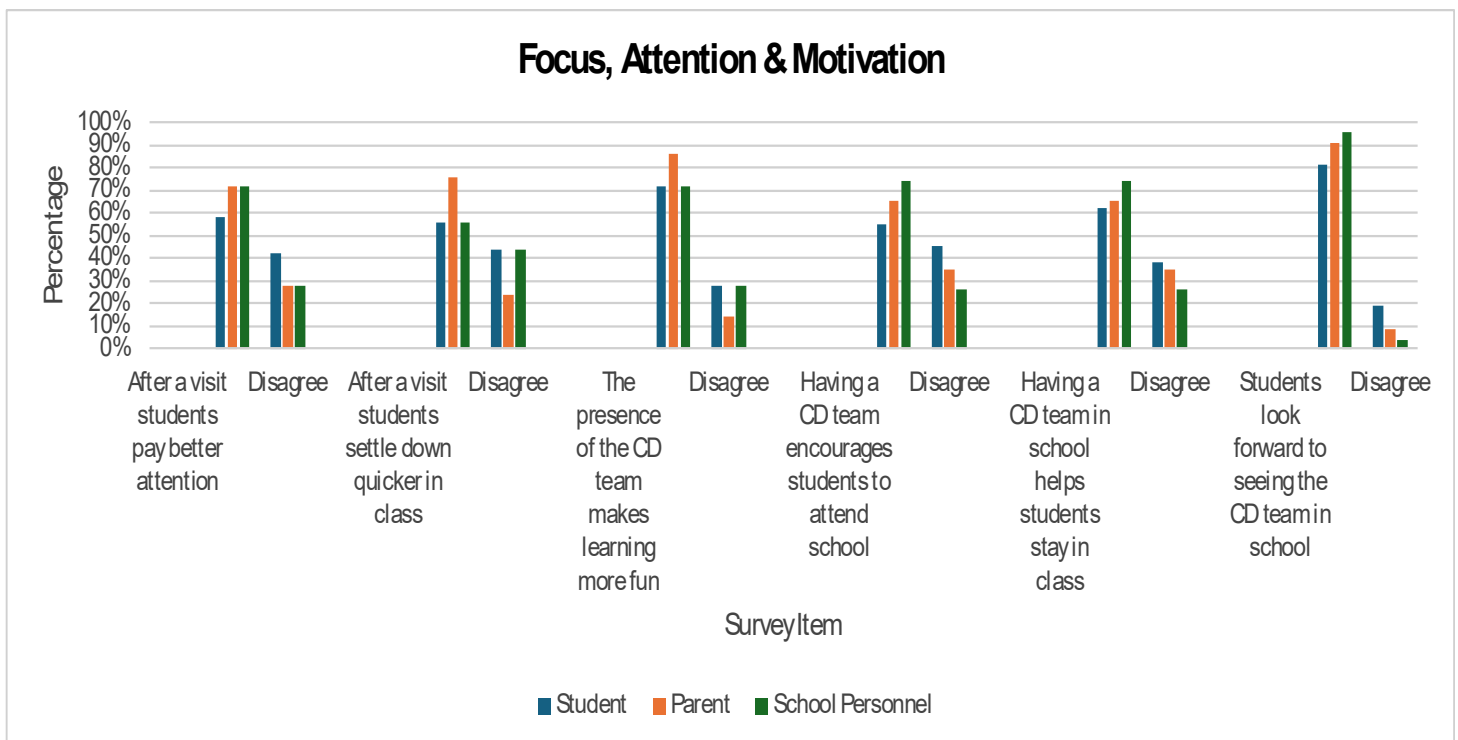
RESULTS OF THE SCHOOL SURVEY

Table 3.



As depicted in table 3, students, parents, and school personnel agreed that the CDTs helped students calm when upset. Regression testing indicates that the CDTs ability to help students feel relaxed was central to the team's ability to help students calm.

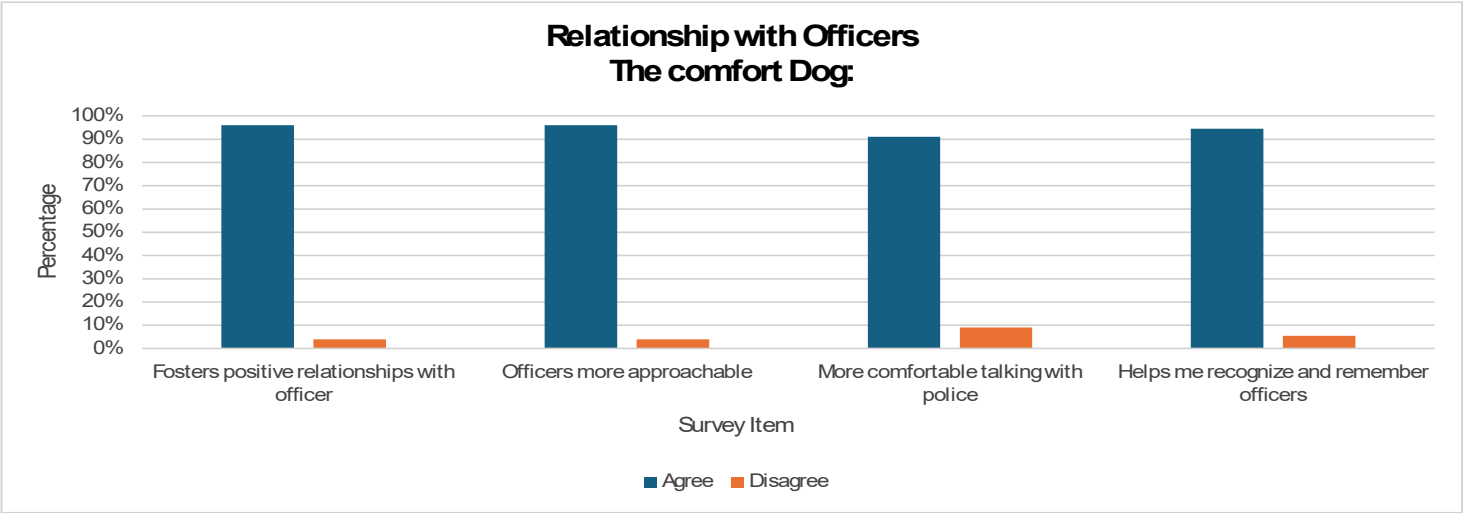
Table 4.



As depicted in table 4, students, parents, and school personnel agreed that after a visit by the CDTs, students paid better attention. Regression testing indicates that key factors to this were the team's ability to help the class settle down and to make learning more fun. In addition, all participants agreed that the CDTs motivate students to attend school and stay in class.

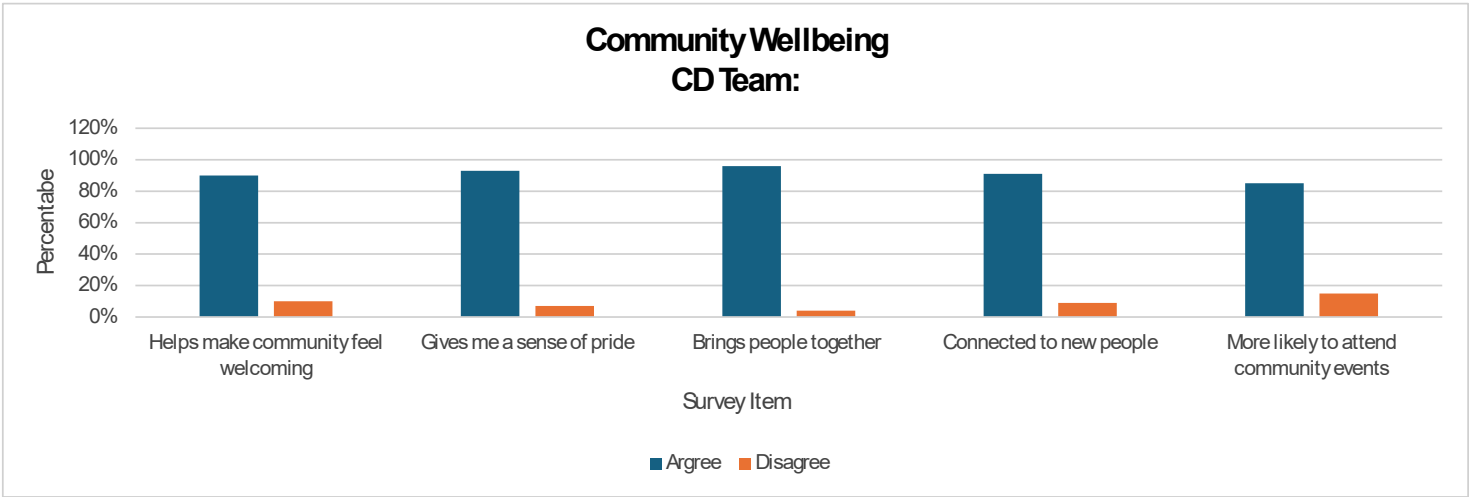
RESULTS OF THE COMMUNITY SURVEY

Table 5.



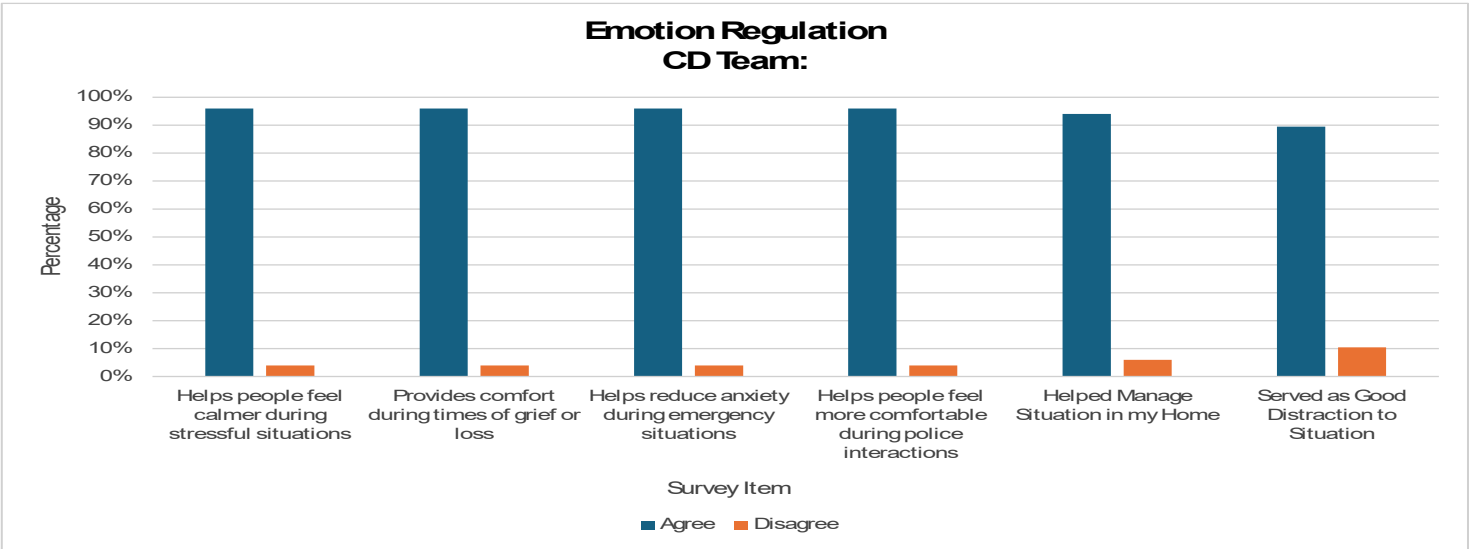
As depicted by the Table 5, over 95% of community members agreed that the CDTs helped foster positive relationships with police where they recognized them and felt comfortable talking to them.

Table 6.



As depicted in Table 6, over 85% of community members agreed that the CDTs make the community more welcoming, brought people together, and fostered community pride.

Table 7.



As depicted in Table 7, over 95% of community members agreed that the CDTs helped people manage emotions during times of stress, police interactions, and emergency situations.

QUALITATIVE RESULTS

PARENT AND SCHOOL PERSONNEL FEEDBACK

RELATIONSHIPS WITH OFFICERS

Several participants commented on the perception of feelings of safety being fostered with the CDT, such as “It makes having a police officer at school less scary for the children” (Survey, 2026). This was corroborated by another participant who stated, “to see the officer at school as a safe person, and someone that can be trusted, that’s probably the most important part” (FG1: S1, 2026). Parents and school personnel identified the experience of safety, but also the importance of these relationships. One participant shared:

“I think that really does set a very beautiful and strong foundation for a way that our kids can feel comfortable around all sorts of public resources, whether it’s firemen, whether it’s, you know, EMT, anything. I mean, they feel that security and sense of safety.” (FG2: S3, 2026)



SCHOOL CLIMATE

Numerous participants shared that the PCCDP created a positive environment for students and staff. One survey response said, “It creates a welcoming and supportive environment where kids feel safe and at ease” (Survey, 2026).

Another claimed the school’s culture itself was positively changed by the CDT’s presence. “[Comfort Dog] and Officer [name]’s presence has become an important element in the most positive aspects of [school name]’s culture. The school community would not be the same without them!” (Survey, 2026). While the CDTs created a “warming” space, it can also create a calm one. “[Officer’s] calm and supportive presence with [Comfort Dog] makes the school a gentler and calmer atmosphere for all of the children learning there. We love them!” (Survey, 2026). The school climate has been enhanced in ways that influence learning and provide a calm, safe space for students and personnel to be productive within the school setting.

QUALITATIVE RESULTS

EMOTION REGULATION

The CDT supported the school community in regulating their emotion as illustrated below:

“We’ve also had a shelter in place on previous occasions in which there was either a medical situation or a behavioral situation, in which parts of the building had to be closed down. And right after we were released, [Dog] and Officer [Name] were here in order to provide that almost like that exhale, both for staff and students, and you could just see the worries wash away “(FG2: S4, 2026).

The CDT provided emotional regulation not only to the larger school community but also to individual students who are struggling. One parent recalled her daughter’s reflection:

“[Dog] comes in to hug me when I’m really, really angry. When I’m sad, I think of her. When I’m mad, [Dog] comes and helps me calm. She’s the best calm dog down ever. When I have a day, she turns it into a not-bad day, a good day” (FG2: S4 2026).



FOCUS, ATTENTION, AND MOTIVATION

Participants described the importance of the CDT as a way for students to have a break from the pressure of the school environment. “I think for a 10-year-old to just be a 10-year-old for a second, have that decompression, and to then be able to go back and refocus on schoolwork and the things she needs to do” (FG2: S2, 2026).

Focus and attention may depend on the more prominent themes of emotional regulation and school climate, which provide a space where students can focus. For example, one participant claimed that the presence of the CDT provided a safe environment in which, “For some students, this makes a significant difference in their ability to get through the school day and succeed both academically and emotionally” (Survey, 2026).

In addition, the CDT became a positive part of the school experience. One parent described, “My child enjoys seeing the team every morning when she gets off the bus. It is part of her morning routine to say hi” (Survey, 2026). The CDT has become not only part of the school’s community, but a reason for children to feel motivated to come to school. For example, the CDT is also used by some parents as an incentive for their children to attend school, “... like [Dog] wants to see you, it would be great for him to see you this morning” (FG3: S1 2026). In addition to motivating them to attend school, one parent mentioned the positive influence the PCCDP has on the transition between schools, claiming the CDT “helped with transition into Kindergarten” (Survey, 2026).



IMPLICATIONS OF RESULTS

RELATIONSHIPS WITH OFFICERS

Results indicated that the PCCDP influenced the development of positive relationships between youth, community members, and police officers and that the dog was central to this success. The relationships being cultivated are crucial to feelings of safety with officers as a “safe person” but also shift perceptions of officers, and SROs in particular, from disciplinary figures to accessible resources for students and community members. Interventions aimed at building positive relationships between officers and youth of this age are essential. As these youth mature, so does their independence from parents, leaving them to make decisions on their own. Having trusting relationships with adults outside of the home serving as role models and mentors who provide support and guidance can operate as a protective factor important to reducing risky and delinquent behaviors such as substance misuse (Black et al., 2010; Brown & Shillington, 2017; Rhodes et al., 2005; Sieving et al., 2016).

As an additional consideration, there are contradictory views on the benefits of having school resource officers. It has been noted that SROs often intensified “the use of suspension, expulsion, police referral and the arrest of students” (Sorenson et al., 2023, p.2). The results of the PCCDP evaluation indicated that the use of officer-comfort dog teams directly leads to a greater experience of school safety and positive, not antagonistic, relationships between SROs and students. Likewise, community members report a shift toward viewing officers as approachable and having positive relationships with officers. Through their work, PCCDP challenges the negative associations some people have with law enforcement and shifts the narrative in a positive direction.

SCHOOL & COMMUNITY CLIMATE

Another protective factor supported by the PCCDP is their positive influence on school and community climates. In schools, the sense of safety and belonging expressed by students is central to a trauma-informed approach, as it creates a safe environment for recovery and growth that may serve to mitigate the negative effects of childhood exposure to adverse life events (Harper & Temkin, 2019; Lensch et al., 2021; Moore & Ramirez, 2015). Moreover, the sense of community pride expressed by community members supports youth because when individuals feel more emotionally connected to those around them, they tend to engage in behaviors that elicit approval and further foster strong relationships (Hirschi, 2017). Using CDTs to create a safe, welcoming environment that fosters relationships is an innovative community policing tool that can positively influence youth development (Brelsford et al., 2017; Dietz et al., 2012; Webster, 2022).

EMOTION REGULATION

Results demonstrated the CDTs' ability to enhance student and community member emotion regulation skills. Students and community members agreed that interaction with the officer-comfort dog teams helped individuals de-escalate quickly, remain calm, improve their mood, and manage emergency situations. Prior research indicates that the addition of a dog during an intervention supports effective coping by calming the nervous system, eliciting positive emotions, and connecting youth with those who care (Beetz et al., 2012; Barker et al., 2003; O'Haire, 2013; Wood et al., 2002). Thus, such interaction enhances one's ability to identify and manage one's responses in the moment of stress and adds to one's repertoire of emotion regulation skills. Developing effective coping methods can protect youth who have experienced ACEs from seeking alternative ways to soothe themselves, such as aggressive behaviors or substance misuse (Bergquist et al., 2024; Pardini et al., 2004).

FOCUS, ATTENTION, AND MOTIVATION

The results suggested that the PCCDP teams helped increase student focus and attention in the classroom and improved motivation to attend and remain in school. Improving focus and motivation supports the acquisition of knowledge that enhances academic success. Such success is an additional protective factor that can positively influence developmental trajectories. This is especially true for students who have a history of adverse childhood experiences, as higher exposures to ACEs predict less engagement with school, lower grades, and repeating grades (Bethell et al., 2014; Bower et al., 2017). Furthermore, decades of research demonstrate the level of education as a strong predictor of income, health, and overall life satisfaction (Carlson & McChesney, 2015; Erickson et al., 2016; Witter et al., 1984).

NEXT STEPS

COORDINATE SERVICE DELIVERY WITH SCHOOLS

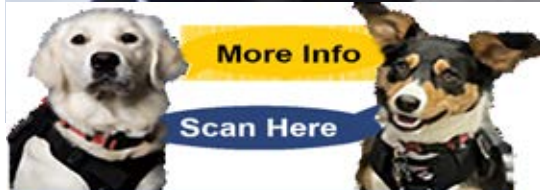
SHOWCASE RESULTS ACROSS THE COUNTY

EXPAND SAMPLE TO 10 SCHOOL DISTRICTS

CONTINUED DATA COLLECTION AND EVALUATION



THANK YOU!



*References available upon request

<https://plymouthda.com/the-plymouth-county-comfort-dog-program/>

THANK YOU!

THANK YOU!

THANK YOU!

File: LC - EDUCATIONAL RESEARCH IN THE SCHOOLS

Who May Conduct Research

Any academic or professional organization, or any individual, including those engaged in master's or doctoral work, may submit a proposal to conduct research. Academic and professional organizations must submit written evidence their proposed research has been approved by their University's Institutional Review Board and, if required, will be supervised by their advisor(s).

Parent/Guardian Permission Requirements

In addition to approval by the Superintendent or his designee and the applicable principal, express permission of the parents/guardians (or the student, if 18 years of age or older) is required when the following research activities are proposed:

1. Student interviews, surveys, or assessments. Certain student surveys that are developed or administered through the use of funds received from the U.S. Department of Education may require additional safeguards.
2. Classroom observation that results in obtaining individually identifiable student or teacher information.

The appropriateness of all requests involving research projects to be conducted in the public schools will be judged by the Superintendent or the Assistant Superintendent after they have been reviewed by the Superintendent and, as appropriate, principals and/or program supervisors. Research projects deemed appropriate will then be submitted to the school committee for final approval.

The informed, written parental consent is a requirement of the Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232h; 34 CFR Part 98) and Massachusetts Record Regulations (603 CMR [23.00](#)).

The decision to involve students, teachers, or other employees in any research project shall be based on the following:

1. The objectives of the research will be clearly stated and the design will produce valid and reliable results that will then be made available to the administration and school committee.
2. The privacy of those involved in the research will be protected. The confidentiality of records will be maintained at all times. Further, data derived from school records, interviews, or questionnaires that have a potential for invasion of privacy of student or their families or staff members may not be used unless advance written authorization and opportunity to opt out has been obtained by the staff member or student (or parent or guardian as appropriate) even though the information will be collected and reported under conditions of anonymity.
3. Teaching and Learning activities will not be interrupted unless there is a clearly stated justifications for the learning of our schools.
4. Projects involving student researchers must have prior written approval by a faculty member and principal of the institution in which the student is enrolled.
5. Only a limited number of research projects will be approved each year. Priority will be given to those that expand the knowledge of our students, teachers or operations/systems of our school(s) and/or support continuous focus on improvement.
6. Researchers and/or sponsors will not personally profit from research conducted at Old Rochester Regional School District & Massachusetts Superintendency Union #55.

Note that for parent/guardian approval, the Superintendent or his designee requires "active consent" of the parent/guardian. This means that the parent/guardian has received a letter and has completed and returned a written form giving permission for the child to participate. No child may participate in the absence of the signed form.

The permission letter to the parent/guardian must: 1) describe the purposes, procedures and content of the research, including a statement of any possible risks; 2) indicate the types of activities that the student will engage in when participating in the research, the amount of participation time by the student and the start and end dates of the study; 3) describe, if applicable, the data elements that will be collected from each student and indicate how the researcher will keep this information confidential; and 4) identify all individuals responsible for the research, including their institutional affiliation, by providing complete contact information including an address and phone number. Please use the language preferred by the parent/guardian in the request letter with the accompanying English version.

What Needs to be Submitted: College/University Sponsored Research

The following materials must be included in the application:

1. A copy of the Approved Institutional Review Board Application, as well as any Amendments (if exist).
2. A copy of the Approval Letter from the Institutional Review Board.

What Needs to be Submitted: Independent Research

The following materials must be included in the application:

1. A signed, original, completed Application to Conduct Research in Old Rochester Regional School District & Massachusetts Superintendency Union #55 Public Schools
2. An executive summary of the proposal.
3. Certification of Completion of a recognized training program in the Protection of Human Subjects.
4. Copies of all surveys, instruments, consent letters, etc.

Other Research Requirements

If reference is made to Old Rochester Regional School District & Massachusetts Superintendency Union #55 Public Schools as the source of the data in the study, then approval must be received from the Superintendent's or his designee prior to the dissemination of any report. Otherwise, no reference can be made to the participation of Old Rochester Regional School District & Massachusetts Superintendency Union #55 Public Schools in the study.

Note that if the research project extends beyond the completion date indicated in the Application

to Conduct Research, a written application must be submitted to the Superintendent or his designee for approval. In addition, it is at the discretion of the principal(s) to extend the research project beyond the scheduled completion date.

Review Process

Step One:

To initiate the research review process the researcher must submit to Superintendent's Office the information and documents outlined in the What Needs to Be Submitted sections of this document.

Step Two:

Upon receipt of the complete sets of materials, the Superintendent or his designee will review the proposal to determine whether or not it satisfies the criteria outlined in this document. The Superintendent or his designee reserves the right to require changes in the research design, procedures, or times when it will be conducted by schools prior to its approval. Complete applications received on or before the first of the month will usually have a decision rendered by end of the second month.

For example, a complete Application to Conduct Research that is submitted on or before October 1 will generally be approved or disapproved by November 30.

Step Three:

If the proposal passes this review, it is the responsibility of the researcher to submit copies of the research executive summary along with a Research Proposal Review Form to the appropriate principal(s) of each school where the study is to be conducted for their approval.

Only if the principal(s) are willing to participate in the study can the research be conducted in a given school. Initial approval by the Superintendent or his designee does not ensure that selected schools will be willing or able to participate.

Step Four:

After all forms have been submitted and approved, the researcher may begin the study. Once the study is completed, a copy of the final research report must be filed with the Superintendent's Office; it is also customary to provide a copy to participating schools and/or programs. Whenever feasible, the researcher should visit the school(s) to explain the findings to the principal(s) and other school staff.

Step Five:

If substantive changes are made to a project after it has begun, such as requesting additional data, or a change in participating groups/schools, you must submit:

1. Cover letter; and
2. Revised Application (or copy of the Amendment Request and Approval from the Institutional Review Board).

Old Rochester Regional School District & Massachusetts Superintendency Union #55 Public Schools

Approved by the Joint School Committees on September 17, 2015

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MA SUPERINTENDENCY UNION NO. 55

2026–2028 Sippican Elementary School Improvement Plan

Proposed plan for school and community review - October 2026

MISSION

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

VISION

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

CORE VALUES

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

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

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

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

THEORY OF ACTION

If we provide a rigorous, inclusive curriculum aligned with the district Vision of the Graduate; strengthen adult learning and collaboration; connect excellent classroom instruction with responsive academic, behavioral, and social-emotional supports; and build safe, trusting relationships with students and families, then every child will have stronger opportunities to think, learn, care, and grow.

THE SIPPICAN WAY

Anchored in Purpose, Sailing with Heart. Our destination is every child known, valued, challenged, supported, and growing. The Sippican 3 to Be—Respectful, Responsible, Kind—guide our actions every day, every way.

- We know every child.
- We create safe learning environments.
- We deliver excellent Tier 1 instruction.
- We respond to evidence.
- We grow together.

These five commitments connect the objectives below. The district Vision of the Graduate (also called the Portrait of the Graduate) will be developed through age-appropriate learning, reflection, goal setting, collaboration, perseverance, and contributions to the community.

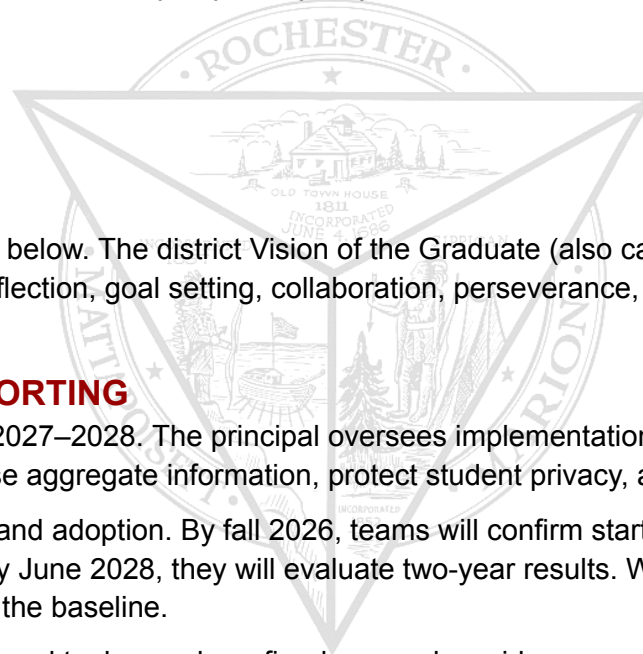
IMPLEMENTATION AND PUBLIC REPORTING

This plan covers school years 2026–2027 and 2027–2028. The principal oversees implementation with school and district teams. School Council and School Committee progress updates will use aggregate information, protect student privacy, and describe successes, needs, and next steps.

Proposed SMART targets below are for review and adoption. By fall 2026, teams will confirm starting measures and consistent definitions; by June 2027, they will review first-year progress; and by June 2028, they will evaluate two-year results. Where a new measure is needed, the first comparable 2026–2027 collection will establish the baseline.

Action steps, staffing arrangements, schedules, and tools may be refined as needs, evidence, resources, and district priorities change. Any proposed change to an adopted target will be documented with its rationale through the annual plan review. Program names describe current implementation priorities and may be updated through district review.

Percentages use the eligible group with valid data, with participation reported. Academic comparisons use the same season, grade span, and comparable measure; report subjects separately. Public reporting will identify tool or population changes and avoid unsupported comparisons.



STRATEGIC OBJECTIVE 1 TEACHING AND LEARNING

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#1: Teaching and Learning Implement a rigorous, equitable, and cohesive curriculum aligned with the district Vision of the Graduate.	1.1 Vision of the Graduate	Embed graduate competencies in classroom learning, student reflection, projects, and school experiences. Develop developmentally appropriate examples across PK–6. Lead: Grade-level teams; school leadership	By June 2027, every grade-level team will identify at least two aligned learning experiences. By June 2028, every team will implement and review two annually using student work or reflection.
	1.2 Excellent Tier 1 instruction	Strengthen the high-quality daily instruction all students receive: clear learning goals, explicit modeling, meaningful practice, discussion, checks for understanding, and flexible small groups. Coordinate reading and math push-in teaching with classroom instruction. Lead: School leadership; classroom and support teams	By June 2027, all teams will use shared Tier 1 indicators. By June 2028, at least 90% of sampled lessons will demonstrate at least four of the five agreed indicators, reviewed twice yearly with a consistent sampling process.
	1.3 Coherent curriculum and literacy leadership	Deepen HMH Into Reading and enVision implementation. Use the District Literacy Leadership Team (DLLT) and school literacy leadership to review the Literacy Action Plan. Maintain curriculum maps and participate in district review across subjects. PK will participate in the PRISM Grant to align curriculum maps PK-2. Lead: Curriculum leaders; literacy and math teams	By June 2027 and June 2028, all grade-level teams will review curriculum alignment and document at least one refinement. The Literacy Action Plan will be reviewed annually with DLLT input; updated maps and team records will show changes.

STRATEGIC OBJECTIVE 1 TEACHING AND LEARNING CONTINUED

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#1: Teaching and Learning Implement a rigorous, equitable, and cohesive curriculum aligned with the district Vision of the Graduate.	1.4 Common assessment and student growth	Use DIBELS, IXL Level Up, curriculum assessments, student work, and MCAS where applicable to identify strengths and next steps. Review reading and mathematics separately, including patterns for student groups. Lead: School leadership; grade-level and data teams	By June 2028, increase the percentage meeting expectations on the selected spring reading and math benchmark by 5 percentage points in each subject from spring 2027, capped at 100%. Review progress at least three times annually and report participation and grade-level patterns.
	1.5 Writing and curriculum connections	Strengthen writing across subjects through explicit sentence and response instruction, including the Writing Revolution pilot. Use common rubrics and student work to assess the pilot and guide expansion. Lead: Participating teachers; curriculum leaders	By June 2027, participating teams will complete at least two common writing reviews and evaluate the pilot. By June 2028, at least 80% of students with paired samples in participating classrooms will improve one rubric level in an identified writing skill or maintain the highest level.

STRATEGIC OBJECTIVE 2 PROFESSIONAL LEARNING

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#2: Professional Learning Expand professional learning, resources, and collaboration to improve student-centered teaching and collective teacher efficacy.	2.1 Professional learning that changes practice	Align learning with HMH, enVision, literacy, Tier 1 instruction, MTSS, behavior, and the Vision of the Graduate. Use staff feedback, student evidence, and classroom needs to shape support. Lead: School and district leadership	By June 2027 and June 2028, at least 90% of participating staff will document application of one priority practice and reflect on student evidence. Leadership will review feedback and implementation evidence at least twice annually.
	2.2 PLC and consult collaboration	Use Professional Learning Communities (PLCs) and consult time to examine student work, plan instruction, coordinate supports, and review results. Keep agendas and follow-up actions focused on student learning. Lead: Grade-level teams; specialists; service providers	By June 2027 and June 2028, every grade-level team will complete at least three documented inquiry cycles: identify a need, act, review evidence, and adjust. Each cycle will include a measurable student-learning target and result.
	2.3 Teacher leadership and curriculum development	Connect Instructional Council, curriculum leaders, DLLT, and school teams. Share effective practices, common planning resources, and curriculum refinements across grades and schools. Lead: Teacher leaders; school leadership	By June 2027 and June 2028, Sippican representatives will bring forward at least two curriculum or instructional recommendations and share at least two district learning updates with staff, documented in meeting records.

STRATEGIC OBJECTIVE 2 PROFESSIONAL LEARNING CONTINUED

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#2: Professional Learning Expand professional learning, resources, and collaboration to improve student-centered teaching and collective teacher efficacy.	2.4 Inclusive practice and adult partnerships	Develop shared practices among teachers, special educators, paraprofessionals, specialists, and service providers. Strengthen differentiation, executive functioning, and meaningful access to core instruction. Lead: School leadership; instructional teams	By June 2027, each instructional team will document shared roles and a collaboration routine. By June 2028, all teams will review those roles twice annually and document at least one adjustment based on student access or progress.
	2.5 Literacy and mathematics expertise	Provide consulting, modeling, and collaborative practice connected to the Literacy Action Plan, HMH, enVision, assessment, writing, and targeted instruction. Review how professional learning supports student progress. Lead: Literacy and math leaders; grade-level teams	By June 2027 and June 2028, every grade-level team will complete at least one literacy and one mathematics learning-and-application cycle, with a lesson or task, student evidence, and a documented next step.

STRATEGIC OBJECTIVE 3 SUPPORT SYSTEMS

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#3: Support Systems Strengthen a coordinated Multi-Tiered System of Supports (MTSS) for academic, behavioral, and social-emotional growth.	3.1 Tier 1 and DCAP	Use the District Curriculum Accommodation Plan (DCAP) to strengthen classroom access, accommodations, and early response to need. Explain how universal, targeted, and intensive supports connect within MTSS. Lead: School leadership; instructional and student support teams	By June 2027, all instructional teams will review the DCAP and identify classroom practices. By June 2028, all teams will review implementation at least twice annually using planning records, student work, and access indicators.
	3.2 FLEX for intervention and advanced learning	Provide a planned FLEX block for targeted practice, intervention, acceleration, and enrichment. Use flexible groups based on evidence; coordinate reading, math, enrichment, and special education supports with core learning. Lead: Grade-level teams; reading, math, and enrichment staff	By June 2027 and June 2028, every grade-level team will document FLEX learning targets and review groups at least three times annually. By June 2028, at least 80% of students receiving a targeted FLEX cycle will meet the defined skill goal or expected growth target.
	3.3 BBST problem solving	Use the Building-Based Support Team (BBST) for collaborative problem solving with educators and families. Document strengths, concerns, strategies already used, measurable goals, responsibility, and a review date; adjust support from results. Lead: BBST; school leadership	By June 2027 and June 2028, 100% of new BBST support plans will include a measurable goal, assigned lead, monitoring method, and review date. At least 90% of scheduled reviews will occur within the agreed review window.

STRATEGIC OBJECTIVE 3 SUPPORT SYSTEMS CONTINUED

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#3: Support Systems Strengthen a coordinated Multi-Tiered System of Supports (MTSS) for academic, behavioral, and social-emotional growth.	3.4 Screening and progress monitoring	Use academic, behavior, attendance, and social-emotional evidence to identify needs early. Monitor targeted support at a frequency appropriate to the skill and intervention; continue, intensify, fade, or extend support based on evidence. Lead: Data teams; intervention and student support staff	By June 2027 and June 2028, complete at least three schoolwide data reviews. At least 90% of active targeted support plans will have current progress evidence at their scheduled review. Report the percentage meeting individual goals and resulting adjustments.
	3.5 Transitions and continuity	Coordinate entry, grade changes, and transition to junior high. Include family input and transfer effective learning, behavior, and access strategies. Provide additional planning for students with identified transition needs. Lead: School leadership; sending and receiving teams	By June 2027 and June 2028, every grade will complete a transition process. All students identified by teams as needing individualized transition support will have a documented plan before transition, or promptly upon identification for new entrants.

STRATEGIC OBJECTIVE 4 CLIMATE AND CULTURE

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#4: Climate and Culture Provide an inclusive, equitable, and positive school culture that strengthens belonging, relationships, and student voice.	4.1 Morning Meetings and social-emotional learning	Sustain daily Morning Meetings and Responsive Classroom practices. Teach Fly Five skills and the Sippican 3 to Be. Reinforce planning, self-regulation, and independence through routines such as Get Ready–Do–Done. Lead: Classroom teams; school leadership	By June 2027 and June 2028, at least 90% of sampled classrooms will show consistent Morning Meeting and explicit SEL routines in twice-yearly reviews. By spring 2028, increase favorable student belonging responses by 5 percentage points from spring 2027, capped at 100%.
	4.2 The Sippican Way and shared commitments	Make the five commitments visible in staff collaboration, family communication, and student experiences. Connect school identity with district values and the Vision of the Graduate. Lead: School leadership; all staff	By June 2027, all grade-level teams will identify examples of the five commitments in practice. By June 2028, each team will review those examples annually and document one improvement informed by student or family feedback.
	4.3 Family communication and partnerships	Provide consistent school and grade-level updates in accessible formats. Invite two-way feedback and partner with VASE and community organizations to support learning, participation, and school experiences. Lead: School leadership; grade-level teams; family partners	By June 2027 and June 2028, provide school updates during at least 90% of instructional weeks and grade-level updates at least monthly during the school year. Collect family feedback annually and report at least two actions taken in response.

STRATEGIC OBJECTIVE 4 CLIMATE AND CULTURE CONTINUED

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#4: Climate and Culture Provide an inclusive, equitable, and positive school culture that strengthens belonging, relationships, and student voice.	4.4 Student voice and service	Strengthen Feinstein service learning, Kindness Crew, and Project 351 opportunities. Include student leadership in all-school meetings, morning announcements, community service, and school improvement conversations. Lead: Student leaders; staff advisers; grade-level teams	By June 2027 and June 2028, every grade will participate in at least one service or kindness initiative and two structured opportunities for student voice. Share at least two examples annually of student input influencing a school activity or practice.
	4.5 Proactive behavior and collaborative problem solving	Teach, model, practice, and reinforce shared expectations across settings. Strengthen consistent reporting, Collaborative Problem Solving, restorative responses, family partnership, and individualized support through BBST. Lead: School leadership; BBST; all staff	By June 2027, establish consistent referral definitions and a full-year baseline. By June 2028, reduce repeat office referrals per 100 enrolled students by 10% from 2026–2027, while reviewing safety and reporting consistency. Review patterns at least quarterly.
	4.6 Welcoming experiences and transitions	Plan orientation, open house, grade transitions, and welcoming routines for new students and families. Use feedback to improve access, predictability, and connection to school. Lead: School leadership; office and grade-level teams	By June 2027 and June 2028, provide a welcoming process for all entering grades and newly enrolling families. Review participant feedback annually and document at least one improvement to the following year's transition or welcome process.

Measurement note: Repeat referrals are office-managed incidents after a student's first referral in that school year. Use consistent definitions, enrollment denominators, and reporting practices across both years. Belonging surveys use the same eligible grade span and items.

STRATEGIC OBJECTIVE 5 SAFE SCHOOLS

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#5: Safe Schools Ensure safe, secure, accessible, and equitable learning environments that support student well-being.	5.1 Safety readiness and prevention	Coordinate age-appropriate safety education, staff preparation, required drills, digital safety, and relevant health and crisis-response training with district and community partners. Keep operational security details in internal plans. Lead: School leadership; district safety and health partners	By June 2027 and June 2028, complete all required school safety activities and role-specific training or documented make-up arrangements. Review each drill or exercise and record follow-up actions and responsible roles.
	5.2 Facility review and accessibility	Review building and grounds needs with facilities staff. Prioritize concerns affecting safety, accessibility, and learning; track responses and unresolved needs. Lead: School leadership; facilities department	By June 2027 and June 2028, complete an annual facilities review and at least two follow-up checks. Assign a priority, responsible department, and next action to every identified high-priority concern.
	5.3 Instructional technology	Coordinate technology maintenance, replacement planning, digital access, and effective use of support requests. Review barriers that limit students' access to instruction and assessment. Lead: School leadership; technology department	By June 2027 and June 2028, complete an annual review of instructional technology needs. Review unresolved high-priority access issues at least twice annually and document an action or interim access plan for each.

STRATEGIC OBJECTIVE 5 SAFE SCHOOLS CONTINUED

Strategic Objective	Strategic Initiatives	Action Steps	Outcomes (SMART Goals) By June 2028 with annual milestones
#5: Safe Schools Ensure safe, secure, accessible, and equitable learning environments that support student well-being.	5.4 Capital planning	Work with district and town partners to identify and prioritize short- and long-term building and grounds needs, including accessibility and learning conditions. Lead: School and district leadership; facilities and town partners	By June 2027 and June 2028, submit an updated list of prioritized capital needs through the district and town planning process, with the educational or safety rationale and status of each request.
	5.5 Resources aligned to improvement	Participate in budget planning that connects staffing, instructional materials, professional learning, and student supports to this plan. Review needs and available resources as implementation evolves. Lead: School and district leadership	By June 2027 and June 2028, document an annual resource review linking priority requests to strategic objectives and student needs. Report funded actions, deferred needs, and implementation adjustments in the annual progress update.

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Marion
UEI: LBGHE3JDL2L9

2 Grant Title: FC 0240 - IDEA Part B (Federal/ENT)
Fund Code: 0240
DESE Project Staff: federalgrantprograms@mass.gov

3 Grant Award Project Description
84.027A GRANTS TO STATES - B (611)

4 DESE Award Information
Grant Type: FEDERAL USED

- **CFDA #:** 84.027A
- **FAIN:** H027A260076
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 0240-000558-2027-0169
- **Grant Award Amount:** \$104,228.00
- **Grant Project Duration (Period of Performance):** 8/31/2026 - 9/30/2028
- **Reimbursement Requests Must Be Submitted Before:** 12/1/2028
- **Final Expenditure Report (FER) Due:** 12/31/2028

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- EDGAR As Applicable (34 CFR)
 - General Fiscal Administration 34 CFR Part 76
- DESE Request for Proposal (RFP): <https://www.doe.mass.edu/grants/2027/0240/>

7 Statutes

- **Authority:** PL 108-446 PART - B INDIVIDUAL WITH DISABILITIES EDUCATION ACT
- **Program Title:** SPECIAL EDUCATION - GRANTS TO STATES
- **CFDA #:** 84.027A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. [34 CFR 76.708](#)
- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes
Here is a copy of the Federal Award letter that DESE received from the federal awarding agency which funds this grant.
<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=237615&inline=true> If you are printing or saving this GAN to your personal files, please be sure to also save a copy of the linked Federal Award to maintain complete award information for your records.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Marion **2 Grant Title:** FC 0262 - IDEA Part B (Federal/ENT)
UEI: LBGHE3JDL2L9 **Fund Code:** 0262
DESE Project Staff: federalgrantprograms@mass.gov

3 Grant Award Project Description

84.173A GRANT TO STATES - B PRESCHOOL (619)

4 DESE Award Information

Grant Type: FEDERAL USED

- **CFDA #:** 84.173A
- **FAIN:** H173A260039
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 0262-000559-2027-0169
- **Grant Award Amount:** \$5,863.00
- **Grant Project Duration (Period of Performance):** 8/31/2026 - 9/30/2028
- **Reimbursement Requests Must Be Submitted Before:** 12/1/2028
- **Final Expenditure Report (FER) Due:** 12/31/2028

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- EDGAR As Applicable (34 CFR)
 - General Fiscal Administration 34 CFR Part 76
- DESE Request for Proposal (RFP): <https://www.doe.mass.edu/grants/2027/0262/>

7 Statutes

- **Authority:** PL 108-446 PART - B INDIVIDUAL WITH DISABILITIES EDUCATION ACT
- **Program Title:** SPECIAL EDUCATION - PRESCHOOL GRANTS
- **CFDA #:** 84.173A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. [34 CFR 76.708](#)

- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

Here is a copy of the Federal Award letter that DESE received from the federal awarding agency which funds this grant.

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=236857&inline=true> If you are printing or saving this GAN to your personal files, please be sure to also save a copy of the linked Federal Award to maintain complete award information for your records.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Marion
UEI: LBGHE3JDL2L9

2 Grant Title: FC 0305 - Title I, Part A (Federal/ENT)
Fund Code: 0305
DESE Project Staff: federalgrantprograms@mass.gov

3 Grant Award Project Description

84.010A Title I Part A Basic Grants to LEAs

4 DESE Award Information

Grant Type: FEDERAL USED

- **CFDA #:** 84.010A
- **FAIN:** S010A260021
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 0305-000549-2027-0169
- **Grant Award Amount:** \$41,486.00
- **Grant Project Duration (Period of Performance):** 8/31/2026 - 9/30/2028
- **Reimbursement Requests Must Be Submitted Before:** 12/1/2028
- **Final Expenditure Report (FER) Due:** 12/31/2028

6 Administrative Information

- **DESE UEI:** PUNALCFVXAL6
- **UGG (2 CFR 200)**
- **EDGAR As Applicable (34 CFR)**
 - General Fiscal Administration 34 CFR Part 76
- **DESE Request for Proposal (RFP):** <https://www.doe.mass.edu/grants/2027/0305/>

7 Statutes

- **Authority:** PL 100-297 I-A ELEMENTARY & SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY ESSA
- **Program Title:** TITLE I GRANTS TO LOCAL EDUCATION AGENCIES
- **CFDA #:** 84.010A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. [34 CFR 76.708](#)
- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

Here is a copy of the Federal Award letter that DESE received from the federal awarding agency which funds this grant.
<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=237603&inline=true> If you are printing or saving this GAN to your personal files, please be sure to also save a copy of the linked Federal Award to maintain complete award information for your records.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 **Grant Recipient Number/Name:** - Marion
UEI: LBGHE3JDL2L9

2 **Grant Title:** FC 0140 - Title II, Part A (Federal/ENT)
Fund Code: 0140
DESE Project Staff: federalgrantprograms@mass.gov

3 **Grant Award Project Description**
84.367A Supporting Effective Instruction

4 DESE Award Information

Grant Type: FEDERAL USED

- **CFDA #:** 84.367A
- **FAIN:** S367A260020
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 0140-000546-2027-0169
- **Grant Award Amount:** \$7,052.00
- **Grant Project Duration (Period of Performance):** 8/31/2026 - 9/30/2028
- **Reimbursement Requests Must Be Submitted Before:** 12/1/2028
- **Final Expenditure Report (FER) Due:** 12/31/2028

6 Administrative Information

- **DESE UEI:** PUNALCFVXAL6
- **UGG (2 CFR 200)**
- **EDGAR As Applicable (34 CFR)**
 - General Fiscal Administration 34 CFR Part 76
- **DESE Request for Proposal (RFP):** <https://www.doe.mass.edu/grants/2027/0140/>

7 Statutes

- **Authority:** PL 114-95 II ESEA AS AMENDED BY ESSA
- **Program Title:** TITLE II, PART A, TEACHER AND PRINCIPAL TRAINING & RECRUITING FUND
- **CFDA #:** 84.367A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. [34 CFR 76.708](#)
- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

Here is a copy of the Federal Award letter that DESE received from the federal awarding agency which funds this grant.
<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=237608&inline=true> If you are printing or saving this GAN to your personal files, please be sure to also save a copy of the linked Federal Award to maintain complete award information for your records.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 **Grant Recipient Number/Name:** - Marion
UEI: LBGHE3JDL2L9

2 **Grant Title:** FC 0309 - Title IV, Part A (Federal/ENT)
Fund Code: 0309
DESE Project Staff: federalgrantprograms@mass.gov

3 Grant Award Project Description

84.424A Student Support and Academic Enrichment Grants

4 DESE Award Information

Grant Type: FEDERAL USED

- **CFDA #:** 84.424A
- **FAIN:** S424A260022
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 0309-000548-2027-0169
- **Grant Award Amount:** \$10,000.00
- **Grant Project Duration (Period of Performance):** 8/31/2026 - 9/30/2028
- **Reimbursement Requests Must Be Submitted Before:** 12/1/2028
- **Final Expenditure Report (FER) Due:** 12/31/2028

6 Administrative Information

- DESE UEI: PUNALCFVXAL6
- UGG (2 CFR 200)
- EDGAR As Applicable (34 CFR)
 - General Fiscal Administration 34 CFR Part 76
- DESE Request for Proposal (RFP): <https://www.doe.mass.edu/grants/2027/0309/>

7 Statutes

- **Authority:** PL 20 U.S.C. 7101 TITLE IV ESEA, AS AMENDED BY ESSA
- **Program Title:** STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE) PROGRAM
- **CFDA #:** 84.424A

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. [34 CFR 76.708](#)
- This grant has a restricted indirect cost rate.
- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

Here is a copy of the Federal Award letter that DESE received from the federal awarding agency which funds this grant.
<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=237611&inline=true> If you are printing or saving this GAN to your personal files, please be sure to also save a copy of the linked Federal Award to maintain complete award information for your records.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANT AWARD NOTICE

1 Grant Recipient Number/Name: - Marion	2 Grant Title: FC 2518 - Fair Share Earmarks (State/EAR)
UEI: LBGHE3JDL2L9	Fund Code: 2518
DESE Project Staff: Simone Lynch	

3 Grant Award Project Description

State funded earmarks as outlined on the state budget from appropriation 1596-2517

4 DESE Award Information

Grant Type: STATE FUNDS

- **CFDA #:**
- **FAIN:**
- **Is the award an R & D?:** No
- **Federal Award Date:** 7/1/2026

5 Sub-recipient Award Information

- **Grant Project Number:** 2518-001292-2027-0169
- **Grant Award Amount:** \$25,000.00
- **Grant Project Duration (Period of Performance):** 9/18/2026 - 6/30/2029
- **Reimbursement Requests Must Be Submitted Before:** 8/16/2029
- **Final Expenditure Report (FER) Due:** 9/30/2029

6 Administrative Information

- **DESE UEI:** PUNALCFVXAL6
- **UGG (2 CFR 200)**
- **815 CMR 2.00:** State grants, federal grant awards, federal subgrants and subsidies.
- **DESE Request for Proposal (RFP):** <https://www.doe.mass.edu/grants/2027/2518/>

7 Statutes

- **Authority:** <https://malegislature.gov/Laws/SessionLaws/Acts/2026/Chapter101>
- **Program Title:** Fair Share Earmarks
- **CFDA #:**

8 Terms and Conditions of Award

- This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the Commonwealth of Massachusetts and your town/agency to receive such funds.
- The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the DESE agency and the grant closeout procedure must be followed.
- Fiscal and other reports relating to this grant must be submitted as required by the grant program.
- Expenditures cannot be charged to the grant prior to the sub-recipient grant start date. 34 CFR 76.708

- Recipients are required to report deviations from budget or project scope or objective and request prior approvals from DESE for budget and program plan revisions (amendments/revisions to grant within DESE grant sub-system).

9 Special Notes

Grantees may use these funds going back to 7/1/2025 (FY26 costs) per legislative approval "to make supplemental appropriations for fiscal year 2026." Please make every effort to obligate this earmark funding by 6/30/2027 and file FER by 9/30/2027. Please let us know if you need a start date that goes back to 7/1/2025 so we can update your individual GAN.

Grant Award Notification Explanation

<https://mass.egrantsmanagement.com/DocumentLibrary/ViewDocument.aspx?DocumentKey=238675&inline=true>



PROPOSAL

10 Conduit St., Acushnet, MA 02743

Phone: 508-995-3826

Fax: 508-995-0151

Massachusetts Electrical Contractor License #A16722

Submitted To: Eugene Jones		Phone	Date 6/15/2026
Street		Job Name Sippican School VFDs	
City, State, Zip		Job Location 16 Spring St, Marion, MA 02738	
Estimator John Tavares	State Contract Number	Email john@mvelectrical.net	

M-v Electrical Contractors, Inc. hereby submits this proposal for the following scope of work:

SCOPE:

1) Replace four VFDs at Sippican School

INCLUDES:

- 1) Two AB-S 480V 3Ph 15 HP drives
- 2) Two AB-S 480V 3Ph 30HP drives
- 3) Two year extended warranty
- 4) Factory start up
- 5) Misc. material
- 6) Installation labor

M-V Electrical hereby proposes to furnish the above labor and materials ("work") in accordance with the above-referenced specifications, for the sum of:

TOTAL: \$43,387 (Fourty Three Thousand Three Hundred Eighty Seven Dollars)



Superintendent's Newsletter

September 2026

Message of the Month

Dear School Community,

The first month of school has been incredibly successful! After welcoming our students back to school in early September - we have already held Open Houses in all six of our schools. It was great having so many parents, guardians, and our students' family members exploring our schools. Our hallways and classrooms are already decorated in student art and academic student work. Having strong home to school connections is incredibly important for academic success. During the first six weeks of school intentional effort is given to building our school community. Teachers carefully work with their students to build relationships, establish expectations, and determine goals for the school year. I've enjoyed being part of the opening of schools and look forward to the months ahead.



Please enjoy reading about school happenings in the monthly Superintendent's Newsletter.

Respectfully,

Michael S. Nelson
Superintendent of Schools

Superintendent's School Visits



Center School
Ms. Renna's 2nd Grade
Classroom



RMS Open House
Parent and Guardian
Orientation



ORR Junior High School
Ms. Bodeau's Art Classroom

The Gala is Next Week!

The Old Rochester Regional Tri-Town Education Foundation invites the community to attend its inaugural Fall Gala on Thursday, Oct. 8, 2026, at Century House in Acushnet. The evening includes a cocktail hour and curated silent auction, featuring unique local experiences, vacation getaways and premium goods donated by regional businesses.

The gala will raise funds to strengthen educational opportunities for students and educators across Marion, Mattapoisett and Rochester. Tickets may be purchased at <https://gofan.co/event/6711869>. Early registration is encouraged, as tickets are limited. [Read more](#).



The Tri-Town Education Foundation
proudly invites you to

The First Annual
FALL GALA

THURSDAY
OCTOBER
8TH
AT 6 PM

RSVP Here



CENTURY HOUSE | ACUSHNET, MA

Elegant Fun | Cocktail Reception | Silent Auction
A Chance to Support Our Local Students & Teachers

Office of Teaching and Learning

From Dr. Fedorowicz

Assistant Superintendent of Teaching and Learning



Professional Learning and Preparation for the School Year

Our staff have been busy learning, collaborating, and preparing for a strong school year. On September 1 and September 23, educators and staff across our schools participated in professional development focused on student learning, safety, and supporting the needs of our students.

September 1 included learning around Collaborative Problem Solving, Artificial Intelligence in education, enVision 2027 mathematics, curriculum planning, student support, and early childhood math development. Staff also had time to work with colleagues, review student needs, and prepare lessons and resources for the year ahead.

On September 23, our professional learning continued with sessions focused on Multi Tiered System of Supports (MTSS) and District Curriculum Accommodation Plan (DCAP), Collaborative Problem Solving, ALICE safety training, and enVision 2027. At the elementary level, The Writing Revolution was also introduced as a strategy to strengthen writing across the curriculum.

These days provide an important opportunity for our staff to learn together, share ideas, collaborate with colleagues, and continue to strengthen our practice. I appreciate the time, energy, and commitment our educators bring to this work each year.

Our next half day of professional development is Friday, October 9. Educators will focus on analyzing student data and using that information to plan targeted small group instruction and provide additional support based on student needs.

A Shared Foundation for Student Success

This school year marks an exciting milestone for our three elementary districts: for the first time, all of our elementary schools are aligned around a common curriculum in our core academic areas.

Students across Marion, Mattapoisett, and Rochester are now learning through shared curriculum resources in ELA (Into Reading), Math (enVision 2027), Social Studies (Investigating History), and Science (OpenSciEd), with common expectations and a consistent level of rigor.

This alignment gives our students a stronger, shared academic foundation as they come together at the Junior High School in Grade 7. It also gives our teachers the opportunity to collaborate, share ideas, learn from one another, and build on the same strong foundation across our elementary schools.

This accomplishment represents four years of tremendous work. I want to congratulate and thank our teachers, curriculum leaders, specialists, and administrators for their willingness to learn, collaborate, adjust, and continue growing throughout this process. Curriculum alignment across three districts is no small task, and their commitment to our students made it possible.

This is an important step forward for our schools and, most importantly, for our students. Thank you to our staff and families for your continued support. We are proud of what we have accomplished together!

Office of Student Services

From Ms. Grable

Assistant Superintendent of Student Services

The Office of Student Services is pleased to share that we will be contracting with Second Nature Social Skills for the 2026-2027 school year to assist us with student needs regarding social-emotional/behavioral supports and interventions. Collaborative Problem Solving will be a key component of their work with us. By way of introduction, I offer the following:



Amy Gordon, M.Ed., LABA

Amy Gordon is the founder and President of Second Nature Social Skills. Amy started Second Nature in 2008 under the name Build-A-Bond. She is dually certified as a special education and general education teacher and holds her Applied Behavior Analysis (ABA) licensures through the Commonwealth of Massachusetts, she earned her Certificate of ABA Sequence (post-graduate), and a Master's of Education degree through Bridgewater State University. Amy has been recognized multiple times at the school, town, county, and state levels for her teaching contributions to students and clients.

Melissa Guzek, M.S., BCBA, LABA

Working alongside Amy is Melissa Guzek. Melissa studied Psychology at the University of Massachusetts at Boston. From there, she went on to earn a Master's of Science in Applied Behavior Analysis (ABA) at Northeastern University. Melissa has been working in ABA since 2001 and feels passionate about the science of behavior and how its real-world application can make anyone's life more enriching and meaningful. Melissa has been working with Second Nature since 2015 and currently holds her national board certification, as well as her state licensure in ABA.

Now Hiring - Substitutes

We are hiring substitutes! Substitute positions are available in all our schools for teachers, instructional assistants, nurses and cafeteria staff. Apply online using the links below!

[Substitute Teachers and Instructional Assistants](#)

[Substitute School Nurse](#)

[Substitute Cafeteria Staff](#)



Update PowerSchool Annual Forms

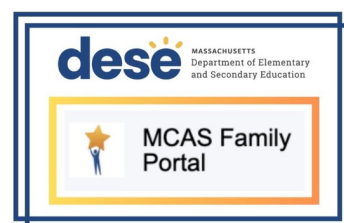
Annual forms (in the General tab) are now available in PowerSchool for all families to complete for each student(s), including the nurse's emergency information. The information in these forms is populated from information you have previously provided, so in most cases it's a quick review and update as needed.



Please login to PowerSchool using your parent account and click on Forms in the left menu. The 'General' tab should open with the annual forms for you to review and update as needed. [Read more](#).

MCAS Family Portal - Check Your Student's Results!

The Massachusetts Department of Elementary and Secondary Education (DESE) is pleased to share the MCAS Family Portal with you. This online tool lets you see your student's MCAS test results.



MCAS results from spring 2026 are available. You will also see your student's results from past years (2023–2025), if available. This information is only applicable to students who have taken the MCAS before (3rd grade or above). [Read more](#).

Food Service

All students will continue to receive 1 FREE Breakfast and 1 FREE Lunch per day, during the school year. Additional meals are available for a fee. Free and reduced applications are available [online here](#) (not applicable to Sippican School students). Only one application is necessary per family. You will be notified via email or U.S. postal mail of your child's status. *This information may be shared, only with your consent, and used for other school benefits.* Lunch menus are available in the ORRconnect app, on the website in the Families & Students menu and on the [Food and Nutrition Services website](#).



Voluntary Student Insurance

Annually, voluntary student insurance is available for all students of our schools. Visit our website to review the options by [clicking here](#).



School Device Coverage

The Old Rochester Regional School District & MA Superintendency Union #55 provides students with Acer Chromebooks and Samsung Chromebooks. School Device Coverage (SDC) is available to insure the devices that will be given to your student as part of this year's 1:1 device program. Insurance is a one-time charge of \$23 for the entire school year. This insurance program will protect you in the event that your device is lost, stolen, or damaged accidentally. You may file a claim against any number of incidents that take place with no deductibles, no added fees, and no claims limits. [Read more.](#)

SCHOOL DEVICE COVERAGE

Old Rochester Regional School District
Protect Your School Device!
 Covering Accidental Damage, Loss and Theft.

- Full Transferability
- No Deductibles
- No Hidden Fees!
- Accidental Damage
- Cracked Screen
- Liquid Submersion

Sign Up Online Now
<https://schooldevicecoverage.com/signup>
 or Text SDC to 888.977.8111 To Enroll

Coverage is active from August 11, 2026 - June 30, 2027.

	Cost of insurance	Replacement cost without insurance
Acer, Samsung Chromebook	\$23.00	\$300.00-\$325.00

Call Questions: 888.978.3515

Mail a check with this form to:
 School Device Coverage
 1000 State Street
 Worcester, MA 01608

Simple Claims Process:
 Go to <https://schooldevicecoverage.com> to begin to file your claim and file a claim.

Statewide Guidance

The state Attorney General's Office has issued [family preparedness and legal resources](#) to assist Haitian and Syrian Temporary Protected Status (TPS) holders following the Supreme Court's decision allowing the federal government to terminate TPS for immigrants from those countries. Online resources include an emergency planning guide for parents with uncertain immigration status, which is available online in [English](#), [Spanish](#), [Portuguese](#), [Haitian Creole](#), and [Simplified Chinese](#); resources on [legal assistance](#); tips to [avoid immigration-related scams](#); other [resources for immigrants in Massachusetts](#); and [immigration guidance for employers](#).



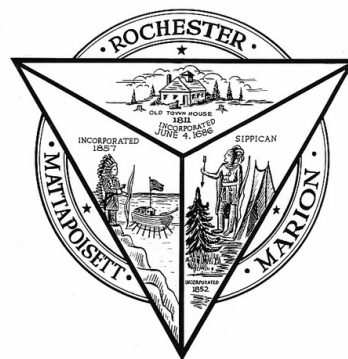
Back-to-School Vaccine Resources for Families

The Massachusetts Medical Society's [Healthy Kids Healthy Moms](#) Massachusetts campaign provides easy-to-understand, bilingual vaccine information and resources that schools can share with parents and caregivers, including information on where families can access free vaccines.

School Committee Happenings

In September, our Committees welcomed new staff and recognized staff longevity. Our schools have already received multiple donations of school supplies, musical instruments and more. Tomorrow, the ORR School Committee will be reviewing for acceptance **\$277,000** in grants for the District!

[Click here for the complete schedule, meeting resources and minutes.](#)



Upcoming meetings (subject to change):

October 1st - ORR School Committee

October 1st - Joint School Committee

October 22nd - Marion School Committee

October 29th - Mattapoisett School Committee

News

Holiday Helping Angels - ROCHESTER HELPING ROCHESTER

The Holiday Helping Angels are a group of Rochester-based volunteers. Our mission is to provide support to Rochester families who need a little extra help during the holiday season. We provide Thanksgiving and Christmas holiday dinner food bags as well as Christmas gifts. Christmas gifts include both items that are “needed” and others that are on a “wish list”

If you or someone you know **residing in Rochester** would like to sign-up for a little extra help, [please fill out this on-line request form.](#)

.....

Our partnership with the Marion Institute's Grow Education Program continues this school year. At OHS, Marion Institute Educator, Mr. Nate, met with 4th grader students for a taste of what's growing in the OHS garden and gave them an overview of what they'll be learning throughout the school year. [Read more.](#)



.....

During a recent all-class meeting, Grade 6 students used the social emotional curriculum [Fly Five](#) to begin the conversation about what it means to form and maintain healthy friendships. Cooperation was the overlying topic. [Read more](#).



School Calendar

View the news from all our schools!

Community Information and Flyers

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

ORRconnect on Facebook

ORRconnect is also on Facebook!

[Like us on Facebook](#) to stay up-to-date with school happenings.



You can follow all of our schools on Facebook too!

[Center School](#)

[Old Hammondtown School](#)

[Rochester Memorial School](#)

[Sippican School](#)

[ORR Junior High School](#)

[ORR High School](#)

ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all.

Search ORRconnect in the app store!



Missed last month's newsletter? [Click here.](#)



Michael S. Nelson, Superintendent

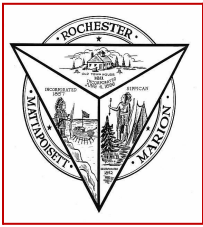
www.olderochester.org



Subscribe

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





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

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

www.oldrochester.org

Phone: 508-758-2772
Fax: 508-758-2802

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

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

Michael Perrone
Interim Assistant Superintendent of Finance & Operations

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

To: Marion School Committee

From: Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

Meeting Date: 10/22/2026

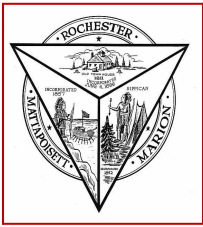
RE: School Committee Report

Please find below a few highlights from the Office of Student Services:

Special Education Parent Advisory Council (S.E.P.A.C.) is a group of parents, caregivers, and community members who work together to support students with disabilities and their families. This Council provides annual training on parent/guardian rights and identifies topics of interest related to the various needs of students within our communities. The officers met on 9/30/26 and worked through the details of our 1st community SEPAC meeting. This meeting will be held virtually on 10/28/26 at 5:30 p.m.. The presentation will focus on the basic legal rights of students with disabilities. It will offer key timelines, practical strategies, policy and procedures, and advocacy tips. Our presenter will be Christine Riley, the owner of Cape Cod Advocate. An email with the workshop link was shared with the community on 10/13. It is also posted on our website and is part of the weekly newsletter from the principals. All are welcome.

Our workshops on **Collaborative Problem Solving** continue to advance. We have moved forward from the general overview and now move on to understanding the essential foundations and the root cause of unmet expectations. Challenging behaviors happen when the expectations of the environment exceeds the skill of the individual asked to complete the task. As the year progresses we will be looking at various case students and the application of Collaborative Problem Solving strategies as we understand and apply the growth mindset that behavior is about skill and not simply will and that students do well if they have learned the required skills to do so. This was a theme I was able to present to new staff as part of our **NewTeacher Orientation and Mentorship Program**. I had the privilege of presenting to our new staff on 9/24/26. The primary focus of the presentation was to reflect on how best to provide an inclusive, equitable, and positive climate and culture in all schools and how Collaborative Problem Solving is an essential part of that process..

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



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MASSACHUSETTS SUPERINTENDENCY UNION #55**

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

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Superintendent of Schools

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Assistant Superintendent of Teaching & Learning

Michael Perrone
Interim Assistant Superintendent of Finance & Operations

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

Continuing with our **ALICE Training Action Plan**, the Jr High School and the High School each participated in ALICE drills on 10/16/26 and 10/19/26 respectively. All elementary school administrators, along with community police and SRO officers, met on 10/19/26 in preparation for the elementary school's ALICE drills scheduled for the week of 11/16/26. As previously noted, **preparedness is the foundation of school safety**. Our building level teams are working diligently to help prepare and support our school community members.

ALICE stands for Alert, Lock-Down, Income, Counter, and Evacuate.

Report respectfully submitted by,

Marie Grable, MA, CAGS
Assistant Superintendent of Student Services

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OLD ROCHESTER REGIONAL
SCHOOL DISTRICT &
MA SUPERINTENDENCY UNION #55
— THINK. LEARN. CARE. —

Basic Rights Workshop

Understanding Special Education in Massachusetts



**Wednesday,
October 28, 2026
5:30 PM**



Virtual Workshop
*Open to all families
in the district!*

Join us for an informative workshop to learn about your rights, key timelines, and practical strategies to help you navigate the special education process and advocate for the most appropriate education for your child.



**YOUR
RIGHTS**



**KEY
TIMELINES**



**PRACTICAL
STRATEGIES**



**ADVOCACY
TIPS**

Presented by

Christine Riley

Owner, Cape Cod Advocate

Christine is a trusted special education advocate, trainer, and consultant, and the owner of Cape Cod Advocate. She is passionate about helping families achieve the most appropriate education for their children with learning challenges.

Cape Cod
Advocate



Join via Zoom

Click the link below or use the meeting ID.

[https://us02web.zoom.us/j/82163789500?
pwd=FXx5Qwc1xry4DHxoaRW8MsFQtvD84m.1](https://us02web.zoom.us/j/82163789500?pwd=FXx5Qwc1xry4DHxoaRW8MsFQtvD84m.1)
Meeting ID: 821 6378 9500

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2450

Voucher Date: 09/17/2026

Prepared By:

Printed: 09/17/2026 02:56:37 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$116,948.77 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

M.D. - 09/12/2026

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$83,195.27
11	CIRCUIT BREAKER	\$32,585.33
26	FY26 FEDERAL GRANTS	\$491.76
45	FY25 PRIVATE GRANTS	\$497.15
46	FY26 PRIVATE GRANTS	\$179.26
		\$116,948.77

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2451

Voucher Date: 10/01/2026

Prepared By:

Michelle Charette

Printed: 10/01/2026 01:21:02 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$47,807.72 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Michael Benone

Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$35,108.20
11	CIRCUIT BREAKER	\$12,118.83
46	FY26 PRIVATE GRANTS	\$580.69
		\$47,807.72

ENCUMBRANCE

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2452

Voucher Date: 10/13/2026

Prepared By:

Michelle Chantre

Printed: 10/13/2026 03:05:10 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$13,685.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Michael Benone

[Signature]
Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund	Amount
01 GENERAL FUND	\$13,685.00
	\$13,685.00

MARION PUBLIC SCHOOLS VOUCHER

Voucher No: 2453

Voucher Date: 10/15/2026

Prepared By:

Michelle Charette

Printed: 10/15/2026 12:36:01 PM

MARION PUBLIC SCHOOLS is hereby authorized to draw warrants against MARION PUBLIC SCHOOLS funds for the sum of \$62,354.58 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

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

Michelle Charette

[Signature]
Ms. April Nye

Chairperson

Ms. Nichole Daniel

Vice Chairperson

Ms. Michelle Smith

School Committee Member

Ms. Mary Beauregard

School Committee Member

Ms. Nichole Nye McGaffey

School Committee Member

MARION PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND	\$57,759.75
25	FY25 FEDERAL GRANTS	\$4,594.83
		\$62,354.58



Facilities Director's Report: October 2026

Sippican Elementary School

- Cleaned and hydro jetted kitchen internal and external grease tanks.
- Contractor manufacturing glass for broken cupola window.
- Secured and winterized HVAC Chiller.
- Set building HVAC Systems for fall/winter operation.
- Conducted routine maintenance on all facility systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: October 2026
Sippican Elementary

Directors Update:

- Meals continue to be free for all students. Each student will receive one free breakfast and one free lunch, per day.
- Second meals, a la carte drinks, snacks and milk only are available for purchase.
- October is National Farm to School Month, and we're so grateful for our partnership with the Grow Education program, our school garden gives students an amazing outdoor space for hands-on learning!
- Bulldog Café is looking for cafeteria substitutes. If you are looking for a flexible and rewarding part time job, this may be the opportunity for you. Contact Jill Henesey for more details.

Students Receiving Free and Reduced Meals:								
Free:					190		57 %	
Reduced:					18		5 %	
Student Meal Participation								
SY 25/26					SY 26/27			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	175	19 %	413	45 %	0	%	0	%
September	2,009	29 %	3,862	56 %	1,780	30 %	3,393	57 %
October	2,169	31 %	4,141	59 %				
November	1,420	28 %	3,011	59 %				
December	1,554	29 %	3,230	60 %				
January	1,507	28 %	3,245	61 %				
February	850	27 %	1,909	61 %				
March	1,916	28 %	4,182	60 %				
April	1,494	28 %	3,283	62 %				
May	1,928	30 %	3,927	61 %				
June	1,397	29 %	2,558	58 %				

Jill Henesey
Director of Food and Nutrition Services
Office: 508-758-2772 x1543
Mobile: 774-320-0801
Email: jillhenesey@oldrochester.org
<https://www.facebook.com/ORRnutrition4kids>



Sippican Elementary School

Principal's Report | October 2026

Marion School Committee | October 22, 2026

Lynn Dessert, Principal | Gregory Thomas, Assistant Principal

October at a Glance

October has centered on using student data to guide instruction, celebrating our school community, and helping children feel prepared and confident with school safety routines. We continue to bring the Sippican 3 to Be—Respectful, Responsible, and Kind—to life in our classrooms and schoolwide activities.



Teaching and Learning

- Teachers continue working with Carrie Thurston to strengthen our Multi-Tiered System of Supports (MTSS), with a focus on matching instruction and support to student needs. Our ongoing work with Sue Looney supports math instruction and grade-level planning.
- Our October 9 half-day professional learning session included training for the IXL pilot, followed by a deep dive into IXL benchmark results, DIBELS literacy data, and MCAS item and standards analysis for the tested grades.
- Teams used this information to identify priority skills and guide Tier 1 classroom instruction, targeted FLEX groups, and small-group push-in support. The focus is on clear instructional targets, purposeful grouping, and monitoring progress to adjust instruction.
- Mrs. Barrett is using our computer lab during media classes to try new keyboarding software, giving students opportunities to practice typing and strengthen their keyboarding skills.
- The Grade 6 team worked together to guide discussions about healthy friendships and personal boundaries using our Fly Five social-emotional learning resources.



School Community and Student Celebrations

Our first All-School Meeting marked an exciting milestone: the debut of Sippican's first-ever Grade 3 Chorus! Our new music duo, Ms. Zeoli and Mrs. Estacio, introduced this wonderful addition to our music program, creating a new opportunity for our younger students to sing, perform, and build confidence together. They prepared the chorus to share two seasonal songs, and the students' enthusiasm brought joy to the entire school. We are grateful for the creativity and collaboration this team brings to Sippican. Mrs. Barrett also presented Character Counts Awards, recognizing students who demonstrate kindness, respect, responsibility, and strong character. The gathering brought our school community together to celebrate student talent, positive character, and our shared sense of belonging.

Mrs. Lawrence prepared our Junior Reporters to video record the first All-School Meeting, giving students an active role in documenting and celebrating our school community.

Norman, our comfort dog, continues to visit kindergarten classrooms, offering our youngest learners a friendly and comforting presence at school.

VASE is planning an upcoming Halloween party for students in Grades 5 and 6 as a fundraiser supporting Grade 6. We appreciate VASE's continued partnership in creating fun experiences for our students.





Feinstein Leadership Academy

Sippican continues its participation in the Feinstein Leadership Academy, connecting student leadership with kindness and service. Upcoming opportunities include a Kindness Tree and food pantry efforts. Information about grant opportunities will be shared as it becomes available.

School Safety and Upcoming Training

Principal Dessert and Assistant Principal Thomas introduced school safety at the All-School Meeting, and general safety instruction has begun across PK–6. Upcoming ALICE presentations will be tailored for Grades K–3 and Grades 4–6, using age-appropriate language to help students feel prepared and confident and reinforce that adults are here to help keep them safe.

Next steps include bus evacuation practice and ALICE lockdown training. We will continue reinforcing calm, clear routines and partnering with families as this work moves forward.



2026 AWARD RECIPIENTS

MASC Lifetime Achievement and All-State School Committee Winners Announced

The following members have been nominated by their colleagues and the MASC Board of Directors in recognition of their contributions to the Association and to their students and school communities. The awards will be presented at the Friday, November 6 Life Member/Leadership Awards dinner during the upcoming conference in Danvers.

LIFETIME ACHIEVEMENT

Shirley Bourque, Old Colony Reg. Voc.
Adam Emerson, Hoosac Valley
Mitchell Groski, Athol-Royalston, Reg.
John Howcroft, Acushnet
Christine Monaco, Burlington

ALL-STATE SCHOOL COMMITTEE

Division I: Kathy Clancy, Gloucester
Division II: Adam Klein, Acton-Boxborough
Division III: Jessica Chartoff, Middleborough and Jackie Weisman, Easton
Division IV: Lisa Martin, North Middlesex and Lauren Salmon-Garrett, Wachusett Reg.
Division V: Heidi Gutekenst, Belchertown and Stacy Sexton, Greenfield
Division VI: Martha Thurber, Mohawk Trail Reg.
Division VII: Kathy Bent, Barnstable
Division VIII: Brian Mushnick, Tri-County Reg. Voc.
Division IX: Joyce Asack, Brockton
Division X: Barbara Gresham, Springfield

COMING SOON TO YOUR MAILBOX

MASC 2026 Delegate Manual/Annual Report



Delegate Assembly

Friday, November 6, 2026
DoubleTree by Hilton
Boston North Shore, Danvers
(New location this year)

Have you registered your delegate yet?

Delegate registration form is available online:
www.masc.org/conference

MASC Bulletin

www.masc.org

September 2026 v.60 n.6

Massachusetts Association of School Committees

MA releases new guidance for schools on immigration enforcement

On August 5, 2026, the Governor signed the PROTECT Act into law. The legislation generally prohibits civil arrests on school grounds and child care premises without a judicial warrant or judicial order.

On August 21, DESE released specific model policies and procedures for school districts, charter schools, and educational collaboratives. The resources establish steps for designating school and district points of contact, involving legal counsel,

reviewing judicial warrants and orders, documenting interactions with civil law enforcement and notifying parents or guardians if an agent requests access to a student or student records. Additionally, the department provided procedures for alerting school communities when civil law enforcement agents are confirmed on school grounds while protecting individual privacy, updating student emergency contact lists, and sharing policy details with families.

As part of the legislation and the

guidance issued by DESE, districts are required to adopt a policy and develop companion procedures to align with the new law by September 1st or the first day of school, whichever is earliest. MASC has taken the suggested policy provided by DESE, and created a model policy for our committees to consider.

The model MASC policy: **ACL: Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (PROTECT Act)** is posted on the MASC website and can be accessed at www.masc.org/services/policy-services/updated-new-policies

MASC 2026 Division Elections

The following MASC Divisions are looking for members to serve as Division Chair, Vice Chair, and Secretary-Treasurer: II, IV, VI, VIII, and X. These divisions are also looking for individuals to serve on the Nominating Committee. Members of this committee are responsible for interviewing interested candidates for MASC Division Officers.



If you are interested in either serving on your local Nominating Committee or becoming a Division Officer, please email a letter of intent to the appropriate Division Representative from the list below. To find your division, go to: www.masc.org/divisions/.

Devin Sheehan-Division II, Devinsheehan413@gmail.com
Stacey Rizzo-Division IV; mascstacey@gmail.com
Mildred Lefebvre-Division VI; lefebvre4@gmail.com
Jason Fraser-Division VIII; jfraser@slrsd.org
Deb Davis-Division X; eadavis1@comcast.net

All requests to be considered must be sent to the appropriate individual by **September 30**. More information about the Division Officer responsibilities are on the MASC website: www.masc.org/masc-2026-division-elections/

Teen dating violence policy mandate

Report provided Patrick Francomano, MASC General Counsel

The MA Association of School Superintendents (MASS) recently made available a policy template for Teen Dating Violence in an effort to comply with MGL, c.71, s.2C. The statute provides in part that each “school district in the commonwealth, subject to appropriation, shall implement a specific policy and discipline code to address teen dating violence in public schools.” The compliance issue apparently became a concern when one district was cited by DESE’s Problem Resolution System Office (PRSO) for not having such a policy in place. PRSO is an

continued on page 3

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masc

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Boston, MA 02109

Massachusetts Association of School Committees

1**1**1*****3-DIGIT 012
Richmond Consolidated School
Nate Steele
School Committee Member
1831 State Rd
Richmond, MA 01254-5100

NATIONAL NEWS

META TO PAY \$18B OVER SOCIAL MEDIA ADDICTION

Teenagers users of Instagram and Facebook will face stringent new limits on when and how they can engage with the popular social media sites, part of a landmark settlement struck with MA and dozens of other states last week.

Technology giant Meta also agreed to pay up to \$18 billion to 52 states, territories, and Washington DC.

The deal came after multiple states sued, accusing Meta of designing its platforms to deliberately addict young users so they spend more time online. The agreement comes after some of these states went to trial in federal court.

The new conditions include a limit of two hours a day for teens up to age 18 on both platforms, which cannot be lifted without a parent's approval. The company also agreed to block access from midnight to 6am, and silence notifications between the school hours of 8am and 3pm. (Direct messaging is exempt from these limits so as to allow teens to stay connected with family and friends.)

Meta has also said that parents will be able to get new controls over teen accounts, such as updates on usage and alerts if their child interacts with "potentially suspicious accounts." These rules apply to 13-18-year-olds. Those under 13 are not allowed to use Instagram or Facebook.

The changes will be implemented over the next four-to-six months according to the office of MA Attorney General Andrea Campbell. Over the next year, Meta must also implement an enhanced age assurance framework designed to identify users under 13 and users 13-18 with a high level of accuracy.

MA will receive up to \$516 million, Campbell's office reported. Approximately \$366 million is guaranteed to be paid over the next 10 years, which included money resolving privacy claims dealing with Facebook data.

The money will go toward efforts to remediate "the harms caused by social media to MA young people," including mental health services, after-school programs, and phone-free school initiatives Campbell's office said. An independent auditor will monitor compliance and whether the measures are having their intended effect.

Meta said states will receive about 70% of the payments—to be released in annual installments—with the other 30% coming only if YouTube and TikTok—owned by different companies—agree to payments and to implement similar age restrictions. If the other two platforms agree to these terms, Meta has agreed to further tighten some of the new restrictions, including a one hour daily limit per app, and nighttime notification blocks from 10pm to 7am.

A number of other lawsuits against Meta are still pending. (Information for this report was obtained from *The Boston Globe*, State House News Service, and *The New York Times*.)

MA NEWS

POLICY NOTES ON LEGISLATIVE ACTION

- While both the Senate and the House passed bills regarding cell phone use in schools, the language in the bills was very different. Though the discussion was sent to a conference committee, the Legislature took no action before the end of the formal session. No legislation is expected this term; policy regarding cell phones remains a matter of local policy.
 - The Freedom to Read law was signed into law by Governor Healey on August 10. This law requires updates to policies on the selection and challenge of library materials. MASC is working with the MA Library System, charged in the law with creating model policy, on redrafting model policy.
- We will share this in an upcoming newsletter.

Joint Conference App Whova

Ready to attend the MASC/MASS 2026 Joint Conference at its new location in Danvers? Following the successful introduction of the conference app in 2025, we will once again be using the Whova mobile app for our event.

- Visit your App Store on your phone to download the app. With the app you can:**
- View the event agenda and plan your personal schedule
 - Access to documents and slides shared by organizers or speakers
 - Find out who else is attending the event and reach out to people ahead of time
 - Plan some social activities such as coffee breaks or meet-ups with your fellow attendees
 - Receive updates such as last-minute session changes from the organizers

After downloading the Whova mobile app or accessing the event via the web portal, use the email address linked to your registration to sign up for a Whova account. Already used the Whova app in the past? Double-check that it is installed on your phone, and log in using your existing account email and password.

If you need more guidance on how to use Whova to access the event, please visit: <https://whova.com/pages/whova-app-user-guide/> or contact us at reg@masc.org

See you at the conference!

Remember: Conference sessions start at 10:30am on Wednesday, 11/4.

Registration opens at 9:00am.



MassDEP's Water-Smart Program: Ensuring Safe Drinking Water for Schools and Childcare Facilities

The Massachusetts Department of Environmental Protection (MassDEP) Drinking Water Program (DWP) Water-Smart Program is a voluntary lead testing program for schools and childcare facilities. To date, the Water-Smart Program has sampled over 1,300 schools and licensed childcare facilities helping to protect children from exposure to lead through drinking water.

Why Lead in Drinking Water Matters

Lead Exposure can have lasting effects on health, particularly for young children, who are more vulnerable to its effects. Even low levels of lead exposure can affect learning, attention, and development.

- Lead can enter drinking water when water comes into contact with lead service lines, pipes, solder, brass fixtures, or other plumbing components.
- Older buildings may contain legacy plumbing materials that can contribute to lead in drinking water.

For additional information on lead please visit: [Lead in Drinking Water for Schools and Childcare Facilities](#)

Water-Smart Program

All public and private schools and licensed childcare facilities are eligible to receive one round of free lead testing. If your facility is accepted, our team will contact you and guide you through each step.

The free Water Smart-Program makes it easy for your facility to take action against lead in drinking water. We invite you to apply and take the necessary steps toward reducing lead in drinking water, addressing this issue and promoting public health.

More Information

For more information about the Water-Smart Program visit water-smart@mass.gov

For all questions related to this information, contact: program.director-dwp@mass.gov or call (413) 545-0840

Wednesday, September 16 | 6:00pm-7:00pm | **Webinar: What to Expect at the MASC/MASS Conference**

Saturday, September 19 | 8:00am-4:00pm | **Charting the Course**, Somerville High School



Saturday, September 26 | 9:00-11:00am | **Division VIII meeting** Keefe Vocational Tech., Framingham

Friday, October 2 | Noon-1:00pm | **MASC Learning Lunch** Shawsheen Tech., Billerica

Saturday, October 17 | 9:00-11:00am | **Division VIII meeting** Shawsheen Tech., Billerica

Saturday, October 17 | 8:00am-4:00pm | **Charting the Course** West Springfield High School, West Springfield

Monday, October 19 | 6:30-8:00pm | **Zoom: Division VII meeting** Topic: Beyond Charting the Course

November 4-6 | **Annual Joint Conference** DoubleTree by Hilton Boston North Shore

Saturday, December 12 | 8:00am-4:00pm | **Charting the Course** Doherty Memorial School, Worcester

Teen dating continued from page 1

independent, non-judicial entity that attempts to resolve disputes in a non-adversarial manner.

MGL c.71, s.2C was added by St.2010, c.256, s.62 and became effective on November 4, 2010. MASC does not currently have such a model policy, but Policy AC-R does reference "dating violence" and teen dating violence certainly overlaps with the bullying policy and multiple other policies. The requirements under statute C.71, s.2C are admittedly more comprehensive. Additionally, the statute has not been included in prior editions of our annual MGL publication, most likely based on the statute's "subject to appropriation" language which could be interpreted to mean that the district's obligation to implement the policy is contingent on the appropriation of funds.

MASC has concerns that by creating and recommending a model policy to specifically conform to the statutes based solely on a decision from the PRSO, we are potentially enabling an agency with power that it does not have and subjecting districts to statutory obligations that may not exist. However, MASC believes that it is best practice for district policy and handbooks to clearly reflect that dating violence is prohibited and will not be tolerated.

Districts should include Teen Dating Violence among prohibited behaviors in their handbooks, if the same is not already included. Additionally, MASC will look at incorporating some minimal additional language into existing policy, if possible, which identifies teen dating violence as a prohibited behavior that is to be addressed through already existing procedure.

Adopting the MASS policy template is certainly an option if districts feel the need to act immediately. Districts are encouraged to review all policy adoptions with their own counsel in order to ensure that your specific district needs are addressed. As always, please feel free to reach to me with questions, concerns, or suggestions.

Patrick Francomano, Esq.
pfrancomano@masc.org



READS Collaborative - www.readscollab.org
Quarterly Report Overview - September 2026

- READS Strategic Plan Priorities- 2024 - 2029 (www.readscollab.org)
 - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
 - The READS Academy recently added a 27.5 hour Health Office Assistant position for the Academy to support the position of the full time nurse.
 - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
 - READS Collaborative has made steady progress in securing talented and highly qualified staff to fill open positions. Currently, READS Collaborative has only one educator on staff who requires a DESE waiver. This is a significant improvement from the beginning of this strategic plan when READS Collaborative had over 5 educators on a DESE waiver.
 - The READS Academy restructured the role of Admissions Coordinator position. The coordination of admissions will now be overseen by the READS Academy Program Director and Assistant Director. A new position was created for a Team Chairperson. This position was filled over the summer by Mr. Neal Klayman.
 - The READS DHH School and Program has added a new position, an ASL Instructor. This position has been filled by Ms. Amy Johnson.
 - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
 - The READS DHH Program completed onboarding and staff training this summer for the implementation of Creative Curriculum through Teaching Strategies for Preschool and Kindergarten.
 - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
 - The number of referrals to READS Academy and the READS DHH School and Program continues to be steadily increasing. READS Academy is beginning this new school year with 105 enrolled students. The DHH School and Program are starting the new school year with 52.
 - The DHH Support for Early Intervention has steadily increased in Southeastern Massachusetts. READS DHH went from 2 staff members supporting an average of 10 children in Early Intervention to the current 10 Early Intervention DHH providers supporting approximately 25 children from birth to age 3.
- Fiscal Update
 - The FY27 budget along with tuition and fees has been approved by the Board of Directors.
 - Union Negotiations are ongoing at this time. The next meeting is scheduled for October 22nd, 2026
- Legislation/Compliance
 - READS Collaborative is in the process of preparing for our full cycle Coordinated Program Review to be conducted in January 2027.
- Programmatic Information
 - Both the READS Academy and the DHH School and Program ran successful ESY Programs
 - There were a total of **15 graduates** from READS Academy this past School year. This included a student who met his graduation requirements by the end of ESY resulting in the Academy organizing a special graduation ceremony that included all the celebratory pieces provided to those who graduated at the end of May.
 - The DHH Program graduated **5 students**.