What it means to Engage, Inspire and Prepare

By Emily Wicks, Communications Coordinator

It can be found at every Marysville School District event and is even posted on walls in several rooms at the District Office. It is the Marysville School District’s Strategic Directions brochure. This document, which itself has become somewhat inconspicuous, is filled with critical information on how our district identifies, measures, and works to achieve success for all Marysville School District students.

Engage, Inspire and Prepare are not just buzzwords. They represent the overarching values in our work to educate our children. These values include, engaging students in their learning and supporting staff and families in support of the whole-child, and nurturing partnerships with our city, local non-profits, businesses and community members that have a shared stake in developing the leaders of tomorrow.

**Inspiring** our students is about ensuring both our students and staff have a growth mindset, and that our instruction is culturally responsive and shaped by individual needs and skills. It also involves empowering our students to be active partners in their education by helping them find their passion.

And finally, **preparing** our graduates involves building skills in critical thinking, creativity, collaboration, communication and compassion in our technology-infused environment, and

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equipping our graduates for further education, career and citizenship in our global economy.

To assess where we are with these goals, we use four measurements called **North Star Indicators**. First, we are striving for **all students reading at or above grade level by the end of first grade**. Literacy is the most powerful tool an individual can have and it is the gateway to success in every career path. Unfortunately, by age three, there is a 30 million word gap between children in poverty and those who are in middle class families. Research shows that early intervention enables many children to become skilled readers who are ready to learn. Students at risk for reading failure can be helped as early as preschool and kindergarten. The more students we can get on track by first grade, the more success we will see in student achievement data.

Our second North Star Indicator is for **all students to attend school regularly**. The consequences of low attendance are serious for all children and for the community, not just the students who miss school. These absences can affect students as early as kindergarten. Absenteeism can cause students to fall behind their peers, and are more likely to get into trouble with the law and cause problems in their community. Young elementary school students who miss an average of just two school days per month often have difficulty keeping up with their peers academically, and tend to fall behind in reading. However, when students are able to read at grade level, they are three to four times more likely to graduate high school and attend college, post-graduate, or professional development classes.

Our third North Star Indicator is ensuring **students are achieving at or above state standards in English/Language Arts and Math**. We know that a test score does not always provide a complete picture of a child’s success or achievement. All learners are different, have different skills, learning styles and abilities, but state test scores help districts understand where their students stand in relation to other districts and what areas more support is needed. The ability to read and understand mathematics has proven to help students be successful in the workplace and in life.

Finally, our last North Star Indicator is **all students graduating within five years of starting high school with an identified post-high school pathway**. High school should be about finding your passion and path forward to a successful future. As a district, we continue to provide our students with multiple pathways to find the career that works for them. Whether their future includes a two-year or four-year college or university, technical or trade school, or military or civic organization, the goal is to help our students find a path that leads them toward personal happiness and success.

As parents and guardians, business and government leaders and community members of all ages, we can all play a role in reaching these goals, realizing our North Star Indicators, and creating success for our local children. Let’s prioritize school attendance, read with our children, help provide future career information and opportunities, and above all, dedicate our time and energy to showing Marysville and Tulalip students that we care about them and their future, **because they are our future**.

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By Resty Hernandez and Camilla Bartholomew, Eighth Grade students at Cedarcrest Middle School

On March 29, students at Cedarcrest Middle School released salmon into the life sustaining waters of Allen Creek. Salmon eggs arrived from the Wallace River Hatchery and hatched on January 4. Students were given the opportunity to adopt and release a salmon for one dollar. Leading up to the release, students spent their lunch periods visiting, feeding and learning about salmon growth and development.

Cedarcrest Middle School Science Teacher, Mr. Kirby Schaufler has been facilitating the salmon release project for the last 15 years. “Owning the salmon, seeing them hatch, feeding them, and releasing them is a much more exciting form of learning than simply reading information from a textbook,” said Schaufler. “This project teaches our students about the salmon lifecycle and the importance of keeping our local creeks clean.”
Message from the Superintendent

As we gear up to wish another graduating class farewell and look to the year ahead, I am reminded of my charge to provide every student the tools and opportunities to succeed in their future. This is what we mean when we talk about equity and access.

In my time as superintendent of the Marysville School District, the school board and I have worked hard to develop policies, programs, and funding which values the education of the whole child, seeks equity over equality, and ensures a safe learning and working environment for students and staff. And, as part of the school board’s adopted budget standards, we work to ensure that budget decisions are student-focused, practical, sustainable, and timely.

Some examples of providing opportunities, equity and access and support for our students include:

Our 1:1 Chromebook Initiative, which ensures that every student has access to 21st century technology so they can learn and grow in a fast-paced, digital world where the newest and best technology is too often only accessible for those who can afford it.

In addition, no student in the Marysville School District has to pay to play when it comes to athletics. Each student has a right to pursue an opportunity to develop personal excellence, and gain an understanding of the value of competition and citizenship through school clubs and athletics, regardless of their financial situation.

As educators, we know our students can only do their best with proper rest and nutrition. This is why our work continues in the summer and on weekends with the Summer Lunch Program and partnership with the Marysville Community Food Bank’s Backpack Program. These two programs ensure our most vulnerable students and families are cared for, even after they leave our doors. We also work to ensure that students have access to breakfast, as learning is difficult when you are hungry.

The Marysville School District is also one of the first and the few in Washington state to provide the Scholastic Aptitude Test (SAT), a college admission requirement, free of charge for all juniors. This year we also implemented the STAMP Test, a language proficiency test that allows students who speak multiple languages to earn up to four high school credits for demonstrating skills in reading, writing and speaking another language.

As your superintendent, I am committed to ensuring this district gives each student every opportunity to succeed by providing them many options for their future, and by reducing barriers to learning. As we move forward as citizens dedicated to building a bright future for Marysville and Tulalip, let us remember that our students are our future. We honor your investment in the education of every child we serve and thank you for your commitment to ensuring their success.

Suggestion from the Sup!

Reading is the fundamental skill upon which all education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. As a parent, you can help! Children learn to love the sound of language before they even notice the existence of printed words on a page. Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills, and prepares them to understand the written word.
Every school day in the United States, more than 70,000 motorists illegally pass school buses as they stop to let students on and off. This behavior endangers the lives of children, some of whom are no bigger than the backpacks they carry.

The Marysville School District and the City of Marysville have teamed up to solve this issue by adopting a new technology to help our community address this growing problem and keep our children safe.

School buses in Marysville will now feature the CrossingGuard® school bus stop arm safety solution, which mounts purpose-built cameras on the side of each school bus. When the stop arm is deployed, the camera automatically detects a vehicle illegally passing the stop arm in either direction and captures video of the violation and still images of a vehicle’s license plate. The violation video and license plate images are reviewed by the Marysville Police Department for review prior to a citation being issued.

By leveraging technology, we now have a proven solution to keep Marysville School District children safe. Learn more at www.msd25.org/crossingguard.

Did you know?

In 2015, an estimated 16 million vehicles passed school buses illegally. In fact, during our grace period, which ran from March 15 to April 30, 45 drivers received warnings for passing buses illegally. You can keep our children safe as they head to and from school and always STOP for the school bus stop arm!

Super School Resource Officers

Mayor Jon Nehring recently presented the Dare to Soar award to five Marysville School District Student Resource Officers. Officers Chris Sutherland and Jeremy Wood led the charge to bring Mark Mero, former WWE and WCW Pro Wrestler who started Champion of Choices, and Amy Briggs, a mother and schoolteacher who lost her son due to bullying, to present and share their positive message. Along with Officers Angela Fawks, David White, and Sgt. Rick Sparr, they raised $27,000 through local businesses to hold assemblies at five secondary schools, as well as a community-wide presentation.

AVID is Awesome!

Advancement Via individual Determination (AVID) classes are designed to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is now part of all Marysville School District secondary schools and is producing some amazing results for our students. The real heroes however, are the determined students making their dreams a reality. Below are the students who have received scholarships and are on their way to a higher education institution.

Mikita Aldan  
Alicia Campos  
Ally Carroll  
Daniela Castro  
Elena Everybodytalksabout  
Susana Gaona  
Maria Gonzales  
Bianca Hernandez-Beltran  
Micah Hoot  
Lorena Lopez  
Alejandra Nunez  
Stephanie Ramirez
In April, a local company, Arlington Electric installed a 10.03-kilowatt solar panel array on the Marysville-Pilchuck High School pool.

The project was funded by a grant from Snohomish County PUD’s Planet Power program, designed to support local solar projects on buildings such as schools, libraries, city halls, and other community sites where customers can learn about solar energy and see the technology in use.

The energy generated by this project is small compared to the overall energy consumption at Marysville-Pilchuck High School. In 2016, the school consumed about 3.15 million kilowatt-hours, while the new solar array is projected to produce 11,365 kilowatt-hours per year. This projection is based on factors such as number of panels, panel tilt, solar hours/weather data, array azimuth (degrees facing south), and panel efficiency.

Marysville School District Communications Coordinator, Emily Wicks says that even a small savings makes a difference, and she hopes that the community will see the benefit of investing in new buildings and structures that improve energy efficiency. “When you compare the energy consumption of older buildings at MP with newer buildings like the Food Commons and buildings on the Getchell campus, the cost difference is eye-opening,” said Wicks. “It just makes financial sense to reduce our energy consumption.”

Snohomish County PUD is committed to looking to environmentally friendly energy sources including wind, solar power, small hydro, tidal power, biomass, biogas and geothermal energy. The PUD believes that the development of local, small-scale renewable generation is an integral part of developing and promoting green power in its service territory. Learn more about Planet Power at www.snopud.com/planetpower.
Combating Chronic Absenteeism as a Community

If you have a child in school, you have likely heard of the BECCA bill. The BECCA bill is a Washington state law requiring children enrolled in public schools to attend school, Monday through Friday, unless there is a good reason for being absent, such as illness or emergency. Parents are notified when students have an unexcused absence. After the fifth unexcused absence, the parent and student are invited to a conference where they sign a truancy agreement and plan to resolve the attendance problem.

If the problem continues, the school district is required to file a petition in juvenile court to order the student to attend school. If the order is violated, the court may call for a Contempt Hearing and the student could be ordered to do community service or spend time in juvenile detention. The parent may also be fined up to $25 for each unexcused absence. While this law was passed with good intentions and to keep our kids safe, it has incarcerated thousands of students who were never found guilty of a crime.

Fortunately, the law is now changing. The Marysville School District and districts across the state are implementing Community Truancy Boards. These boards are made up of representatives from schools, the courts and community organizations to help students and families tackle the root causes of truancy and develop a path forward.

Those who serve on these boards also receive training to better understand the trauma some children experience at home because of alcoholism, mental illness, domestic violence and other types of family concerns. A 2016 Seattle Times story stated that a district’s Community Truancy Board in Spokane County helped as many as 82 percent of truant students earn a diploma or GED — 18 percentage points higher than neighboring districts that did not have such boards.

Marysville School District Truancy boards are already meeting and will be completely implemented by the 2017-18 school year. Many opportunities are available for community members, parents and others to get involved. For more information, and to hear about upcoming events, contact Christine_Mertens@msd25.org or visit www.msd25.org/truancy.

How you can help prevent Truancy!

- Talk to your child about family expectations regarding school attendance.
- Discuss family expectations for earning a high school diploma.
- Praise positive behaviors and achievements in school.
- Look for attitudes from your youth that indicate unhappiness with school or fear of attending school. Listen to what they say and ask questions.

Attendance Matters

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy life habits, avoid dangerous behavior, and have a better chance of graduating from high school.
As Americans, most of us understand how lucky we are to be born in a First World country where starvation, war, and poverty do not plague the majority of our population. By being born in the west, we have essentially hit the birth lottery. Each of us makes decisions that influence our success or failure, but the cards we have been dealt put us at a greater advantage than those in other parts of the world.

The birth lottery not only applies to the country a person has been born into, it also applies to the circumstances, which means it is prevalent in the United States, and even in our local community. A report released in 2016 by Stanford University’s Center on Poverty and Inequality found that the class you are born into matters much more in the U.S. than many other countries. The report goes on to say that the adult income of children increases with each additional percent of parental income.

Income disparity is also closely tied to other social issues like substance abuse, mental illness, separation or divorce, and incarceration. In the health and education world, students coming from families where these things are present are said to have Adverse Childhood Experiences (ACEs). ACEs also include physical, sexual and emotional abuse, physical and emotional neglect, and domestic violence.

Adverse Childhood Experiences are linked to students engaging in risky behaviors, chronic health conditions, low life potential and early death. This continues the cycle and passes those ACEs onto the next generation. Currently in Washington state, one third of our students have four or more ACEs.

In the U.S. a common belief is that success is waiting for you, all you need to do is pull yourself up by the bootstraps. But what if you don’t have the straps to pull up? As a community, we have a responsibility to ensure all children have an opportunity to climb the economic ladder and reach success, regardless of the cards they have been dealt.

Recognizing that 47 percent of our students are on free or reduced lunch, that ACEs are prevalent among our students, and that drug addiction has plagued far too many families in Snohomish County, our district policies and goals seek to ensure that nothing stands in the way of any student’s ability to succeed.

In every decision we make as a district, we seek equity for our students. Many students walk into our doors without food in their belly, lunch money, a good night’s sleep, or a roof over their head, but research shows that any student can rise to the challenge with the right expectations, loving parents, good teaching, and above all, the same opportunities.
Graduated: 2008  
Attended: Pinewood Elementary, Quil Ceda Tulalip Elementary, 10th Street Middle School, Marysville-Pilchuck High School  
Current Job: Family Support Provider for the Marysville School District’s Early Childhood Education and Assistance Program (ECEAP)

Where did your path lead you after graduation?  
After graduating from Marysville-Pilchuck, I attended Pacific Lutheran University (PLU) in Tacoma with a Bachelor in Social Work and a minor in Women and Gender Studies. After graduating from PLU, I began working as a case manager with Volunteers of America (VOA) Housing and Transitional Services. In that role I worked with at-risk and homeless individuals and families to address and resolve issues and obstacles to securing stable housing, and helped them identify and develop strengths and skills for future self-sufficiency. After two years with VOA, I began working as an advocate specialist with Providence Intervention Center for Assault and Abuse, a partner agency housed at Dawson Place Child Advocacy Center. While there I provided advocacy services, support, information and referrals for sexual assault victims and survivors.

What are you doing now?  
Currently, I am working as a Family Support Provider for the Marysville School District’s Early Childhood Education and Assistance Program (ECEAP) where I work to provide support, coordinate services, and link students and their families to various community resources, agencies, and professionals. I am also in the process of obtaining my Masters in Social Work (MSW) through the University of Southern California.

Describe an achievement that brings you pride.  
I feel honored to be employed by the Marysville School District and have the opportunity to give back to my community - a community that so graciously supported me.

What is one memorable moment from your school days?  
I appreciate all of the extra-curricular and leadership opportunities, from sports to senior cabinet that I was blessed to be able to participate in. Each of these experiences provided me with various skills in leadership and communication, that have helped me post high-school.

How did Marysville schools help prepare you for life?  
Marysville schools helped prepare me for life by providing me with some of the most amazing teachers and support staff, many of whom I am still in contact with today. My teachers truly did believe in me and supported me. I am beyond thankful for their loving guidance and owe much of my success to their support. To those teachers (you know who you are), thank you!

What is one thing you would change about your school experience?  
I wish I wouldn’t have been in such a rush to “grow-up” and would have taken more time to soak in and enjoy all of the little high school experiences. Time really does fly by!

What is one life lesson you’ve learned that you would like to share with others?  
Life is far too short to worry about what others think of you. Make yourself proud and in turn, your family, your friends, and your community will be proud of you! Don’t be too hard on yourself; your happiness and health always come first.

Are YOU a Homegrown Hero?  
Do you know one?  
Every day, staff and administration hear about Marysville School District alumni doing great things locally and across the world. From serving in the Foreign Service or creating a microfinance program to help developing countries, to working on a county initiative or starting up a local non-profit, former Marysville students are doing some amazing things! The Homegrown Heroes project seeks to highlight Marysville School District alumni and their achievements - both large and small. Learn more at www.msd25.org/heroes

NOTE: If you know a fantastic Marysville grad that should be recognized, contact Emily Wicks at Emily_Wicks@msd25.org with their contact name, email and phone number and we’ll get in touch!
Upcoming Events

Reminder: WASA Presentation on Marysville Getchell
Small Learning Communities Study
Thursday, May 25, 2017 | 4:30 p.m.
Marysville School District Board Room
4220 80th St NE Marysville, WA 98270

MP Food Commons Community Open House
Saturday, June 10, 2017 | 10 a.m. – 1 p.m.
Marysville Pilchuck High School Commons
5611 108th St NE, Marysville, WA 98271

FREE Youth Mental Health First Aid Training
Sometimes, the best first aid is you. Take the course. Save a life. Strengthen your community. Classes continue through June 21
Learn more at www.msd25.org/healthfirstaid

Educators Always Learning
Marysville School District teachers are always finding new ways to increase student success in the classroom. With the Next Generation Science Standards coming into play, and literacy being key to a child’s success, it is essential to connect multiple areas of study to create a rich and whole educational experience for our students. During the past few months, elementary and middle school teachers worked together to develop lessons that combine science and literacy.

Bunnies and Books
Thank you to all the families who joined the Marysville School District, Kellogg Marsh Elementary, the City of Marysville and many others for the Annual Easter Egg Hunt at Jennings Park. Kellogg Marsh staff was thrilled to provide each child with a book and a fun activity!

Jazz Night
Presented by the Marysville Jazz Project
Friday, June 30 | 6:30 – 9:30 p.m.
The Living Room Coffee House | 1636 4th St, Marysville WA 98270

Healthy Communities Challenge Day
Take part in activities, demos, and entertainment focused on fitness, nutrition, gardening, recreation, community support and healthy living. You won’t want to miss this FREE day of family fun!
Saturday, June 3, 2017 | 10 a.m. – 2 p.m.
Allen Creek Elementary School | 6506 60th Drive NE, Marysville, WA 98270

Marysville Strawberry Festival
June 10 – 17
Ride with MSD25 in the Grand Parade on Saturday, June 17!
Contact Emily_Wicks@msd25.org to sign up!
Learn more about the festival at www.maryfest.org.

Summer Children’s Concerts
Wednesdays | 12 p.m.
Jennings Park | 6915 Armar Rd, Marysville, WA 98270
July 19 – Norman Foote
August 2 – Eric Ode
August 16 – Brian Vogan & His Good Buddies
They are the Bee’s Knees!

Tenth Street Middle School Jazz Band students came in first place at the 2017 Jazz Festival in Bellevue, Washington! Thank you to Mr. Nathan Sackman who helped lead their success. He continues to create unique opportunities for Marysville students, and we are proud of his work to make music programs in Marysville the best in the Northwest!

Students Trade Up

Marysville School District hosted their second Trade Up and Touch a Truck event at Marysville-Pilchuck High School. This event welcomed Career and Technology students from Marysville Middle School and Marysville School District high schools to experience the trades and all the opportunities available right here in Snohomish County. Big thanks to our sponsors and participants: The City of Marysville Community Transit, Marysville Fire District, Machinists Union 751, Waste Management, City of Stanwood, KLB Construction Inc, United Way of Snohomish County, Snohomish County Labor Council, and Workforce Snohomish!

Parent University

The Marysville School District Parent Advisory Council hosted the Beyond Special Education event at Cedarcrest Middle School on April 20. Panelists included Erika Larimer, Special Education Coordinator with the Arc of Snohomish County, James Stevens, Director of Special Education for the Marysville School District, Jim Strickland, Marysville School District Special Education Teacher and Community Advocate, Joann Moffitt, Marysville School District Student Engagement Counselor, and Jani Gooch, parent of students at Cedarcrest Middle School and Kellogg Marsh Elementary. A special thanks to all the committee members for making this event a success! Learn more about the Parent Advisory Council at www.msd25.org/engagement.
This time of year brings a lot of excitement. Staff members start receiving awards honoring their hard work throughout the year, and students receive college acceptance letters, scholarships, and move on to national competitions. However, with the anticipation of the year coming to a close, and new beginnings on the horizon, it is also a time of uncertainty. It is budget season – a time for planning for the coming school year. With the indecision of the State Legislature around fully funding education as directed by the McCleary decision – that uncertainty is amplified.

Being an institution that is supported through local, state and federal tax dollars, we are always looking for ways to be more efficient, and to ensure better outcomes for our students. Our annual budget is approximately $142 million. Eighty three percent of that budget is spent on personnel, which leaves about $24 million for everything else, such as insurance utilities, professional development, curricular materials, maintenance, transportation and individual school budgets.

When we build our budget, we project enrollment as conservatively as possible. In looking ahead to the 2017-18 school year, we are predicting 205 fewer students. If you are not familiar with how public schools are funded, 70 percent of funding comes from the state. Our collectable levy amount rises just about that at $1.3 million. However, this does not take into account inflation for goods and services we purchase, employee cost of living increases, or any other unforeseen costs. Leveys were designed to supplement student support, provide additional staff assistance, and fund textbooks, technology, curriculum, student athletics, transportation and maintenance. Unfortunately, levy dollars in districts across the state are now filling the gaps in funding to provide the vital resources and services for our students that are not currently being funded by the state.

The State Legislature is now in special session with no indication of reaching an agreement on a budget that fully funds education by the end of the fiscal year (June 30). The uncertainty at the state level also plays a role in our budget decisions. In a nutshell – things are very tight for next year.

Whether we are planning for budget reductions or not, we are always reflecting on our work to ensure we are being the best stewards of tax dollars. One example of how we do this is by taking care of our facilities. When we ran a bond to replace aging buildings last February, it unfortunately did not pass. Although 50.48 percent of our voters voted ‘yes’, the mark we have to hit is a super majority (60 percent).

After that vote, we hosted bond symposiums to hear directly from voters as to their reason for voting yes or no. Although the reasons varied, some said that we do not take care of our facilities well enough. We took that seriously and have since developed a committee to take stock of our maintenance needs and develop a prioritized list of those needs. The Board of Directors is committed to targeting budget dollars to systematically address this list.

We provide this information to our community to share the challenges before us and to be as transparent as possible. It is critically important that we all understand where we are, how and why decisions are made, and the important considerations that go into each of those decisions.

Although we are going through budget cuts yet again, we are also consistently aligning our expenses with our mission of providing the best education possible for every single student we serve. As budget decisions are made, please know that our number one priority is our students. By keeping what is best for all students in the forefront, we maintain our commitment to building a stronger future for our students, staff, families and community.
Here we come, Higher Ed!

Congratulations to these stellar Marysville Getchell High School and Marysville-Pilchuck High School athletes! From MGHS, Juliana Cameron is headed to Western Oregon University to play volleyball, Erik James and Lindsay Weikel are signing with Everett Community College for soccer, and Carley Wika is on her way to the Academy of Notre Dame de Namur for soccer. From MPHS, Lexi Phelps is signing to Olympic College for softball, Jessica Moskowitz will play soccer at St. Martin’s University, Gabriella Crenshaw is headed to Washington State University for soccer and Abby Magee will be swimming for Augustana University. Thanks to these fantastic Chargers and Tomahawks for their hard work and dedication!

Fireworks and Summertime Safety

By Christie Veley, Public Education and Information Specialist, Marysville Fire District

The Marysville Fire District wants your family to have a fun, safe summer and this year that means leaving the fireworks to the professionals. All fireworks are now banned within the City of Marysville.

Anyone caught using fireworks this summer will face a minimum $103 fine. That includes sparklers and all “consumer” fireworks. Marysville Police will be conducting extra patrols during the Fourth of July holiday and will issue tickets to violators. If you have questions about the new fireworks law, check out our website www.marysvillefiredistrict.org. Let’s work together to keep July 4th safe in Marysville!

Incredible NJROTC

Marysville Navy Junior Officer Reserve Training Corp will wish 40 graduating seniors farewell this year. We are incredibly proud of the students who worked hard throughout the year supporting athletic events, volunteering in the local community, and bringing home many awards from competitions across the state.