



Town of Mashpee

Town Clerk

16 Great Neck Road North
Mashpee MA 02649
Phone # 508-539-1400 ext. 561
Fax # 508-539-2892
e-mail address mcsantos@ci.mashpee.ma.us

Date: December 6, 2019

Mashpee Town Hall
16 Great Neck Road North
Mashpee, MA 02649

In accordance with the Massachusetts General Laws, Chapter 39, Section 23A-C, regarding
Massachusetts Open Meeting Law the

School Committee-Business Meeting

give you notice that it will meet for the purpose of acting upon such business as may come before it.

Day and Date of Meeting: Wednesday, December 11, 2019

Time of Meeting: 5:30 p.m.

Place: Quashnet Library, 150 A Old Barnstable Road, Mashpee MA

Chairman: Geoff Gorman/g.k.h.

Windows will be closed and lights will be shut off after meeting.

Initials

*****Please keep in mind that rooms are assigned on a first come, first serve basis. Therefore, it is imperative that you notify this office as quickly as possible to reserve your meeting room.***

Except in an emergency, a notice of every meeting of any governmental body shall be filed with the clerk of the city or town in which the body acts, and the notice or a copy thereof shall, at least forty-eight hours, including Saturdays but not Sundays and legal holidays, prior to such meeting, be publicly posted in the office of such clerk or on the principal official bulletin board of such city or town.



**MASHPEE PUBLIC SCHOOLS
SCHOOL COMMITTEE BUSINESS MEETING
December 11, 2019 at Quashnet School
150A Old Barnstable Road, Mashpee MA
5:30 PM/ Agenda****

Mission and Vision for the Mashpee Public Schools

The mission of the Mashpee Public Schools is to ensure a comprehensive program of academic rigor, scope, and depth to prepare all students to be college and career ready and to value service to others. The vision of the Mashpee Public Schools is that every student, every day, is safe, respected, and ensured to achieve excellence in a personalized learning environment that includes quality teaching, small class sizes, and the use of technology.

1	5:30 PM	Call Regular Meeting to Order/Pledge of Allegiance
2	5:31	*Ratify agenda of December 11, 2019
3	5:32	Public Comment
4	5:42	Coombs School Share Out--Principal Paul LaBelle
5	5:52	Report of Student Representative Skyla Rimple
6	6:02	*MMHS Student Trip Abroad (Spring 2021)- Debra Troyanos (Art Teacher) and Andy Troyanos (Music Teacher)(p.1-7)
7	6:15	*Approval of November 20, 2019 minutes (p. 8-11)
8	6:20	Report of the Superintendent <ul style="list-style-type: none"> • Updates-- Administrator Reports, November Enrollments, Happenings(p. 12-20) • Superintendent's Mid-Cycle Update on Goals (p. 21-26) • Superintendent's Final FY 2021 MPS Budget <ul style="list-style-type: none"> <input type="checkbox"/> Updated FY 2021 Budget Narrative (p. 27-37) <input type="checkbox"/> Budget summary for publication in 12/27/19 Mashpee Enterprise(p. 38-40) FYI--Dates <ul style="list-style-type: none"> <input type="checkbox"/> December 19, 2019: Superintendent's FY 2021 Budget presentation to Town Manager <input type="checkbox"/> January 8, 2020: Public Hearing on Superintendent's recommended FY 2021 budget <input type="checkbox"/> January 22, 2020: School Committee votes on MPS FY 2021 budget <input type="checkbox"/> January 23, 2020: School Committee's recommended FY 2021 budget is due to Town Manager <input type="checkbox"/> FY 2021 MPS Budget Presentation to Mashpee Finance Committee--date to be determined
9	6:50	Report of the Business Manager (p. 41-65) <ul style="list-style-type: none"> • FY20 Budget Update
10	7:05	Subcommittee Reports <ul style="list-style-type: none"> • Policy • Negotiations
11	7:15	Working Group Updates <ul style="list-style-type: none"> • Finance <ul style="list-style-type: none"> 5-Year MPS Financial Plan Use of School Choice Program funds (p. 66) • Efficiency/Effectiveness • Outreach/Engagement
12	7:30	Specifically Assigned/Unfinished Business: <ul style="list-style-type: none"> • *School Committee Draft FY20 goals- choose goal setting direction • MASC-MASS Joint Conference Share-out • Victim's Advocacy--Policy Reference to Bully Prevention and Intervention Plan (see below) • *MPS Policy Manual Updates (MASC Recommendations): JB, JBB (new), JFABD, JFABE, JFABF, and add cross-reference to our Bullying Prevention and Intervention Plan to the following policies: AC, ACAB, JIC, JICFA, JICFA-E, JICFB (p. 67-112)

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13	8:00	New Business <ul style="list-style-type: none"> • April 8, 2020 School Committee Meeting (Conflict with Passover that begins at sunset) • Crisis Communication (11/22/19 incident) • Student Opportunity Act (p. 113-115)
14	8:25	Items the Chair did not reasonably know in advance (Other)
15	8:30	Public Comment
16	8:35	*Adjournment

****Vote Required **The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up for discussion.***

Mashpee Public Schools

Field Trip Request Form

Date of Application 12/3/19

Teacher(s) Debra Troyanos + Andrew Troyanos Grade(s) 10-12

Date of Trip April Vacation 2021 Substitute Needed Yes ☒ No ☐

Destination Italy + France for Art & Music

Time of Departure April Vacation 4/17/21 Plan to Return 4/25/21

Number of Students 10-15 Number of Teachers 2-3 Number of Chaperones —

Approximate Mileage 4093 (ea. way) ^{5-1 Ratio} Admission price All Included
(Round trip)

Vehicles to be used for transportation Possibly vans to drop us off at airport.

Please list connection(s) to state or local curriculum standards: National Core Arts Standards (For Art and Music)

7 Perceive + Analyze Artistic Work

9 Apply criteria to evaluate artistic work

10 Synthesize + relate knowledge + personal experiences to make art.

11 Relate artistic ideas + works with societal, cultural + historic context to

Additional curriculum connections— deeper understanding.
see attached "Portrait of A Graduate!"

Signed Debra A. Troyanos
(Teacher)

Approved _____
(Assistant Principal)

Approved [Signature]
(Principal)

Approved _____
(Superintendent)

School Nurse Notified _____
(School Nurse)

After Approval: Copy to: Teacher-Assistant Principal- Principal-Health Office

Event entered on District Calendar/Website: _____ by _____
(date entered) (initials)

Paris, Venice, Florence & Rome

April 17 - April 25, 2021

Dear future travelers,

I'm excited to announce that I will be leading a group of students on a once-in-a-lifetime educational tour, "Paris, Venice, Florence & Rome." We'll explore famous historic sites, discover the rich heritage and diversity of different cultures and experience the places we've studied in class. Students will grow and mature as individuals and return home with a whole new worldview.

I've chosen to travel with Explorica because of their exceptional safety record, their supportive service and their glowing reviews from other teachers in our community who travel with them. Explorica programs offer the perfect mixture of fun and learning, and they provide everything we need.

Please read the enclosed materials and join me at the meeting to learn more. If you have any questions, don't hesitate to contact me directly at DTroyanos@mpspk12.org or (508) 250-2349.

Day: Monday, November 18, 2019

Time: 6:30 PM

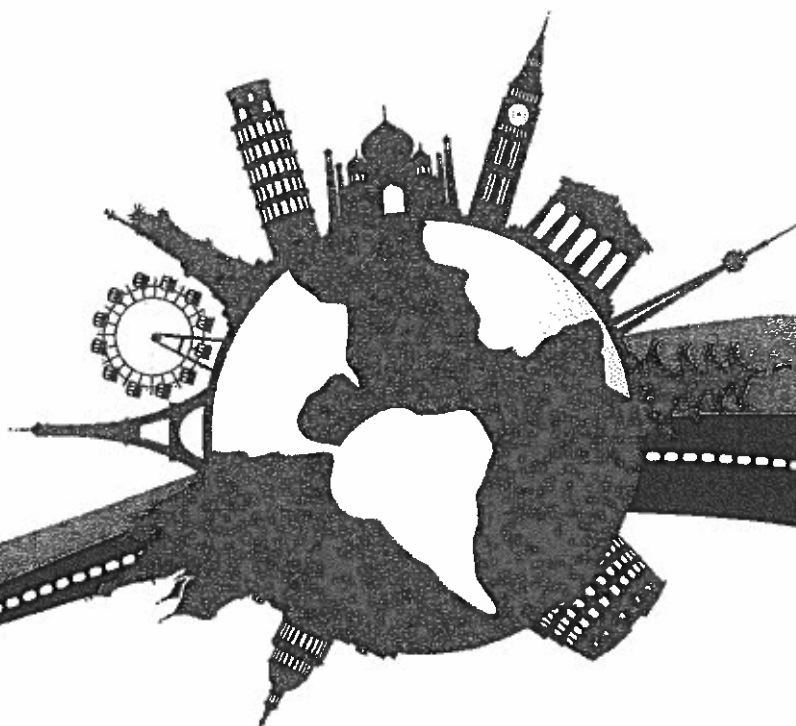
Place: Mrs. Toyanos' Art Room

I hope to see you there!

Sincerely,

Debra Troyanos
Program Leader

P.S. Don't delay: The deadline for enrolling
is Thursday, December 19, 2019!



About Explorica

Explorica is a dedicated leader in educational travel, working one-on-one with teachers to create incredible tours full of authentic, interactive learning experiences. We help more than 400,000 students and teachers experience exceptional educational travel each year, and we invite you to join us.



Authentic learning

We believe that educational travel is more than just sightseeing. Explorica tours are expertly designed to connect students to the people, languages and cultures of the places they visit through authentic and engaging experiences. Our expert tour directors and professional local guides lead the way, helping students see more — and learn more — than they ever thought possible. These guides provide insight and share hidden local gems you could never experience any other way.



Total peace of mind

Explorica travelers benefit from our 50+ years of risk management experience and a worldwide network of support. From our dedicated team of risk management professionals working around the clock to preempt any problems before they arise, to our 24/7 emergency hotline and our 45 offices around the globe, we're always by your side. Safety is our first priority — and our record proves it.



Committed to affordability

We're committed to enriching students through educational travel, and that means making it attainable for all families. In addition to guaranteeing the best prices in educational travel, we also provide scholarships, need-based financial assistance and a variety of additional resources to ensure that every student is able to join their classmates on the trip of a lifetime. Let us help you make travel a reality for your student.

"When my daughter asked about the trip to Costa Rica I dreaded telling her we couldn't afford it—she already had her heart set on going. But Explorica made it possible! The price was reasonable and the payment plan allowed us to spread out the expense. She came back with new friends, new confidence and a passion for travel that is worth every penny."

—Karen L., parent, *Costa Rica Highlights 2017*

Paris, Venice, Florence & Rome

explorica.com/Troyanos-1444

April 17 - April 25, 2021

Day 1 Start tour

Day 2 Bonjour Paris

Meet your tour director and check into hotel
Paris city walk: Île de la Cité, Notre Dame Cathedral, Île St. Louis, Latin Quarter visit
Dinner in Latin Quarter

Day 3 Paris landmarks

Paris guided sightseeing tour: Arc de Triomphe, Champs Élysées, Eiffel Tower, Champ de Mars, École Militaire, Les Invalides, Conciergerie, Tuileries, Place Vendôme, Opera House
Crêperie dinner
Optional Versailles guided excursion: State Apartments, Hall of Mirrors, Gardens of Versailles

Day 4 Paris--Venice

Louvre visit
Lunch
Seine River cruise
Overnight train to Venice

Day 5 Venice landmarks

Venice guided walking sightseeing tour with Whisper headsets: St. Mark's Square, St. Mark's Basilica, Doge's Palace visit, Glass-blowing demonstration

Day 6 Venice--Florence

Travel to Florence
Florence guided walking sightseeing tour with Whisper headsets: Palazzo Vecchio, Piazza della Signoria, Chiesa di Santa Croce, Ponte Vecchio, Duomo visit, leather workshop, art workshop
Gates of Paradise, Giotto's Bell Tower, Dante's House
Accademia visit

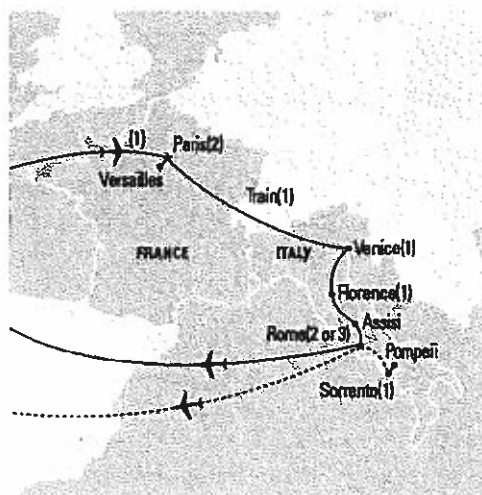
Day 7 Florence--Rome

Travel to Rome via Assisi
St. Francis of Assisi Basilica visit
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Day 8 Rome landmarks

Rome guided walking sightseeing tour with Whisper headsets: Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit, Colosseum visit, Piazza Venezia, Forum Romanum visit
Authentic trattoria dinner with Italian music

Day 9 End tour



Reserve your spot!



Tour Center ID: Troyanos-1444
Registration deadline: 12/19/2019

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 6 overnight stays (8 with extension) in hotels with private bathrooms
- 1 overnight stay in couchette sleeping berths on train
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Guided sightseeing tours with high-tech headset as per itinerary
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page for a full list of items that may not be included in the cost of your tour.

Tour investment

Students (travelers under the age of 23): \$3,315

Adults (age 23 and over): \$3,710

Price reflects savings of \$200 scholarship. Sign up by 12/26/2019 and enter code 2021earlybird in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of 11/18/19, your monthly payment would be just \$217.67.

Manual plan also available; learn more on explorica.com/paymentplans.

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just \$12 per day. To learn more, visit explorica.com/cfar.

**Enroll online,
by phone or by mail**



explorica.com/signup



1.888.310.7121



Download a
paper application at
explorica.com/resources



101 Federal Street Suite 900
Boston MA 02110

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Request for Approval

Proposal to bring international travel to our Mashpee Middle-High School Students 11/20/19

To: Mashpee School Committee Members

From: Debra & Andrew Troyanos (Art and Music Educators at MMHS)

When: April Vacation 2021

Where: Possible Itinerary is "Paris, Venice, Florence, Rome". These were chosen specifically to be the highest art and music experiences possible. We have also arranged to visit a studio in Florence where students will have a painting lesson. We would also like to visit a high school there as well.

Who:

Mashpee Middle-High School students in grades 10-12 who are interested in Art or Music. Students in excellent academic standing with no behavior issues/log entries in the preceding school year and in the months leading up to the trip will be allowed to participate. Student travelers would be chaperoned by the two of us, as well as by a third Mashpee educator if we have enough numbers. The ratio is 5 or 6 students to 1 chaperone. We would also like to invite a parent to join their child on the trip if they wish (but they would need to pay the tour fee as well). These parents would be allowed to share a room with another adult or with their own child only. They would never be in charge of students.

Students with special needs will be accommodated as per their IEP. The tour company will be sure to book hotels with accessibility if needed. They also arrange any food preferences or needs ahead of time with the restaurants.

Cost: Approximately \$3200 depending on the final choice of trip. It is all inclusive with airfare, hotel, transportation, tickets to all events and museums, tour guide, all breakfasts and dinners, and some lunches. Students can opt to pay in four payments, or divide it up into monthly installments.

- We will be doing a great deal of fundraising activities throughout the year to help defray as much of the cost as possible. We also hope to advertise and invite community members and organizations to help sponsor the trip for deserving students whose family's economic status prohibits their taking advantage of this travel learning opportunity. The tour company also includes a special link to each student which they can share with grandparents, family, and friends who wish to donate (or give in lieu of holiday or birthday gifts) toward the cost of their trip.
- If we can get school committee approval as soon as possible, then we would be able to get the trip booked immediately, which will lower the monthly payments for families.

Safety:

- Liability and travel coverage - Teachers and districts are covered by a \$50 million liability policy, and students are covered by custom-designed Global Travel Protection.
- The tour company is in constant contact with US Embassies in every country, and would be immediately notified if there were any safety concerns, and the tour would be re-routed to an alternate location.

What other schools do:

Other high schools on Cape Cod (public and private) provide International Trips as a learning opportunity for their students:

- Sturgis Charter School is going to *Lisbon, Seville, and Madrid*, as well as *Paris and Barcelona*
- Sandwich High School is planning on going to *Costa Rica* next year, and to *Rome* in 2021. They are booked to go to *France* in 2020. Their 6th Grade goes to *Grand Canyon and National Parks* every year.
- Monomoy is going to *London*. In March 2019 they went to *Tanzania*.

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- New Bedford High School is going to *Berlin, Prague, Krakow and Budapest*, as well as *Amsterdam and Paris*
 - Plymouth North HS is going to *Peru*, as well as *Belize*

Why:

- Aligns with curriculum in art, music, history, language
- Complements school curricula with experiential learning, helping students to gain new perspectives and build skills for the future.
- Aligns with our district goals for global awareness and citizenship.
- Accreditation-Students can earn both high school and college credit on these tours, ensuring an educational focus on all itineraries.
- Broaden students' horizons
- Develop social-emotional learning skills like problem-solving, empathy, and critical thinking.
- Provide opportunity for unique, memorable and fun experiences that students will treasure well into adulthood.

Tour Packets with full descriptions will be provided. We will have information available to share with families at the Art and Music Showcase taking place at MMHS on December 3, 2019--only to gauge interest. We will reinforce with families that this opportunity is currently awaiting a school committee vote.

School Committee Meeting
11/20/2019
Minutes

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Present were: Nicole Bartlett, Don Myers, George Schmidt, Geoff Gorman (remote by phone), absent: Chris Santos. Also present was Patricia DeBoer, Dr. Hope Hanscom and Paul Funk.

1. Call Regular Meeting to Order/Pledge of Allegiance

Ms. Bartlett, vice-chair called the meeting to order at 5:32 pm.

2. *Ratify Agenda of November 20, 2019

Change time of Executive Session to 8:03 pm due to a clerical error on agenda.

Mr. Myers, made a motion, seconded by Mr. Schmidt to ratify agenda with above amendment.

Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Ms. Bartlett and Mr. Gorman; opposed - none.

3. Public Comment

None

4. Presentation of MASS Certificate of Academic Excellence to Peter Gonzalez

Mrs. DeBoer shared highlights, attributes and future plans of 12th grader Peter Gonzalez and presented him with the MASS Certificate of Academic Excellence.

5. Quashnet School Share-Out-Principal O'Brien and guests

Mrs. O'Brien, Mrs. Emery and Deputy Cahill shared information about the new Quashnet Cares supplemental food project which provides families with food, household goods, and other necessities. Families can come through a private entrance and "shop" for what they need. QS is also providing Cape Kid Meals: send good home with families for weekends and vacations. No requirement to demonstrate financial need, families just need to let QS office know they are in need and backpacks go home over the weekend/vacation.

6. Report of the Student Representative Skyla Rimple

Syla provided an update of happenings at Mashpee Middle-High School.

7. Approval of October 16, 2019 Minutes

Mr. Schmidt made a motion, seconded by Mr. Myers to approve the minutes of October 16, 2019 with the corrections discussed.

Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Ms. Bartlett and Mr. Gorman; opposed - none.

8. Report of the Superintendent

- Updates - Personnel, Schools, Happenings, 18-19 Family Opinion Survey
Mrs. DeBoer reviewed each report and updated the Committee on how the data from 18-19 Family Opinion Survey is currently being used.
- John and Abigail Adams Scholarship Recipients
Mrs. DeBoer shared the names of the students who qualified for the scholarship
- Summary - MMHS Student Trip Abroad (Spring 2021)
Mrs. DeBoer presented an overview of a proposal for an international trip in April 2021.
- FY19 Spring MCAS and AP Performance Data.
Dr. Hanscom provided an overview of 2019 MCAS and AP scores with areas of strength and focus.

9. Report of the Business Manager

- FY20 Budget Update
Mr. Funk reviewed the current status of FY20 budget, grants, and revolving accounts.
- Superintendent's Draft FY2021 MPS Budget and Draft Summary
Mrs. DeBoer provides an updated summary for the FY21 Superintendent's Draft MPS Budget, Superintendent and administrative team meet with Town Manager on December 19th.
- *Budget Transfer Requests
Mr. Schmidt made a motion, seconded by Mr. Myers to approve budget transfer #20-01.
Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Ms. Bartlett and Mr. Gorman; opposed - none.
- *FY21 Allocation for Non-Union Salary Increases
Mr. Gorman recommended the Committee budget a set sum of money for non-union salary increases that the Superintendent would divvy up as she deems.

10. Robert's Rules of Order - Adjournment (Geoff Gorman)

Mr. Gorman reviewed Robert's Rules on adjournment.

11. Subcommittee Reports (Subcommittees: Curriculum, Policy, Negotiations, Superintendent Evaluation):

Policy: to be presented later in the agenda. Mr. Gorman presented from the Fields group on potential turf fields. **Negotiations:** Setting up ground rules, Mr. Myers is lead for Unit A, Mrs. Bartlett is lead for Unit B.

12. Working Group Updates (Working Groups: Finance, Efficiency/Effectiveness, Outreach/Engagement):

Outreach/Engagement: Met and reached out to facilitator for strategic planning to determine if there are specific questions to include on the 2020 Family Engagement Survey.

13. Specifically Assigned/Unfinished Business

- *School Committee Draft FY20 goals:
Mr. Myers made a motion, seconded by Mr. Schmidt to table item until the December, 2019 meeting.
Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Mrs. Bartlett; opposed - Mr. Gorman. Motion passes.
- Victim's Advocacy-Policy Reference to Bully Prevention and Intervention Plan (see below)

14. New Business

- FYI-Upcoming Events-Plan for Mashpee Christmas Parade on Dec. 7. Sierra Club Invitation
School Committee will meet at #WeAreMashpee at 4:30pm
- *Potential Changes to School Choice Spending List:
Mrs. DeBoer reviewed the progress on the projects on the School Choice spending list and she recommends shifting funds within the agreed upon total. Mr. Schmidt made a motion, seconded by Mr. Myers to accept actuals as updated on 11/20/19.
Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Mrs. Bartlett and Mr. Gorman; opposed - none.
- MASC-MASS Joint Conference Share-out
Chair tables this item.
- *MPS Policy Manual Updates (MASC Recommendations):: JB, JBB (new), JFABD, JFABE, JFABF, and add cross reference to our Bullying Prevention and Intervention Plan to the following policies: AC, ACAB, JIC, JICFA, JICFA-E, JICFB
Chair tables this item.

15. Items the Chair did not reasonably know in advance (other)
None

16. Public Comment
None

17. Executive Session: Bargaining with Unit A
Unanimous vote to move into Executive Session at 8:05 pm.

18. *Adjournment

Mr. Schmidt made a motion, seconded by Mr. Myers to adjourn the meeting after a brief recess to enter into executive session, not to return to open session for the purpose of bargaining with Unit A.

Roll Call Vote: In favor - Mr. Myers, Mr. Schmidt, Mrs. Bartlett and Mr. Gorman; opposed - none.

Respectfully submitted by,

Catherine E. Loyko

School Committee Recording Secretary

(transcribed by Dr. Hope Hanscom, Assistant Superintendent)

MASHPEE PUBLIC SCHOOLS
Monthly Report--November 2019 KENNETH C. COOMBS SCHOOL
Principal Paul LaBelle

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Enrollment:

Grade	IN	OUT	Total	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
PS			26	7	8	11			
PK			72	16	18	19	19		
K			97	15	16	16	16	16	18
1			96	15	15	15	16	17	18
2			110	17	18	18	19	19	19
OOD/SVC			2						
Total			408	Enrollment as of November 30, 2019--408 (23 homerooms)					
				Attendance Rate: 91.74%					
				Chronic absences: 19%					

Acknowledgements:

Thank you to:

Read to Me Volunteers-creating 1:1 reading experiences for our preschool students

Stephanie Souza for attending NTCM Conference and bringing great math ideas back to KCC

KCC Paraprofessionals - Who were honored at a Paraprofessionals Breakfast for their hard work and dedication to our school.

KCC PTO - Hosting another successful Scholastic Book Fair-Family Breakfasts for families. We are also grateful for creating a popular family engagement night with the Storybook Dance.

Cameron Greendeer for providing a lively and educational experience for our school by sharing Native dancing in honor of Native America Heritage Month

USCG - Teaching our Properties of Materials

CFCE, Bethany Gay- for organizing our participation in the Jumpstart:Read for the Record

Mary Kaminski-Providing Safety Care training for our ongoing paraprofessional development at KCC

KCC Staff: Suzanne Shea, Katherine McDonough, Jessica Sydow, Phoebe Lambert, Kerri Moll for completing Tier 2 of Think:Kids / Collaborative Problem Solving

Consuelo Carroll- for letting the KCC Think: Kids Committee use #WeAreMashpee as a location for our planning meeting.

KCC Specialist-for putting together a fun and memorable Turkey Trot for all our students

Highlight(s):

Jumpstart Read for the Record;

This November marked KCC's third year participating in **Jumpstart: Read for the Record**. This annual and national event brings together millions of adults and children around the world to read the same book on the same day in order to raise awareness about the critical importance of early literacy.

This year's book was called *Thank You, Omu!* This multi-cultural story written and illustrated by local author *Oge Mora*, tells the story of a generous elderly woman who



MASHPEE PUBLIC SCHOOLS
Monthly Report--November 2019 KENNETH C. COOMBS SCHOOL
Principal Paul LaBelle

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makes a fantastic pot of thick red stew.

Our CFCE coordinator and Specialists, Kim Palmer and Meg Smith put together an interactive experience that extended beyond the book. First, all classroom teachers received a copy of the book to read to their students and add to their classroom library. Mrs Smith and Mrs Palmer, created a greenscreen reading of the book with narration coming from volunteer staff members. Finally the Falcon Place -Maker Space at KCC was set up with an extension activity for teachers to engage their students in. Since the story was illustrated in a collage format students were encouraged to create their own artwork using the same medium.

This was a great event for all our students and staff to celebrate the joy of reading in collaboration with our CFCE partnership.



MASHPEE PUBLIC SCHOOLS
Monthly Report -November 2019: QUASHNET SCHOOL
Principal MaryKate O'Brien

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Enrollment:

Grade	IN	OUT	Total	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
3			100	3AR-17	3BR-16	3PO-17	3SC-17	3SO-17	3ST-16	--
4			120	4GO-20	4KE-20	4LO-20	4MA-19	4MC-21	4ST-20	--
5	1	1	117	5BA-19	5BE-19	5FR-19	5GR-20	5MA-20	5PI-20	
6		1	122	6BA-17	6BL-17	6GE-18	6JO-18	6MC-17	6SW-16	6WI-19
Total			459	5 OOD / Service	Enrollment as of 12/2/19 - 25 Homerooms - Attendance Rate - 96.08% Percentage of students with chronic absenteeism - 15%					

Acknowledgments:

Thank you to the Quashnet School Veteran's Assembly Committee members, Mrs. Pagano, Mrs. Rastallis, Mrs. Arsenault, Mrs. Blount, Mrs. Geggatt, Mrs. Hill, Mrs. Boyd, and Mrs. Richards, for their work in organizing this special Quashnet tradition of recognizing Mashpee veterans.

Kenneth Peters from Pizza Guyz in Mashpee provided coffee and treats to our guests before the Veterans assembly. He also offered a free slice of pizza at the store as a thank you and recognition of service. We are appreciative of Mr. Peters' support.

Highlights

All Grade 4 students attended the Young People's Concert held at the Barnstable Performing Arts Center on Wednesday, November 6, 2019. Students enjoyed a live performance by the Cape Cod Symphony Orchestra featuring *Beethoven's Symphony No. 6* and a ballet production of *Peter and the Wolf*.

Along with all Mashpee schools, Quashnet School participated in Native American Awareness Week, November 12 -15, 2019. During a school-wide assembly, students enjoyed an exceptional performance by Wampanoag dancers, the Red Hawk Drummers, and singers. Cameron Greendeer emceed the event and educated students about the uniquenesses of Native American cultures. On Friday we celebrated Rock Your Mocs Day where our Native American students were encouraged to wear their moccasins and regalia.

On Friday, November 22, 2019, the Quashnet School Student Council had the amazing opportunity to attend a Peer Leadership Training at Bridgewater State University presented by the Massachusetts Aggression Reduction Center (MARC). The purpose of the conference was to identify key factors of bullying and cyberbullying and to build awareness of how students have the power to prevent such actions from occurring. The 6th Grade Student Council members were broken into focus groups to identify issues they wanted to address. They researched and created programs they would like to implement to educate their peers on the importance of treating others with respect. Work on their programs will continue during their Student Council meetings throughout the school year. Following the conference, the students had the opportunity to have lunch and tour the Bridgewater State University campus. The members of the Student Council represented the Quashnet School and the Town of Mashpee with professionalism and pride. They look forward to sharing their experiences and educating their peers with the skills and knowledge gained during this engaging and worthwhile conference. Thank you to Mr. David Williams, the student council advisor, for being a positive and enthusiastic role model for students. I am confident that under his leadership, this work will have a positive impact on students.

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MASHPEE PUBLIC SCHOOLS
Monthly Report-November 2020: MASHPEE MIDDLE HIGH SCHOOL
Principal Mark Balestracci

Enrollment:

GRADE	7	8	9	10	11	12	ODD/OTHER	TOTAL
IN	1	2						
OUT								
TOTAL	150	111	124	114	116	105	15	735

Enrollment as of 11/26/2019 - 735 Students Attendance Rate: 93% Middle School 93% High School
% Students with Chronic Absenteeism - 13.7%

Acknowledgements:

- Thank you to Mark Rosabch and Stephanie Soares for providing our biological science students an opportunity to experience the "Body Works" exhibit at the Boston Museum of Science. This unique exhibit is only in the area every two to three years and offers students a chance to discover the human body just beneath the skin.
- Thank you to teachers, Aphrodite Purdy and Scott Zinser for escorting student athletes to the MIAA Sportsmanship Summit at Gillette Stadium.
- Congratulations to senior Peter Gonzalez on receiving the Massachusetts Association of School Superintendents' Certificate of Excellence for 2019-2020.
- Congratulations to our Robotics Team on securing a spot at the Southern New England VEX Robotics Championship.
- Congratulations to the talented thespians of the Blue Falcon Theater Company on an outstanding performance of "Discovering Amelia".
- Congratulations to students Nicole Childs, Peter DeFrancesco, Averi Fournier and Jessie Rullo for being accepted into the Southeast Senior Festival 2020.
- Congratulations to the recipients of the John and Abigail Adams Scholarship for 2019-2020
- Congratulations to Varsity Football on their Thanksgiving Day win and keeping the Cranberry Cup in Mashpee.

Highlight(s):

On Thursday, November 14th Mr. Cameron Greendeer mc'd an amazing performance by our Native students who were also accompanied by the Red Hawk Singers. The entire student body at MMHS was in attendance and it was a truly wonderful event. Sharing the rich culture and traditions not only of the Mashpee Wampanoag Tribe, but also several other tribes across North America was a tremendous experience. Several MMHS and MPS students also participated in the event. It truly supports being more aware and connected as a Mashpee community. A huge Thank You to Camerson Greendeer, the Mashpee Wampanoag Tribe, the Red Hawk Singers, and all of our student participants for taking time out of their busy lives and schedules to share their heritage with us.

MASHPEE PUBLIC SCHOOLS

Jaime L. Curley, Ed.D.

Director of Special Education Services
Special Education – November 2019

16

Responsibility for Homeless Students and Students in Foster Care.

- A. The following provisions apply to McKinney-Vento students: (1) Homeless students shall be entitled to either continue to attend their school of origin, as defined by McKinney-Vento, or attend school in the city or town where they temporarily reside. To the extent feasible, homeless students should remain in their school of origin unless doing so is contrary to the wishes of such student's parent(s) or legal guardian or state agency with care or custody of the student. (2) The school district(s) that was programmatically and financially responsible prior to the student becoming homeless shall remain programmatically and financially responsible for a homeless student until the parent(s) or legal guardian or state agency with care or custody of the student chooses to enroll the student in the school district where the shelter or temporary residence is located. When a student whose IEP requires in-district services is enrolled in the school district where the student is temporarily residing, then that school district shall become programmatically and financially responsible upon enrollment. When a student whose IEP requires out-of-district services is enrolled in the school district where the student is temporarily residing, then that school district shall become programmatically responsible upon enrollment and the school district(s) that was financially responsible prior to the student becoming homeless shall remain financially responsible until the student is no longer homeless.
- B. The provisions in 603 CMR 28.10(5)(b)1. through 4. apply to foster care (placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes) students: (1) The school district(s) that was programmatically and financially responsible prior to the student's entry into foster care or prior to a subsequent change in the student's foster care setting shall remain responsible for the student's special education program for as long as the student continues to attend the same school. (2) For students in foster care who do not continue to attend the same school, and who enroll in the district in which their foster care setting is located, programmatic responsibility shall be with the district in which the student is enrolled and financial responsibility shall be with the district where the parent(s) or legal guardian resides. (3) When the Department of Children and Families relocates a student to reside in and attend an approved residential school, the school district that was programmatically responsible prior to this relocation shall remain programmatically responsible and the district where the parent(s) or legal guardian resides shall be financially responsible. (4) For all situations in which school districts share responsibility for students in foster care, the following provisions shall apply: (a) When such a student is served in an in-district program, the school district with programmatic responsibility may bill and shall receive payment for the special education costs (using the procedures of 603 CMR 10.07 to calculate such costs, including transportation expenses where applicable) from the school district where the parent(s) or legal guardian resides. (b) When such a student is served in an out-of-district placement, the school district where the parent(s) or legal guardian resides shall pay the tuition costs for the student's IEP placement directly to the out-of-district school, and such other payments as may be required to other individuals or entities that provide services in the student's IEP. (c) The school district with programmatic responsibility shall invite the school district where the parent(s) or legal guardian resides to participate as a member of the student's Team, providing that such participation shall not limit the student's right to timely evaluation and placement in accordance with 603 CMR 28.00.

Special Education Enrollment:

School	ACTIVE IEPS Nov. 2019	ACTIVE IEPS Oct. 2019	ACTIVE IEPS Nov. 2018
KCC PreK	26	28	24
KCC	37	38	42
Quashnet	73	72	86
MMS/MHS	97	96	101
Other (Home-Tutored, Post-Graduate, Private School, DCF)	6	6	5
Out of District (includes cost share)	20	21	19
Total Special Ed. Students	259	261	278

To: Patricia DeBoer , Mashpee Superintendent of Schools

From: Matt Triveri, Mashpee Middle School and High School Athletic Director

RE: November 2019 Athletic Department Report

Athletic Department Notes

- Senior boys soccer player Dylan Barger and girls soccer sophomore Samantha Kersey were selected an Eastern Massachusetts All-Stars this fall
- Sophomore Colin Spencer has been selected a Boston Herald All-Scholastic for the second consecutive year
- Girls' soccer made it to the South semifinals, this marks their deepest playoff run in school history.
- Five boys and five girls represented Mashpee High School at MIAA Sportsmanship Summit at Gillette Stadium
- Middle School boys and girls basketball begins December 11th

2019 Mashpee High School Fall South Shore League All-Stars

Field Hockey
Paige Lundberg

Cheer
Gabby Santos

Boys Varsity Soccer
Dylan Barger

Girls Varsity Soccer
Samantha Kersey
Kayla Hall

Golf
Colin Spencer
Kyle Puchol
Jack Spencer

Football
Nolan Lyons
Devon Hughes
Jack Vinitzsky
Matt Bowen
Jared Barr

Events

- Coffee with the Command staff Nov. 8th at #WeAreMashpee
 - resulted in Senior Backpack for the homeless combined with Turkey giveaway and the Falcon mascot being worn by me at giveaway
- #WeAreMashpee Events: Stem Activities, Feather our Turkey - Add what you are thankful to our turkey.
- Coombs staff had offsite meeting at outreach center

Volunteer Engagement

- Testing Signup.com for volunteer management. Campus plan for schools is \$99.00 a year Allows for online signup and scheduling of events and ongoing volunteer activities. Will track hours and send out reminders. Can permission other groups the ability to run an event.
- Emailed volunteer newsletter to list of volunteers
- Expanding MMHHS system of coordinating volunteer opportunities - Spreadsheet of all teachers and their volunteer needs on Google coordinated by school secretary.
- Biggest event - Mock interviews. We had rave reviews about the students and how well organized it was. 28 community members volunteered



PR/Marketing

- Front page article in Mashpee Enterprise, 10-31-19 – Audible Ledger and Mashpee HS collaboration
- Mashpee Public schools bulletin board at post office updated weekly
- Southport and Council on aging being sent flyers of upcoming events at MPS
- Attended MASC Conference - researching BOKS exercise program

Community Engagement

- MaryKay Fox – Rescheduled meetings for December - Mashpee Wildlife Refuge, planning monthly talks at outreach center, meeting with school administration for possible added role
- Met with Falcon Friends at #WeAreMashpee
- Met with the Council on Aging. - Planning Students as teacher events
- Southport and Council on aging being sent flyers of upcoming events at MPS
- Met with Southport liaisons to discuss how we can best collaborate. We will meet every other month and copy each other on anything regarding a Southport Falcon member. They now will have their Southport Falcon logo on their badges.

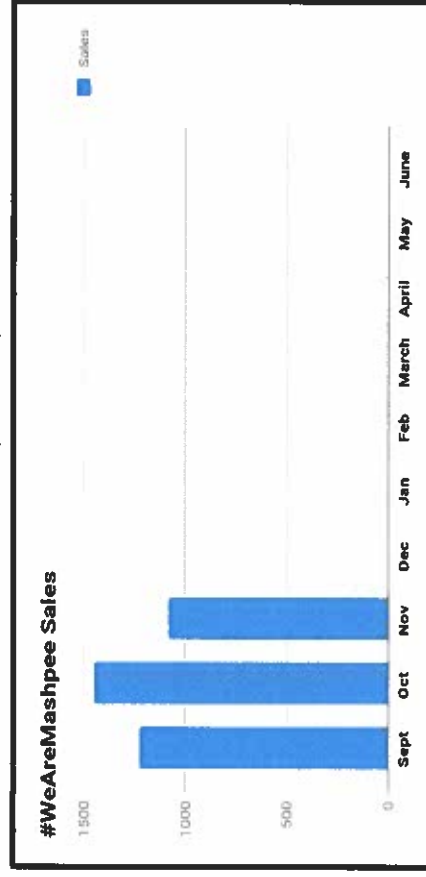
#WeAreMashpee - Social Media

	Sept	Oct.	Nov.	Dec	Jan.	Feb.	Mar	April	May	June
Instagram										
Posts	8	8	12							
Followers	172	192	208							
Twitter										
Tweets	9	11	15							
Followers	52	86	97							
Impressions	4689	5277	10,400							
Facebook										
Posts	9	8	16							
Followers	52	86	90							
LinkedIn*										
Posts	1	1	0							
Followers	103	288	292							

*Alumni on LinkedIn 262 (reaching out to these individuals



October hours : KCC =222, QS=272, MMHS =46



Sales: Nov. \$1081.31 - 20% off in the Month of Dec.

MASHPEE PUBLIC SCHOOLS
SYSTEM-WIDE ENROLLMENTS

COOMBS SCHOOL

Month	PS	Pre-K	K	1	2	OOD/ SVCS	Tot.	Tot. Elem
Sept	24	73	97	95	111	2	402	867
Oct	28	70	97	95	111	2	403	868
Nov	26	72	97	96	110	2	403	867
Dec							0	0
Jan							0	0
Feb							0	0
Mar							0	0
Apr							0	0
May							0	0
							0	0

QUASHNET SCHOOL

7	8	Tot.	9	10	11	12	OOD/ SVCS	Tot.	Tot. DISTRICT
148	109	257	123	115	115	105	16	474	1598
149	109	258	124	114	116	105	17	476	1602
150	111	261	124	114	116	105	15	474	1602
		0						0	0
		0						0	0
		0						0	0
		0						0	0
		0						0	0
		0						0	0
		0						0	0

MIDDLE

HIGH SCHOOL

Month	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Sep	16	7	13	12	48
Oct	16	7	13	12	48
Nov	16	7	13	12	48
Dec					
Jan					
Feb					
Mar					
April					
May					
June					
Oct 18	8	13	11	11	43

KCC	QS	MMS/ MHS	Tot. Sped
76	80	88	244
66	72	96	234
63	72	97	232
			0
			0
			0
			0
			0
			0

Prior Years' Totals														Total	
PS	K	1	2	3	4	5	6	7	8	9	10	11	12		
Oct-05	34	165	122	130	154	134	153	140	175	167	161	174	150	147	2006
Oct-06	40	145	176	130	146	155	139	152	139	176	174	157	179	167	2075
Oct-07	69	133	154	143	131	145	151	141	154	146	167	177	160	184	2055
Oct-08	36	167	127	145	131	125	135	133	130	145	117	145	146	136	1818
Oct-09	70	149	153	124	151	133	130	132	141	134	155	120	125	139	1856
Oct-10	73	151	137	145	127	157	130	119	125	136	108	124	111	124	1767
Oct-11	67	121	144	139	151	133	144	130	125	130	121	103	114	115	1737
Oct-12	68	126	118	144	139	153	131	142	126	139	113	110	102	114	1725
Oct-13	64	122	123	114	141	135	147	128	138	126	123	107	108	94	1670
Oct-14	92	106	122	123	109	136	131	149	127	141	119	109	99	104	1667
Oct-15	81	120	100	125	135	104	135	131	149	127	114	105	106	97	1629
Oct-16	93	108	126	105	132	140	106	140	128	151	129	111	98	110	1677
Oct-17	74	122	101	119	116	132	135	102	140	130	129	112	111	99	1622
Oct-18	97	97	112	101	118	116	128	138	111	140	118	122	111	117	1626

Mashpee Public Schools
Patricia DeBoer--Superintendent Goals
School Year 2019 - 2020+



September, 2019 (Update December, 2019)

(1) Professional Practice Goal

By June, 2020, I will present a multi-year Mashpee Public Schools' strategic plan to the School Committee.

The Mashpee Public Schools will be using the Massachusetts Planning and Implementation Framework (Planning for Success) model with facilitated training to develop the next iteration of the Mashpee Public Schools multi-year Strategic Plan. Planning for Success (Pfs) is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. This goal directly impacts both student learning and my own professional practice as I will be a learner in this work along with my colleagues with the support of our Planning for Success facilitator.

Timeline: July 1, 2019 - June 30, 2020

Action Steps:

- I will participate in the "Create the Plan" 2-hour Online Workshop.
- S.O.A.R. document completed by Leadership Team and School-Based Leadership Teams.
- I will meet with facilitator (Ruth Gilbert-Whitner).
- I will assemble a stakeholder work group.
- I will establish a meeting schedule to accomplish the work.
- I will participate in and oversee the development of our MPS three-year strategic plan (2020 - 2023).
- I will present the MPS three-year strategic plan to School Committee by June, 2020.

Superintendent's Rubric Indicator IE: Data-Informed Decision Making
Superintendent's Rubric Indicator IVE: Shared Vision Development
MPS Blueprint for Progress: Goals 2 and 3

December, 2019 (UPDATE)

- Participated in online "Create the Plan" online workshop
- S.O.A.R. Document completed by District Leadership Team and School-based Leadership Teams (7/23/19 and 7/24/19)
- Met with "Planning for Success" facilitator Ruth Gilbert Whitner (9/16/19)
- Meeting Schedule established:
 - February 4, 2020: Planning Team Retreat 1--visioning; community engagement
 - February 25, 2020: Admin. Leadership Retreat 1: SWOT analysis; district data
 - February/March: Planning Team Members conduct visioning sessions
 - March 10, 2020: Planning Team Retreat 2: Synthesize common vision themes; strategic objectives; outcomes; community engagement
 - March 26, 2020: Planning Team Retreat 3: Data and root cause analysis; strategic objectives; draft strategic initiatives
 - April 7, 2020: Admin. Leadership Retreat 2: Strategic initiatives; outcomes
 - April 30, 2020: Planning Team Retreat 4: Vision statement, quality plan review and revision, community dissemination process

In Process: Assembling stakeholder work group

ON TRACK to meet this goal by June, 2020.

22.

(2) Professional Practice/Student Learning Goal/District Improvement Goal

To improve the social/emotional, behavioral, and academic outcomes of all Mashpee students, I will participate in at least eight (8) classroom walkthroughs per month during school year 2019 -2020 and provide feedback to school principals and teachers on their integration of the MPS MTSS framework and protocols into their practice. (Reference: MPS MTSS Handbook)

**Superintendent's Rubric Indicator 1B: Instruction
MPS Blueprint for Progress: Goals 1 and 2**

(3) Student Learning Goal

Student Attendance

Chronic absenteeism is defined as missing ten percent (10%) or more of days enrolled for any reason, including excused and unexcused absences. Based on a 180-day school year, a student enrolled for the entire year who misses 18 days or more is chronically absent.

Using 2019 Mashpee chronic absenteeism data as reported by the Department of Elementary and Secondary Education (DESE) as a baseline, the percentage of Mashpee Middle-High School and Quashnet School students in each subgroup who are chronically absent will be reduced to 10% by 2021. Therefore 90% of students (Grades 3 - 12) enrolled for a full-year will attend school 162 days or more during school year 20-21. Meeting this goal would ensure that our students are afforded increased engagement opportunities with their teachers which would reasonably lead to improved performance outcomes for our district.

Timeline: October 2019 - June 2021

Action Steps:

- I will establish an Attendance Task Force--Possibly COMPASS.
- I will collaborate in the development and implementation of an Attendance Campaign. Part of the campaign will be to support and educate families about the importance of being present in school.
- I will collaborate in the analysis of MPS chronic absenteeism data.
- I will collaborate in the weekly monitoring of student attendance and action steps related thereto.

**Superintendent's Rubric Indicator 1E: Data-informed Decision Making
Superintendent's Rubric Indicator 11B: Sharing Responsibility
Blueprint for Progress: Goals 1, 2, and 3**

December, 2019 (UPDATE)

Classroom visits with feedback provided--15 through 12/6/19
JW--9/18; EB--9/18; CK--9/23; JF--9/25; SM--10/4; KM--10/8;
EP--10/9; KB--10/15; CS--10/28; AL/AE--12/1; CK--12/2; TA--12/3; SS--12/3

ON TRACK to meet this goal by June, 2020.

December, 2019 (UPDATE)

COMPASS has decided to focus on attendance

We have begun our analysis of MPS student chronic absenteeism

- 10/30/19: Reviewed list of students (by school) who were chronically absent in SY 18-19
- 10/30/19: Reviewed list of students (by school) who are chronically absent so far in SY 19-20
 - Observations made after one analysis session
 - Family pattern across schools
 - School Choice students populate lists
 - Will be looking at performance/growth for students on the lists
- Approach will be to provide support to our families
- Next COMPASS Meeting: 12/11/19

ON TRACK to meet this 2-year goal by June, 2021.

(4) District Improvement Goal

By June, 2020, our Portrait of a Graduate (POG) will be fully implemented.

- I will ensure that our Portrait of a Graduate visual representation is complete.
- I will work with school leaders and teachers to develop school-level/grade-level/department action steps to ensure that the POG competencies are included in student learning objectives and that a student's progress on attaining the POG competencies is being monitored and measured.
- I will support the creation, distribution, and display of posters displaying our POG throughout all schools.
- I will ensure that our POG is reflected in our new multi-year strategic plan.

Superintendent's Rubric Indicator IA: Curriculum Blueprint for Progress: Goal 1

December, 2019 (UPDATE)

- MMHS Senior Grace Antis is making the final edits to the visual for Mashpee's Portrait of a Graduate
- Created Google Sheet--MPS Portrait of a Graduate Implementation Competencies and Descriptors
 - Each Competency and its descriptors are listed on the sheet and teacher teams are asked to respond to the following prompts:
 - ☐ What does this (descriptor) look like at Grade ____?
 - ☐ Opportunities for direct instruction in curriculum--include content area
 - ☐ How will competency/descriptor be assessed?

OFF TRACK to meet this goal by June, 2020. The challenge area: Finding time for teachers to provide input--Google sheet described above.

(5) District Improvement Goal

By June, 2020, I will identify areas within the school district where culture, diversity, equity, and inclusion may be improved. I will collaborate in the development and maintenance of district-wide practices and procedures that promote equal access and opportunities for all students with an emphasis on engagement, high expectations, and shared responsibility.

**Superintendent's Rubric Indicator IB: Instruction
Superintendent's Rubric Indicator IE: Data-Informed Decision Making
Superintendent's Rubric Indicator IIA: Environment
Superintendent's Rubric Indicator IVB: Cultural Proficiency
Blueprint for Progress: Goals 1, 2 and 3**

See Six Goals of Educational Equity--next sheet

December, 2019 (UPDATE)

Identified areas to study to determine if we have equity issues:

(English Language Learners, Minorities, Economically Disadvantaged, Gender)

- Special Education
 - Student participation in Instrumental Music Programs at Quashnet and MMHS
 - Student participation in after-school co-curricular programs at all schools
 - Student participation in AP and Honors courses at MMHS
 - Student participation in STEM courses at MMHS
 - Student participation in Enrichment Program at Quashnet--Gr. 5 and 6
 - Student participation in sports at MMHS
 - Student participation in honor societies (Quashnet and MMHS)
 - Discipline--Log Entries
 - Student performance--MCAS, STAR Reading, and STAR Math
- Staff Diversity
Staff PD--Unconscious bias
Student survey about learning environment

ON TRACK to meet this goal by June, 2020.

24.

Diversity, Equity, and Inclusion: Six Goals of Educational Equity

Goal 1: Comparably high academic achievement and other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

Goal 2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities within those schools.

Goal 3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Goal 4: Equitable opportunity to learn

At minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Goal 5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

Goal 6: Accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

Current District Goals (Blueprint for Progress 2017 - 2020)

(AS REFERENCE)

GOAL ONE: LEARNING AND TEACHING

Professional learning and opportunities for collaboration that focus on instruction, curriculum, the learning environment, and student achievement will improve educator practice and result in improved outcomes for all students.

INITIATIVE 1.1: Develop and implement an aligned written, taught, and assessed curriculum and assessment system based on Massachusetts Frameworks with emphasis on literacy, numeracy, and writing in every content area to ensure all students are college, career, and civic ready

INITIATIVE 1.2: Develop and implement a Multi-Tiered System of Supports (MTSS) framework to provide early, effective instruction to support all students, to allocate resources and supports to all schools based upon student achievement and need, and to provide multiple pathways for success

INITIATIVE 1.3: Provide inclusive learning experiences that are active, engaging, and responsive to the academic, behavioral, and social-emotional needs of all students

GOAL TWO: USING DATA STRATEGICALLY

Mashpee Public Schools' MTSS problem-solving protocol will guide our practice in addressing the academic, behavioral, and social-emotional needs of all students, resulting in improved outcomes for all students.

INITIATIVE 2.1: Develop and implement a data management platform that will serve as an early warning system for meeting student needs

INITIATIVE 2.2: Build and nurture a system-wide culture in which the tools and protocols of Mashpee's MTSS framework serve as the foundation for problem-solving and decision making in all areas

INITIATIVE 2.3: Interpret data to provide targeted tiered instruction and support to all students

GOAL THREE: ENGAGING ALL STAKEHOLDERS

We will foster shared responsibility for ensuring all students are college, career, and civic ready by building trust, collaboration, and engagement among students, staff, families, and community partners.

INITIATIVE 3.1: Develop and implement effective two-way communication for both internal and external stakeholders

INITIATIVE 3.2: Cultivate innovative partnerships with members of our MPS staff to provide a sustainable system of support for all students

INITIATIVE 3.3: Build and nurture a culture of high engagement and customer service to ensure pride in our district, and communicate to all stakeholders "Why it's great to be in Mashpee."

26.



MASHPEE PUBLIC SCHOOLS 27.

FY 2021 Superintendent's Recommended Level-Service Budget December 2019



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Why we are proud of our Mashpee Public Schools
"One Road Leading to a World of Opportunities"

MASHPEE MIDDLE-HIGH SCHOOL

Serving 736 Students in Grades 7 - 12 (10/6/19--PS)

- ☐ A culture of kindness, respect, and excellence
- ☐ 15 advanced placement classes
- ☐ World languages--Spanish, French, Mandarin, Wopanaak
- ☐ Dual enrollment opportunities
- ☐ 1:1 technology program
- ☐ Technology Center of Excellence
- ☐ Career & Technical Pathways and student internships
- ☐ New Advanced Manufacturing Pathway and Skills Capital Grant
- ☐ Full interscholastic athletics programs
- ☐ A wide variety of co-curricular clubs
- ☐ Outstanding art, drama, choral, and instrumental programs
- ☐ No user fees
- ☐ State Champion football team (2011, 2015, 2016, 2017)

KENNETH C. COOMBS SCHOOL

Serving 398 Students in PreK - Grade 2 (10/6/19--PS)

- ☐ Developmentally appropriate learning for each child
- ☐ Preschool for all four year olds (free)
- ☐ Full-day Kindergarten (free)
- ☐ 2:1 technology program (Chromebooks and iPads)
- ☐ A wide variety of free before and after school enrichment programs
- ☐ Frequent family/community events
- ☐ Falcon Five Followers--Respectful, Responsible, Ready, Caring, Safe
- ☐ Mindful education
- ☐ Therapy dog--Cassie

QUASHNET SCHOOL

Serving 465 Students in Grades 3 - 6 (10/6/19--PS)

- ☐ National Elementary Honor Society
- ☐ Community-service focus: Ex. Raised \$14,000 for a veteran's service dog
- ☐ 1:1 Technology program
- ☐ Intramural sports--Grades 5 and 6
- ☐ Music, band, and chorus classes with free in-school instrumental lessons
- ☐ A wide variety of free before and after-school enrichment programs
- ☐ Frequent family/community events
- ☐ Falcon Five Followers--Respectful, Responsible, Ready, Caring, Safe
- ☐ Mindful education
- ☐ Therapy dog--Keiki

MASHPEE PUBLIC SCHOOLS

- ☐ A community that values education
- ☐ A culture of excellence, kindness, and respect
- ☐ A focus on the whole child
- ☐ A comprehensive range of services to meet the needs of all students
- ☐ District-wide multi-tiered system of supports
- ☐ Classes taught by highly-qualified teachers
- ☐ Child-centered with small class sizes
- ☐ Learning experiences that prepare students to be college and career ready
- ☐ School choice available
- ☐ Transportation provided--no fees charged
- ☐ Active community engagement
- ☐ #WeAreMashpee community outreach site
- ☐ Active parent organizations--PTOs/Boosters
- ☐ Volunteerism and support from our Mashpee community
- ☐ Strong and productive community partnerships
- ☐ Multi-age learning opportunities





Budget Message

Dear Mashpee Community,

#WeAreMashpee is the hashtag of the Mashpee Public Schools, a school district that is outstanding because of our amazing students, our skilled and dedicated staff, the wide range of academic, co-curricular, and athletic opportunities we provide, our well-maintained facilities, the resources we have available for teaching and learning, and our connected community. We support each other--we are one Mashpee. On a daily basis we experience why "It's great to be in Mashpee."

Educating our future leaders in today's ever-changing world is an enormous responsibility that our school leaders and staff embrace. Ensuring student safety, focusing on the health and wellness of every student, providing each student with the knowledge and skills to meet and exceed academic expectations, and modeling respect and empathy are commitments we make every day to our students and their families. Be assured that the Mashpee Public Schools are setting an example of how collaboration, inclusion, and the pursuit of excellence can be combined to create the very best outcomes for our children. We are working hard to ensure that every Mashpee graduate possesses the important competencies described in our "Portrait of a Graduate."

Presented herewith is the FY 2021 Mashpee Public Schools' level-service budget totaling \$23,493,179. Using an offset of \$538,865 from School Choice Program funds, the Town of Mashpee appropriation is \$22,954,314--a 3.5% increase over last year's appropriation. This budget represents the culmination of work that began in March, 2019, involving members of the Mashpee Public Schools' leadership team. The budget process is a collaborative effort developed through a wide range of input including department heads, principals, and the central office leadership team.

Through the continual assessment of student needs, as well as the review of our programs, resources are allocated to provide students with an education that ensures academic excellence, as well as supports for their social and emotional well-being, in a culture of caring and respectful relationships, as outlined in the District's mission/vision statement.

This FY 2021 budget narrative provides a broad view of how the Town's resources are budgeted to align with the School Committee's goals, the District's Blueprint for Progress strategic plan, and budget guidelines.

Superintendent Patricia DeBoer

Mission and Vision of the Mashpee Public Schools

The mission of the Mashpee Public Schools is to ensure a comprehensive program of academic rigor, scope, and depth to prepare all students to be college and career ready and to value service to others. The vision of the Mashpee Public Schools is that every student, every day, is safe, respected, and ensured to achieve excellence in a personalized learning environment that includes quality teaching, small class sizes, and the use of technology.

Mashpee Public Schools' Non-Negotiables

- We value all students.
- Every decision we make is data-driven to improve student learning and achievement in a system of rigor and relevance.
- Our classroom instruction and interventions are informed by data-based problem-solving.
- Our district academic and behavioral protocols are implemented with fidelity.
- Our professional learning and collaboration improve educator practice by focusing on curriculum and instruction that are implemented with fidelity.
- We establish and sustain partnerships to ensure that all students are college, career, and civic ready.

Mashpee Public Schools' Blueprint for Progress Strategic Plan (2017 - 2020)

The goals and initiatives in our three-year Blueprint for Progress strategic plan form the guiding principles for education in Mashpee.

GOAL ONE: LEARNING AND TEACHING

Professional learning and opportunities for collaboration that focus on instruction, curriculum, the learning environment, and student achievement will improve educator practice and result in improved outcomes for all students.

GOAL TWO: USING DATA STRATEGICALLY

Mashpee Public Schools' MTSS problem-solving protocol will guide our practice in addressing the academic, behavioral, and social-emotional needs of all students, resulting in improved outcomes for all students.

GOAL THREE: ENGAGING ALL STAKEHOLDERS

We will foster shared responsibility for ensuring all students are college, career, and civic ready by building trust, collaboration, and engagement among students, staff, families, and community partners.

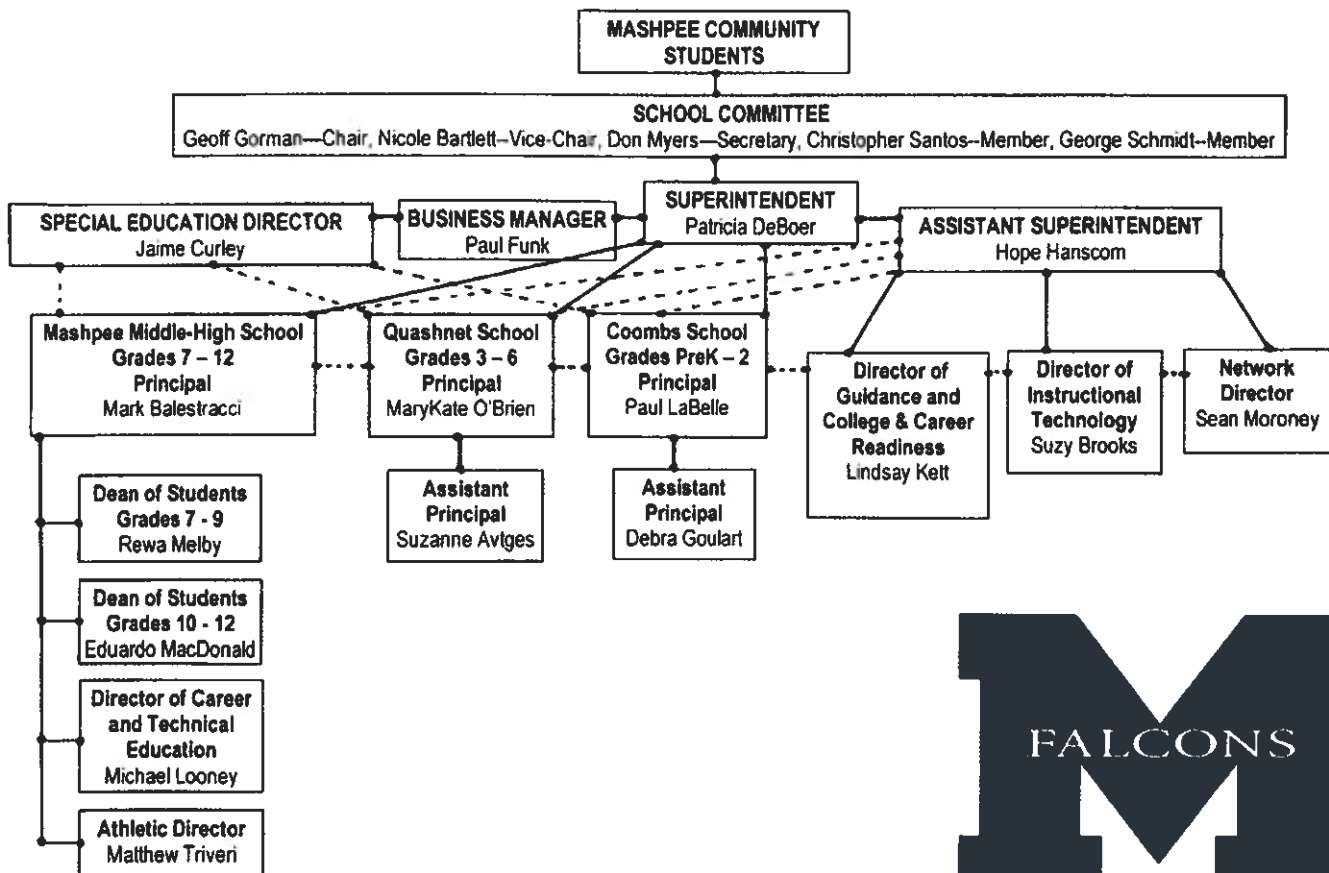
Organizational Structure

The School Committee's charge is to select and evaluate the Superintendent, review and approve the budget, and establish goals/policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Massachusetts Department of Elementary and Secondary Education.

School Committee Members

Geoffrey Gorman, Chair	Term Expires: 2021
Nicole Bartlett, Vice-Chair	Term Expires: 2020
Don Myers, Secretary	Term Expires: 2022
George Schmidt, Member	Term Expires: 2021
Christopher Santos, Member	Term Expires: 2020
Skyla Rimple--Student Representative	

**MASHPEE PUBLIC SCHOOLS
ORGANIZATION CHART
2019 - 2020**



Updated 7/2019

Budget Development/Calendar**Budget Process**

The School Committee develops its annual goals, budget guidelines, and budget calendar. The School Department then develops its capital and operating budgets--a process that begins approximately eighteen months in advance of the start of the fiscal year for the budget. The budget process is collaborative and public and engages school leaders, Town Manager, Board of Selectmen, Finance Committee, Capital Improvement Committee, school councils, school staff, and the citizens of Mashpee--providing the administration with a roadmap to develop and refine the annual budget. The Mashpee Public Schools' Business Administrator is responsible for coordinating, developing, and monitoring the annual budget process. The Superintendent is tasked with developing a budget that advances the District in concert with the outlined policy objectives. The School Committee is responsible for reviewing and approving the budget for incorporation into the Town of Mashpee's budget.

Major Steps/Timeline followed in Budget Development:

- ☐ **Early Spring of 2019:**
 - ☐ School Committee establishes budget goals and priorities
 - ☐ Each school principal builds his/her needs-based operating budget
 - ☐ Director of Special Education builds her budget
 - ☐ District Leadership Team assesses personnel resources and needs
 - ☐ Business Administrator compiles all budget components
- ☐ **Early Summer of 2019:** Finance Working Group reviews Superintendent's draft FY 2021 budget.
- ☐ **Summer/Fall of 2019:** School Committee reviews Superintendent's recommended FY 2021 budget.
- ☐ **October 4, 2019:** Superintendent's recommended FY 2021 budget is entered into MUNIS (per Town Manager's schedule)
- ☐ **December 27, 2019:** Publish Superintendent's recommended FY 2021 Budget in the Mashpee Enterprise
- ☐ **January 8, 2020:** Public Hearing on the Superintendent's recommended FY 2021 Budget
- ☐ **January 22, 2020:** School Committee votes on Mashpee Public Schools' FY 2021 Budget (Public Meeting)
- ☐ **January 23, 2020:** School Committee's recommended FY 2021 Budget is due to Town Manager
- ☐ _____: FY 2021 School Budget is presented to the Finance Committee
- ☐ _____: FY 2021 School Budget summary is posted on District's website
- ☐ **May 4, 2020:** Annual Town Meeting

Mashpee Charter (6.2)--School Committee Budget

Public Hearing: At least twenty-one days before the meeting at which the school committee is scheduled to vote on its final budget request, the school committee shall cause to be published in a local newspaper a general summary of its proposed budget which shall include a consolidated report of proposed expenditures by educational level and program. The summary shall specifically indicate any major variations from the current budget and the reasons for such changes. The notice shall further indicate the times and places at which complete copies of the proposed budget are available for examination by the public, and it shall indicate the date, time and place, (not less than seven nor more than fourteen days following such publication), when a public hearing will be held by the school committee on the proposed budget. The school committee shall not take its final vote on its proposed budget until all persons who desire to be heard concerning the budget proposal have had a reasonable opportunity to be heard.

Submission to the Town Manager: The proposed budget adopted by the school committee shall be submitted to the Town Manager at least twenty-one days before the date the Town Manager is required to submit a proposed town budget to the Finance Committee, to allow the Town Manager sufficient time within which to consider the effect the school department's requested appropriation will have upon the total town operating budget the Town Manager is required to submit to the Finance Committee under this article. The action of the school committee in adopting the proposed budget, following the public hearing, shall be summarized and the results of a roll call vote taken on each amendment to the proposed budget as may be offered shall be recorded.

Budget Guidelines

In order to provide for the educational needs of Mashpee students, the Superintendent will develop a fiscal year 2021 budget that will:

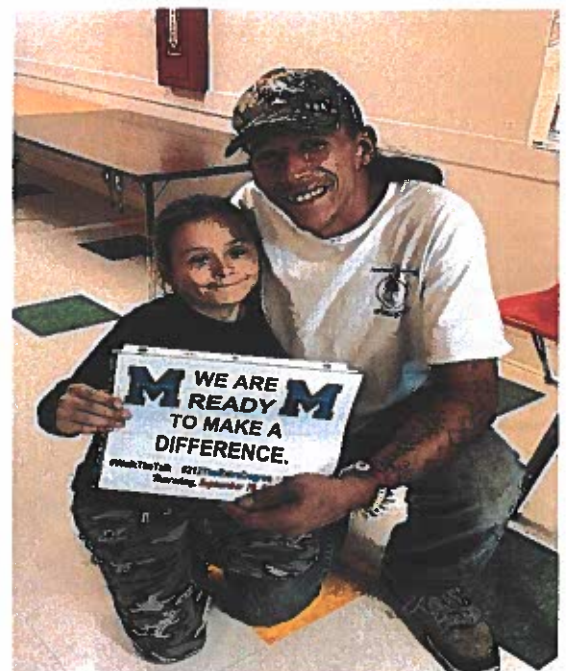
1. Ensure that all legal and contractual mandates will be met.
2. Include sufficient operating and capital funds to:
 - Continue the current level of services
 - Move the district forward in meeting the increasing demands for technology and technology services in all of our educational settings
 - Update curriculum
 - Address the increasing social/emotional needs of our students--staffing and programming
3. Maintain a \$250,000 floor in School Choice Program funds

Revenue Sources

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Total Grants	\$897,982	\$775,498	\$812,070	\$744,099	\$745,000
School Choice Program funds	\$585,901	\$500,223	\$149,878	Projected to use \$538,865	Projected to use \$538,865
Budget Allocation from Town of Mashpee*	\$20,841,556	\$20,870,383	\$21,381,532	\$22,176,919	Request \$22,954,314
Chapter 70--State Aid (Paid to the Town of Mashpee)	\$4,493,526	\$4,541,226	\$4,590,756	\$4,640,166	(Gov. Baker's Chart) \$4,689,576

In addition, the annual cost to the Town of Mashpee for its schools includes capital improvement projects, expenses related to the facilities (custodial, maintenance, and grounds), and employee health insurance.

Assumption for
FY 2021:
Grant funding will
remain at the
same level as
FY 2020 or
decrease.



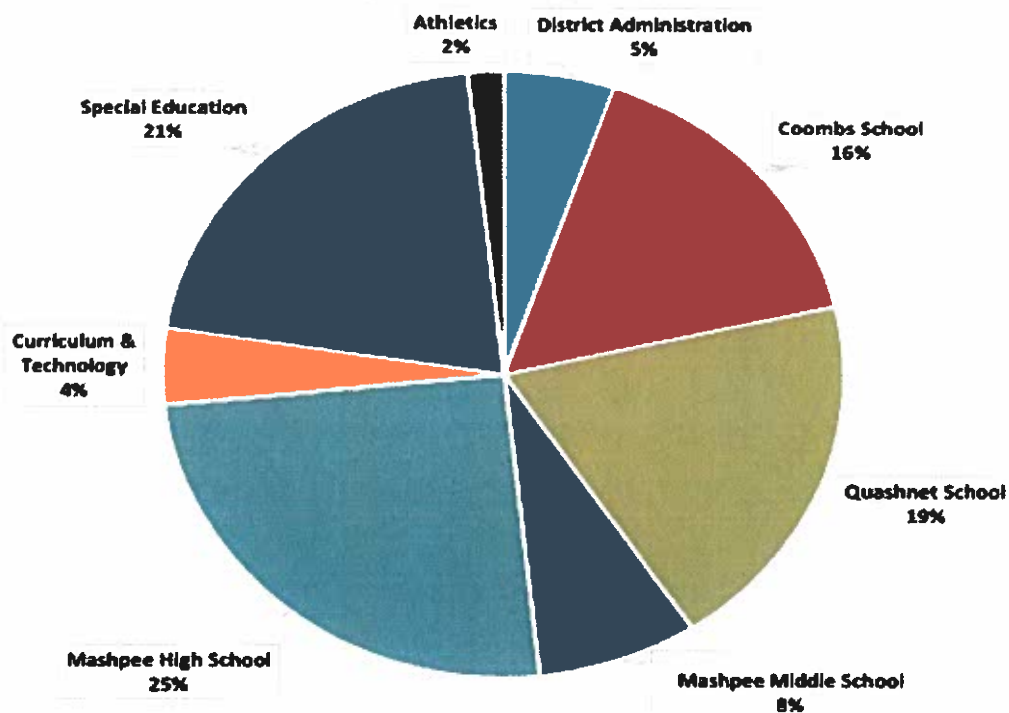
FY 2021 Personnel Budget

	SALARIES	FY 2020 Budget Appropriation	FY 2021 Proposed Budget	Increase \$	Increase %
A	District Administration	935,101	967,721	32,620	3.5%
B	Coombs School	2,935,576	2,965,858	30,282	1%
C	Quashnet School	3,554,473	3,563,776	9,303	.26%
D	Mashpee Middle School	1,443,630	1,400,158	-43,472	-3.0%
E	Mashpee High School	4,324,868	4,614,114	289,246	6.7%
F	Curriculum & Technology	722,937	735,636	12,699	1.8%
G	Special Education	3,873,667	3,851,197	-22,470	-.6%
H	Athletics	306,164	311,248	5,084	1.7%
	TOTAL	\$18,096,416	\$18,409,708	\$313,292	1.7%

The FY 2021 proposed personnel budget includes funding for estimated wage increases for Mashpee Teachers' Association Unit A (teachers) and Unit B (leadership positions within the Association) and for non-union positions. Wage increases for Mashpee Teachers' Association Unit C (paraprofessionals and clerical) have been negotiated through FY 2022.

(E): The FY 2021 personnel budget for the Mashpee High School reflects a Media Arts teacher (included in FY 2020 under Curriculum & Technology) and a teaching position transferred from the Coombs School's personnel budget.

FY 2021 Personnel Budget: \$18,409,708



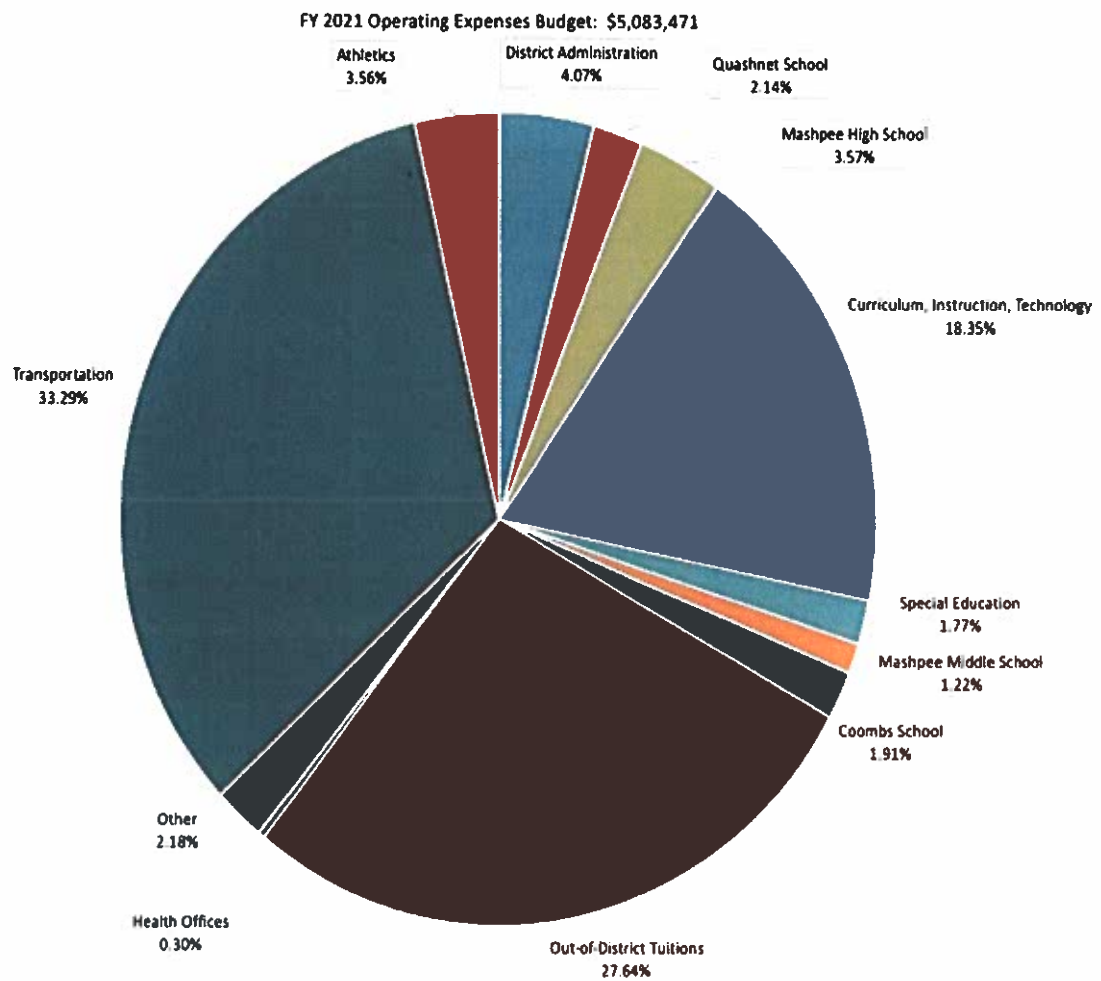
FY 2021 Operational Expenses Budget

	OPERATING EXPENSES	FY 2020 Budget Appropriation	FY 2021 Proposed Budget	Increase \$	Increase %
A	District Administration	202,512	206,722	4,210	2%
B	Coombs School	86,548	97,255	10,707	12.4%
C	Quashnet School	103,400	108,575	5,175	5%
D	Mashpee Middle School	60,760	61,954	1,194	2%
E	Mashpee High School	169,067	181,499	12,432	7.4%
F	Curriculum, Instruction, Technology	774,542	932,797	158,255	20.4%
G	Special Education	87,800	90,000	2,200	2.5%
H	Out-of-District Tuitions	1,227,745	1,405,198	177,453	14.5%
I	Transportation	1,594,137	1,692,506	98,369	6.2%
J	Health Offices	14,300	15,000	700	4.9%
K	Athletics	182,807	181,215	-1,592	-.9%
L	Other	115,750	110,750	-5,000	-4.3%
	TOTAL BUDGET--OPERATING	\$4,619,368	\$5,083,471	\$464,103	10%

- **(B)--Coombs School:** Increase reflects planned purchases to support the new history/social science curriculum framework, science kits, and flexible classroom furniture.
- **(C)--Quashnet School:** Increase reflects planned purchases of flexible classroom furniture.
- **(E)--Mashpee High School:** Increase reflects upgrades to media arts equipment and textbook purchases.
- **(F)--Curriculum, Instruction, Technology:**
 Technology--\$609,672 (1); Curriculum/Initiatives--\$144,125; Professional Development--\$179,000
 (1)--Technology includes \$126,000 in upgrades currently included on our FY21 CIP request list.
- **(H)--Out-of-District Tuitions:** Increase reflects the cost of a new-to-Mashpee student's residential-placement.
- **(I)--Transportation:** Increase reflects driver wage increases and the replacement of four buses.

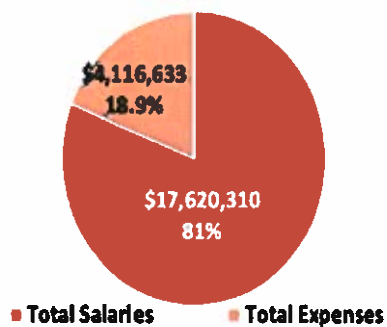


FY 2021 Operational Expenses Budget--continued

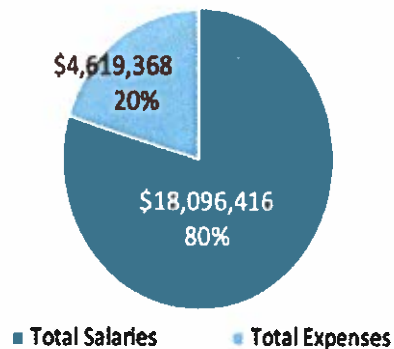


Other Data Displays

Mashpee Public Schools
FY 2019 Level-Service Budget: \$21,736,943



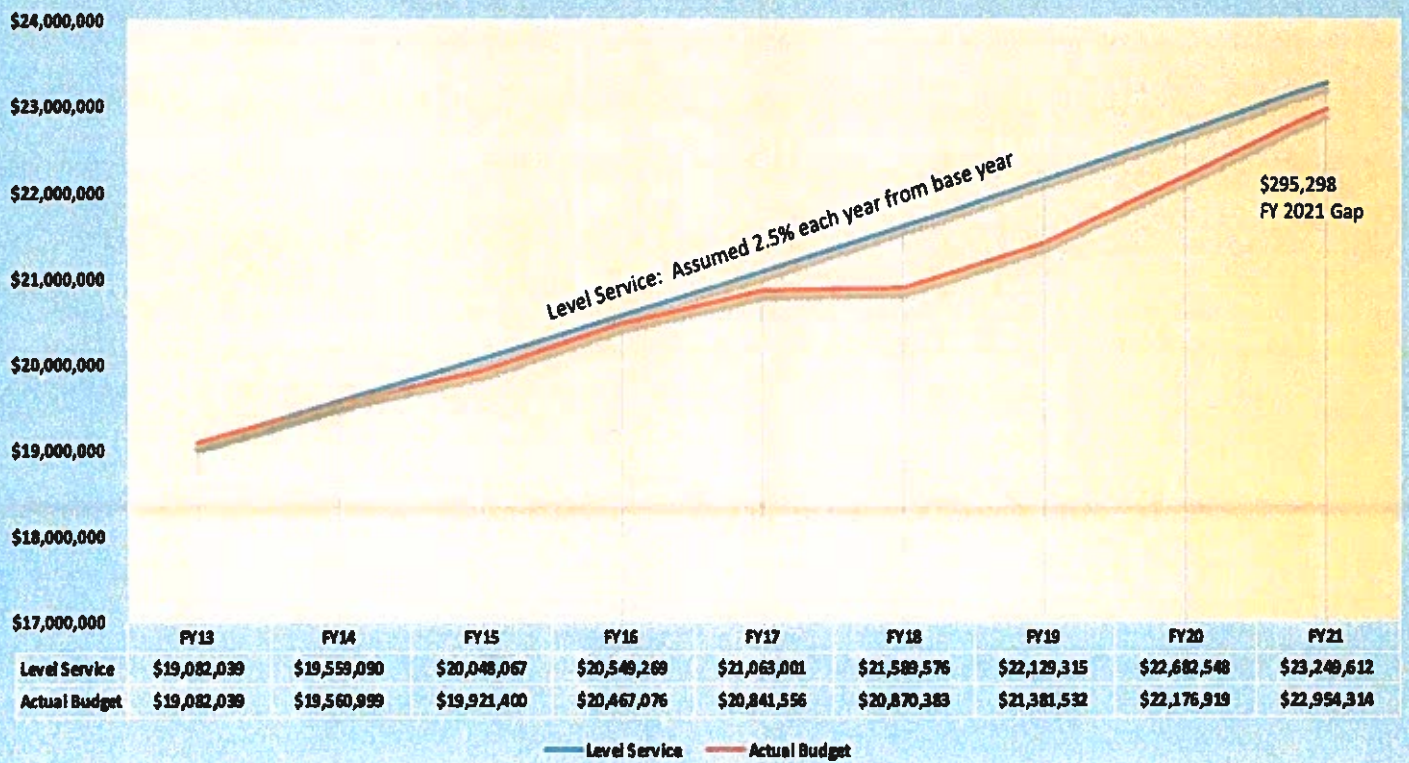
Mashpee Public Schools
FY 2020 Level-Service Budget: \$22,715,784



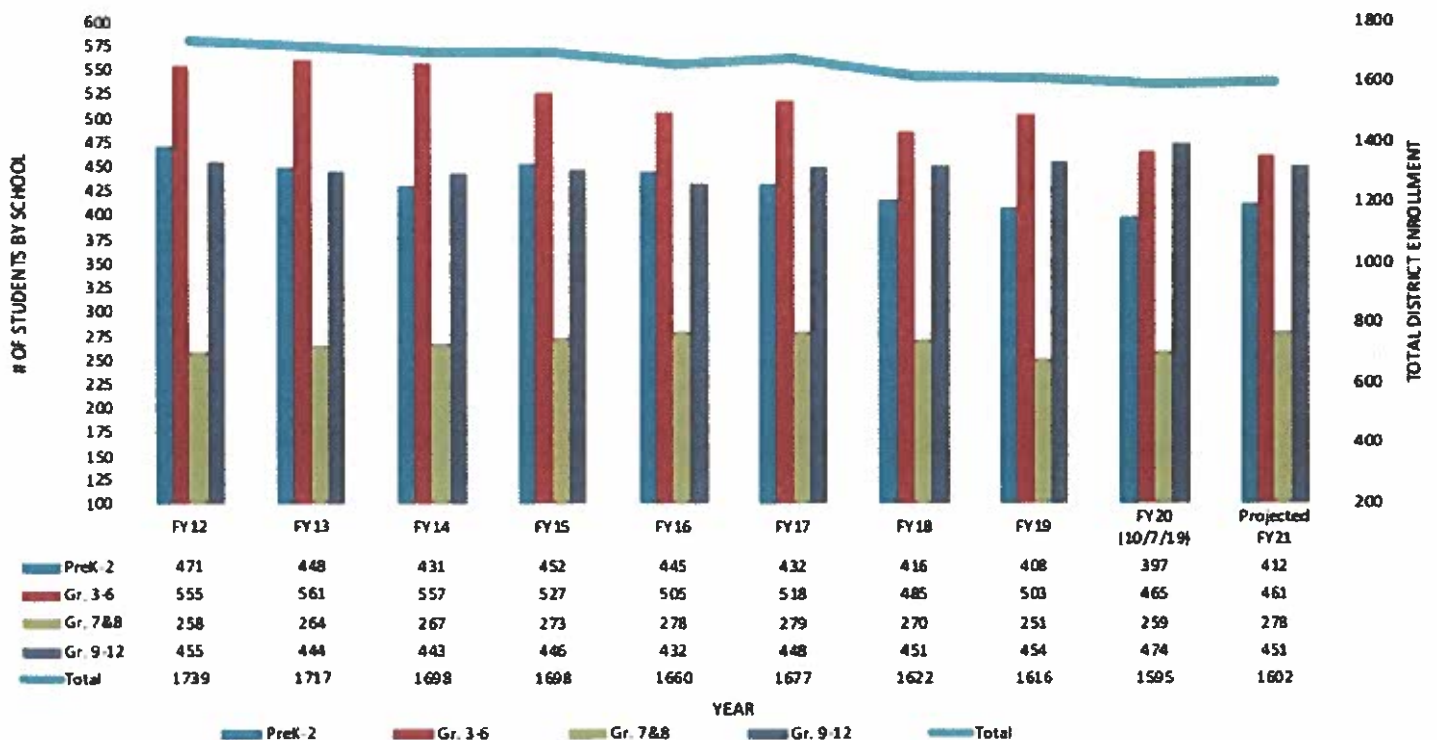
Mashpee Public Schools
FY 2021 Level-Service Budget: \$23,493,179



Budget Comparison: Actual Budget to Level-Service



MPS STUDENT ENROLLMENT



Note: Projected FY21 enrollment assumes growth in school choice of 25 students.

MASHPEE PUBLIC SCHOOLS

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Superintendent DeBoer's Proposed FY 2021 School Budget Summary

In accordance with the Mashpee Charter, a summary of the proposed school budget is to be published in a local newspaper.

Superintendent's FY 2021 School Budget Proposal

The preliminary budget is based on the information that is currently available. There are significant unknowns at this time during the fiscal year, not limited to:

- Information on federal, state, and local revenues is not yet available.
- The projected needs of special education students for next year are difficult to predict with some degree of accuracy until late spring.

General Summary of the Superintendent's Proposed FY 2021 School Budget

The budget for Fiscal Year 2021, or FY 21, covers the period of July 1, 2020, through June 30, 2021. The superintendent's level-service budget request to the Town includes the use of School Choice Program funds, the amount thereof as recommended by the superintendent.

- School Choice Program funds are funds received by the district for non-resident students who attend Mashpee Public Schools. These funds are variable, and the district's participation in this program and the determination of the number of school choice seats requires annual School Committee approval.
- A level-service budget enables us to meet the educational needs of our current students, with limited, if any, capital, technical, or program improvements.
- The superintendent's recommended FY 21 budget (Total Salaries) reflects known contractual salary increases for some staff (Unit C) and estimated salary increases for other staff groups (Units A and B) and non-union employees.

Superintendent's Proposed FY 2021 Mashpee Public Schools' Level-Service Budget	
Total Salaries	\$18,409,708
Total Expenses	\$5,083,471
Total Requested to Provide Level Services	\$23,493,179
Offset--School Choice Funding (Superintendent's recommendation)	-\$538,865
Superintendent's Proposed FY 2021 Budget Request to the Town of Mashpee	\$22,954,314

Gross Budget by Educational Level and Program

The superintendent's proposed FY 21 budget is divided into two broad categories--salaries and expenses. Salaries include all employees: teachers, counselors, nurses, therapists (speech, occupational, physical), psychologists, coaches, club advisors, administrative assistants, paraprofessionals, administrators, and substitutes. The expense side of the budget includes instructional materials, school supplies, library books, textbooks, technology, transportation, professional development, and legal costs.

Schools

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School	# of Students	Salaries	Expenses	Total
Kenneth C. Coombs School (Grades PreK-2)	403	\$2,965,858	\$97,255	\$3,063,113
Quashnet School (Grades 3 – 6)	465	\$3,563,776	\$108,575	\$3,672,351
Mashpee Middle School (Grades 7 - 8)	258	\$1,400,158	\$61,954	\$1,462,112
Mashpee High School (Grades 9 - 12)	476	\$4,614,114	\$181,499	\$4,795,613
Total	1602	\$12,543,906	\$449,283	\$12,993,189

Special Education

Currently there are 260 students with Individualized Education Programs, or IEPs, who receive support in the district. Based on each student's needs, a continuum of tiered services is provided. Currently there are 21 students who attend special education programs outside of the district.

Special Education Salaries	Special Education Expenses	Out-of-District Tuition	Total
\$3,851,197	\$90,000	\$1,405,198	\$5,346,395

System-Wide Administration

System-wide salaries include the superintendent, assistant superintendent, business administrator, outreach coordinator, three business office staff and two administrative assistants. Expenses include copier costs, postage, advertising, legal fees, school committee expenses, outside contractual obligations, central office contractual obligations, and supplies.

System-Wide Administration Salaries	System-Wide Expenses	Total
\$967,721	\$206,722	\$1,174,443

System-Wide Curriculum, Instruction, and Technology (CIT)

Curriculum and technology salaries include the network administrator, director of instructional technology, a database administrative assistant, a computer technician, tutors, and substitutes for professional development. Expenses include professional development, instructional materials, software and licenses, infrastructure maintenance, and equipment replacement/upgrades.

System-Wide CIT Salaries	System-Wide CIT Expenses	Total
\$735,636	\$932,797	\$1,668,433

Transportation

Bus transportation is available for all Mashpee students with no fees.

General Education Transportation	Special Education Transportation	McKinney-Vento Homeless Transportation	Total
\$977,507	\$639,999	\$75,000	\$1,692,506

Athletics

The athletic director and stipends for athletic coaches are salary line items. Athletic supplies, athletic officials, and transportation are expenses.

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Athletic Department Salaries	Athletic Expenses	Total
\$311,248	\$181,215	\$492,463

Health Expenses

The salary for each school's nurse is included in the school's respective salaries budget. Expenses include health office supplies and the fee for the school physician.

Health Salaries (Nurses)	Health Expenses	Total
Included in each school's salaries budget	\$15,000	\$15,000

Other Expenses

Utilities: (Phone and Internet Service) Note: School energy costs are included in the DPW Budget for the Town of Mashpee	Insurance (Life & Disability Premiums)	Total
\$100,750	\$10,000	\$110,750

Public Review and Discussion

Our goal throughout the budget process is to be transparent and to promote understanding of the school department budget. To ensure full public engagement in the budget, actions include:

- Having copies of the Superintendent's proposed FY 2021 budget available at the Superintendent's office.
- Posting the proposed FY 2021 Superintendent's budget on the Mashpee Public Schools website (www.mpspk12.org)
- Meetings with community groups or individuals to review the proposed FY 2021 budget—as requested

To request a meeting, ask questions, or to share concerns or comments about the Superintendent's proposed FY 2021 Mashpee Public Schools' proposed budget, please contact:

Superintendent Patricia DeBoer at 508-539-1500 x 4216 (pdeboer@mpspk12.org) or
Business Manager Paul Funk at 508-539-1500 x 4218 (pfunk@mpspk12.org)

- The School Committee will hold a public hearing on the Superintendent's proposed FY 2021 Mashpee Public Schools' budget at its January 8, 2020, meeting (5:30 PM at the Quashnet School library).
- The School Committee will vote on its proposed FY 2021 Mashpee Public Schools' budget at its January 22, 2020, meeting (5:30 PM at the Quashnet School library).

**FY20 BUDGET TO ACTUAL
AS OF 12/5/2019**

FY20 School Budget to Actual										
	FY2019	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020
Summary Salaries	YTD EXPEND	Original Budget	Transfers	Revised Budget	YTD Expenditures	Encumbrances	Balance			
Line item:										
1 System Administration Salaries	867,108.08	930,932.00	0.00	930,932.00	387,788.21	0.00	543,143.79			
2 KC Coombs Elementary Salaries	2,711,548.85	2,903,318.00	0.00	2,903,318.00	753,707.60	0.00	2,149,610.40			
3 Quashnet Elementary Salaries	3,468,717.65	3,533,557.00	0.00	3,533,557.00	943,057.64	0.00	2,590,499.36			
4 Middle School Salaries	1,488,897.61	1,365,120.00	0.00	1,365,120.00	391,851.96	0.00	973,268.04			
5 High School Salaries	4,304,810.90	4,594,686.00	0.00	4,594,686.00	1,260,123.87	0.00	3,334,562.13			
6 Curriculum & Technology Salaries	665,047.11	672,246.00	0.00	672,246.00	290,421.00	0.00	381,825.00			
7 Special Education Salaries	3,652,446.71	3,828,393.00	0.00	3,828,393.00	999,187.41	0.00	2,829,205.59			
8 Athletic Salaries	242,709.33	306,164.00	0.00	306,164.00	95,250.45	0.00	210,913.55			
Total Salaries	17,401,286.24	18,134,416.00	0.00	18,134,416.00	5,121,388.14	0.00	13,013,027.86			
	FY2019	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020	FY2020
Summary Expenses	YTD EXPEND	Original Budget	Transfers	Revised Budget	YTD Expenditures	Encumbrances	Balance			
Line item:										
9 System Wide Administration Expenses	179,799.69	202,512.00	0.00	202,512.00	58,109.79	88,384.79	56,017.42			
10 KC Coombs School Expenses	87,420.09	86,548.00	0.00	86,548.00	49,266.57	8,555.57	28,725.86			
11 Quashnet School Expenses	109,773.55	103,400.00	0.00	103,400.00	27,375.16	29,702.41	46,322.43			
12 Middle School Expenses	32,868.21	60,760.00	0.00	60,760.00	8,805.08	7,109.53	44,845.39			
13 High School Expenses	163,137.68	169,067.00	0.00	169,067.00	95,129.12	47,130.56	26,807.32			
14 Curriculum, Instruction, Technology	442,037.31	237,875.00	0.00	237,875.00	504,260.19	88,028.10	-338,913.29			
15 Special Education Expenses	51,034.67	87,800.00	0.00	87,800.00	27,271.51	40,147.74	20,380.75			
16 Out of District Tuitions	876,105.46	1,187,547.00	0.00	1,187,547.00	72,341.13	843,562.02	271,643.85			
17 Transportation Expenses	1,530,651.13	1,594,137.00	0.00	1,594,137.00	590,820.28	1,059,532.47	-56,215.75			
18 Health Expenses	13,708.64	14,300.00	0.00	14,300.00	5,675.65	1,809.29	6,815.06			
19 Athletic Expenses	177,805.75	182,807.00	0.00	182,807.00	68,962.01	4,881.15	108,963.84			
20 Other Expenses	159,607.12	115,750.00	0.00	115,750.00	53,609.83	63,513.74	-1,373.57			
Total Expenses	3,823,949.30	4,042,503.00	0.00	4,042,503.00	1,561,626.32	2,282,357.37	214,019.31			
Grand Total: Expenses + Salaries	21,225,235.54	22,176,919.00	0.00	22,176,919.00	6,683,014.46	2,282,357.37	13,227,047.17			
Less Choice Funds	21,225,235.54	22,176,919.00	0.00	22,176,919.00	6,683,014.46	2,282,357.37	13,227,047.17			

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR:		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
K.C. COOMBS INSTRUCTIONAL EXPENSES									
KC COOMBS INSTRUCTIONAL EXPENSES									
10111 5400 2420	KC Coombs Instructional Equip	1,409.47	10,245.00		10,245.00	356.86	1,302.73	8,585.41	16.20%
10111 5500 2410	KC Coombs Textbooks	30,035.09	21,700.00		21,700.00	16,629.44	690.61	4,379.95	79.82%
10111 5500 2415	KC Coombs Instructional Materials	2,667.31	8,303.00		8,303.00	6,504.88	439.95	1,358.17	83.64%
10111 5500 2430	KC Coombs General Supplies	33,721.56	39,600.00		39,600.00	24,180.00	5,422.28	9,997.72	74.75%
10111 5500 2455	KC Coombs Software	11,967.26			0.00			0.00	
10111 5500 2720	Testing & Assessment	1,368.04	3,600.00		3,600.00	518.50		3,081.50	14.40%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		81,168.73	83,448.00	0.00	83,448.00	48,189.68	7,855.57	27,402.75	67.16%
KC COOMBS INSTRUCTIONAL EXPENSES									
10181 5500 2210	Principal Office Supplies	529.54	1,500.00		1,500.00	46.95		1,453.05	3.13%
10181 5600 2210	KC Coombs Other	5,721.82	1,600.00		1,600.00	1,029.94	700.00	-129.94	108.12%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		6,251.36	3,100.00	0.00	3,100.00	1,076.89	700.00	1,323.11	57.32%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		87,420.09	86,548.00	0.00	86,548.00	49,266.57	8,555.57	28,725.86	66.81%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL										
ACCOUNTS FOR:		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED	
QUASHNET INSTRUCTIONAL EXPENSES										
10212 QUASHNET INSTRUCTIONAL										
10212 5400 2420	Quashnet Instructional Equipment	3,400.00	16,500.00		16,500.00		5,001.35	11,498.65	30.31%	
10212 5500 2410	Quashnet Texts	18,447.07	20,475.00	3,140.00	23,615.00	5,638.83	17,949.29	26.88	99.89%	
10212 5500 2415	Quashnet Instructional Materials	27,756.13	32,825.00		32,825.00	4,866.14	263.46	27,695.40	15.63%	
10212 5500 2430	Quashnet General Supplies	24,027.48	25,950.00	-3,140.00	22,810.00	13,915.25	5,190.81	3,703.94	83.76%	
10212 5500 2455	Quashnet Software	24,097.26	700.00		700.00			700.00	0.00%	
10212 5500 2710	Quashnet Guidance Supplies				0.00			0.00		
QUASHNET INSTRUCTIONAL		97,727.94	96,450.00	0.00	96,450.00	24,420.22	28,404.91	43,624.87	54.77%	
10282 5400 2210 Quashnet Principal Contractual					0.00			0.00		
10282 5500 2210	Quashnet Principal Supplies	546.01	2,050.00		2,050.00	71.98	1,297.50	680.52	66.80%	
10282 5600 2210	Quashnet Principal Other	11,499.60	4,900.00		4,900.00	2,882.96	0.00	2,017.04	58.84%	
TOTAL QUASHNET INSTRUCTIONAL		12,045.61	6,950.00	0.00	6,950.00	2,954.94	1,297.50	2,697.56	61.19%	
		109,773.55	103,400.00	0.00	103,400.00	27,375.16	29,702.41	46,322.43	55.20%	

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE HIGH SCHOOL INSTRUCTIONAL EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
10313 MASHPEE HIGH SCHOOL INSTRUCTIONAL									
10313 5400 2420	High School Instructional Equip.	12,322.24	28,829.00		28,829.00	15,935.45	2,973.40	9,920.15	65.59%
10313 5400 2710	High School Guidance Cont	9,779.00	5,000.00		5,000.00	400.00	4,358.99	241.01	95.18%
10313 5400 2720	High School Testing	3,988.00	4,800.00		4,800.00		3,000.00	1,800.00	62.50%
10313 5500 2415	High School Instructional Materials	49,932.09	37,933.00		37,933.00	25,658.26	11,789.97	484.77	98.72%
10313 5500 2430	High School General Supplies	16,823.72	31,000.00	-12,756.00	18,244.00	9,061.53	3,456.44	5,726.03	68.61%
10313 5500 2455	High School Software	1,800.00	0.00	4,690.00	4,690.00	2,628.55	2,060.00	1.45	
10313 5500 2710	High School Guidance Supplies	2,049.74	2,030.00		2,030.00		850.00	1,180.00	41.87%
10313 5500 2720	High School Testing Supplies				0.00			0.00	0.00%
10313 5600 2410	High School Texts	40,711.34	36,175.00	1,445.00	37,620.00	33,623.13	1,562.26	2,434.61	93.53%
TOTAL SCHOOL INSTRUCTIONAL		137,406.13	145,767.00	-6,621.00	139,146.00	87,306.92	30,051.06	21,788.02	84.34%
10383 SCHOOL INSTRUCTIONAL									
10383 5400 2210	High School Principal Contractual	161.11	4,000.00		4,000.00	3,779.74		220.26	94.49%
10383 5400 3520	High School Extra Curricula	1,197.52	7,000.00		7,000.00	1,380.00	1,640.00	3,980.00	43.14%
10383 5500 2210	High School Principal Supplies	1,506.78	2,000.00		2,000.00	652.62	700.00	647.38	67.63%
10383 5600 1100	High School Dues/Membership	710.00	1,300.00		1,300.00		750.00	550.00	57.69%
10383 5600 2210	High School Principal Other	22,156.14	9,000.00	6,621.00	15,621.00	2,009.84	13,989.50	-378.34	102.42%
TOTAL HIGH SCHOOL INSTRUCTIONAL		25,731.55	23,300.00	6,621.00	29,921.00	7,822.20	17,079.50	5,019.30	83.22%
TOTAL HIGH SCHOOL INSTRUCTIONAL EXPENSES		163,137.68	169,067.00	0.00	169,067.00	95,129.12	47,130.56	26,807.32	84.14%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET DETAIL									
ACCOUNTS FOR: MASHPEE MIDDLE SCHOOL INSTRUCTIONAL EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
10414 MIDDLE SCHOOL INSTRUCTIONAL									
10414 5400 2420	Middle School Instructional Equip		3,150.00		3,150.00			3,150.00	0.00%
10414 5500 2415	Middle School Instructional Materials	8,288.09	12,005.00		12,005.00	6,218.83	3,792.09	1,994.08	83.39%
10414 5500 2430	Middle School General Supplies	15,155.20	14,000.00		14,000.00	1,830.25	1,017.44	11,152.31	20.34%
10414 5500 2455	Middle School Software	6,745.00			0.00			0.00	
10414 5600 2410	Middle School Textbooks	2,096.42	25,605.00		25,605.00			25,605.00	0.00%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL		32,284.71	54,760.00	0.00	54,760.00	8,049.08	4,809.53	41,901.39	23.48%
10484 MIDDLE SCHOOL INSTRUCTIONAL									
10484 5400 2210	Middle School Principal Cont.	274.81	1,000.00		1,000.00			1,000.00	0.00%
10484 5500 2210	Middle School Principal Supplies		2,000.00		2,000.00	756.00	1,300.00	-56.00	102.80%
10484 5600 2210	Middle School Principal Other	308.69	3,000.00		3,000.00		1,000.00	2,000.00	33.33%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL		583.50	6,000.00	0.00	6,000.00	756.00	2,300.00	2,944.00	50.93%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL EXPENSES		32,868.21	60,760.00	0.00	60,760.00	8,805.08	7,109.53	44,845.39	26.19%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET DETAIL									
ACCOUNTS FOR: DISTRICT WIDE INSTRUCTIONAL EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
12019 DISTRICT WIDE INSTRUCTIONAL									
12019 5400 2310	Outside Tutors		2,000.00		2,000.00	0.00	0.00	2,000.00	0.00%
12019 5500 2110	Assistant Superintendent Supplies	874.66	1,050.00		1,050.00			1,050.00	0.00%
12019 5500 2440	Volunteer Office Supplies	838.81	5,000.00		5,000.00	1,430.06	112.23	3,457.71	30.85%
12019 5600 3520	Camp Falcon	172.62	273.00		273.00	1,567.27		-1,294.27	
12019 5600 2110	Assistant Superintendent Other		1,500.00		1,500.00		45.00	1,455.00	3.00%
12019 5600 2440	Instructional Service Other C-66,738	13,292.79	61,762.00		61,762.00	111,845.98	0.00	-50,083.98	181.09%
TOTAL DISTRICT WIDE INSTRUCTIONAL		15,178.88	71,585.00	0.00	71,585.00	114,843.31	157.23	-43,415.54	160.65%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE PROFESSIONAL DEVELOPMENT		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
12381 PROFESSIONAL DEVELOPMENT-KC COOMBS									
12381 5600 2210	KC Coombs Pro Dev Principal	425.00	2,000.00		2,000.00	1,135.48	366.74	497.78	75.11%
12381 5600 2215	KC Coombs Pro Dev Asst Prin		2,000.00		2,000.00		300.00	1,700.00	15.00%
12381 5600 2357	KC Coombs Pro Dev				0.00				
TOTAL PROFESSIONAL DEVELOPMENT-KC COOMBS		425.00	4,000.00	0.00	4,000.00	1,135.48	666.74	2,197.78	45.06%
12382 PROFESSIONAL DEVELOPMENT-QUASHNET									
12382 5600 2210	Quashnet Pro Dev Prin	664.00	2,000.00		2,000.00	686.27		1,074.73	46.26%
12382 5600 2215	Quashnet Pro Dev Asst Principal	664.00	2,000.00		2,000.00	239.00		1,761.00	11.95%
12382 5600 2357	Quashnet Pro Dev				0.00				
TOTAL QUASHNET PROFESSIONAL DEVELOPMENT		1,328.00	4,000.00	0.00	4,000.00	925.27	239.00	2,835.73	29.11%
12383 PROFESSIONAL DEVELOPMENT MASHPEE HIGH SCHOOL									
12383 5600 2210	High School Pro Dev Principal	1,781.84	2,000.00		2,000.00	462.17		1,537.83	23.11%
12383 5600 2215	High School Pro Dev Asst Prin	65.00	2,000.00		2,000.00	0.00		2,000.00	0.00%
12383 5600 2357	High School Pro Dev				0.00				
TOTAL PROFESSIONAL DEVELOPMENT HIGH SCHOOL		1,846.84	4,000.00	0.00	4,000.00	462.17	0.00	3,537.83	11.55%
12384 PROFESSIONAL DEVELOPMENT-MASHPEE MIDDLE SCHOOL									
12384 5600 2210	Middle Sch Pro Dev Asst Principal		2,000.00		2,000.00			2,000.00	0.00%
12384 5600 2357	Middle School Pro Dev				0.00			0.00	
TOTAL PROFESSIONAL DEVELOPMENT MIDDLE SCHOOL		0.00	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00	0.00%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE PROFESSIONAL DEVELOPMENT		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
12389 PROFESSIONAL DEVELOPMENT-SYSTEMWIDE									
12389 5100 2305	System Profess. Devel Salaries	10,837.30	15,500.00		15,500.00	34,320.99	0.00	-18,820.99	221.43%
12389 5400 2357	System Professional Development	56,502.62	98,000.00		98,000.00	33,360.20	15,228.26	49,411.54	49.58%
12389 5600 1100	School Committee Pro Dev	12,530.02	6,000.00		6,000.00	2,400.00	0.00	3,600.00	40.00%
12389 5600 2110	Curriculum Director Pro Dev	1,376.09	3,000.00		3,000.00	990.09		2,009.91	33.00%
12389 5600 2351	System Wide Pro Dev				0.00			0.00	
12389 5600 2357	Tuition Reimbursement	34,999.93	44,290.00		44,290.00			44,290.00	0.00%
12389 5600 2800	SPED Professional Development	478.80	1,000.00		1,000.00	333.84		666.16	33.38%
TOTAL PROFESSIONAL DEVELOPMENT SYSTEMWIDE		116,724.76	152,290.00	0.00	152,290.00	71,405.12	15,228.26	81,156.62	56.89%
TOTAL PROFESSIONAL DEVELOPMENT		120,324.60	166,290.00	0.00	166,290.00	73,928.04	16,134.00	91,727.96	54.16%
12489 DISTRICT WIDE INFORMATION TECHNOLOGY-SYSTEMWIDE									
12489 5400 1450	Information Management Contr	119,712.15			0.00	138,409.41	0.00	-138,409.41	
12489 5400 2453	System Instructional software	3,493.13			0.00			0.00	
12489 5500 2250	System Instructional Hardware	50,646.63			0.00	68,137.15	169.99	-68,307.14	
12489 5500 2250	System Building Technology	20,669.02				7,841.75		-7,841.75	
12489 5500 2453	System Instructional Hardware				0.00	48,351.82	0.00	-48,351.82	
12489 5500 2451	Instructional Technology	84,309.71			0.00	2,845.09	36,000.00	-38,845.09	
12489 5500 4450	Technology Maintenance	27,703.19			0.00	49,903.62	35,566.88	-85,470.50	
TOTAL DISTRICT WIDE INFORMATION TECHNOLOGY		306,533.83	0.00	0.00	0.00	315,488.84	71,736.87	-387,225.71	

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL								
ACCOUNTS FOR: DISTRICT WIDE INSURANCE/HEALTH	2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
13089 SYSWIDE NON-INSTRUCTIONAL-SYSTEMWIDE								
13089 5600 5100 MTRS Retirement Contribution	20,000.00						0.00	
13089 5600 5200 S Employee Insurance	6,513.20	15,000.00		15,000.00	2,922.40		12,077.60	19.48%
TOTAL SYSTEMWIDE NON-INSTRUCTIONAL	26,513.20	15,000.00		15,000.00	2,922.40	0.00	12,077.60	19.48%
13281 MEDICAL HEALTH SERVICE-KC COOMBS								
13281 5500 3200 KC Coombs Health Supplies	2,047.95	2,300.00		2,300.00	2,753.34	120.57	-573.91	124.95%
TOTAL HEALTH SERVICE KC COOMBS	2,047.95	2,300.00	0.00	2,300.00	2,753.34	120.57	-573.91	124.95%
13282 MEDICAL HEALTH SERVICE-QUASHNET								
13282 5500 3200 Quashnet Health Supplies	2,326.50	2,300.00		2,300.00	1,086.78	735.08	478.14	79.21%
TOTAL HEALTH SERVICE QUASHNET	2,326.50	2,300.00	0.00	2,300.00	1,086.78	735.08	478.14	79.21%
13283 MEDICAL HEALTH SERVICE-MASHPEE HIGH SCHOOL								
13283 5500 3200 High Health Supplies	3,334.19	3,700.00		3,700.00	1,835.53	953.64	910.83	75.38%
TOTAL HEALTH SERVICE HIGH SCHOOL	3,334.19	3,700.00	0.00	3,700.00	1,835.53	953.64	910.83	75.38%
13289 SYSTEMWIDE HEALTH/DR. FEES								
13289 5400 3200 Systemwide Dr Fee	6,000.00	6,000.00	0.00	6,000.00			0.00	0.00%
TOTAL SYSTEMWIDE DR FEES	6,000.00	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00	0.00%
TOTAL HEALTH SERVICE	13,708.64	14,300.00	0.00	14,300.00	5,675.65	1,809.29	6,815.06	52.34%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE TRANSPORTATION		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
13319 DAILY TRANSPORTATION-REGULAR DAY-SYSTEMWIDE									
13319	5400 3300 Regular Day Transportation	820,361.83	899,887.00		899,887.00	355,308.34	529,004.34	15,574.32	98.27%
TOTAL DAILY TRANSPORTATION-REGULAR DAY									
13329 SPECIAL EDUCATION-SYSEMWIDE									
13329	5400 3300 SPED Transportation	587,159.94	614,250.00		614,250.00	221,373.76	468,559.31	-75,683.07	112.32%
13329	5600 3300 Transportation Other	4,208.78	5,000.00		5,000.00	586.92	520.08	3,893.00	22.14%
TOTAL DAILY TRANS.-SPED EDUCATIONAL									
13389 DAILY TRANSPORTATION-SYSWIDE									
13389	5600 3300 McKinney Vento Transportation	118,920.58	75,000.00		75,000.00	13,551.26	61,448.74	0.00	100.00%
TOTAL DAILY TRANSPORTATION-SYSTEMWIDE									
TOTAL DAILY TRANSPORTATION									
		1,530,651.13	1,594,137.00	0.00	1,594,137.00	590,820.28	1,059,532.47	-56,215.75	103.53%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2019 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE HIGH SCHOOL ATHLETICS		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
13583 ATHLETICS-MASHPEE HIGH SCHOOL									
13583 5400 3510 Officials		36,663.40	39,155.00		39,155.00	11,668.00		27,487.00	29.80%
13583 5500 3510 Athletic Supplies		10,550.37	20,066.00		20,066.00	10,793.23	0.00	9,272.77	53.79%
13583 5481 3510 Athletic Transportation		49,907.86	40,000.00		40,000.00	7,886.51	3,500.00	28,613.49	28.47%
13583 5450 3510 Athletic Insurance		12,793.23	12,000.00		12,000.00	10,128.54		1,871.46	84.40%
13583 5600 3510 Athletic Other		46,458.29	44,086.00		44,086.00	15,839.21	726.15	27,520.64	37.58%
13583 5650 3510 Athletic Dues/Conferences		21,432.60	27,500.00		27,500.00	12,646.52	655.00	14,198.48	48.37%
TOTAL MASHPEE HIGH SCHOOL ATHLETICS		177,805.75	182,807.00	0.00	182,807.00	68,962.01	4,881.15	108,963.84	40.39%
TOTAL MASHPEE HIGH ATHLETICS		177,805.75	182,807.00	0.00	182,807.00	68,962.01	4,881.15	108,963.84	40.39%
14189 TIES-SYSWIDE									
14189 5500 4132 System Telephones		107,069.86	100,750.00		100,750.00	36,741.18	60,593.74	3,415.08	96.61%
TOTAL UTILITIES SYSTEMWIDE		107,069.86	100,750.00	0.00	100,750.00	36,741.18	60,593.74	3,415.08	96.61%
TOTAL UTILITIES		107,069.86	100,750.00	0.00	100,750.00	36,741.18	60,593.74	3,415.08	96.61%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE MAINTENANCE		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
14081	5400 3600 KCC Bldg. Maintenance	4,400.00			0.00			0.00	
14082	5400 3600 Quashnet Bldg. Maintenance	6,152.26			0.00			0.00	
14083	5500 3600 High School Bldg. Maintenance	15,471.80			0.00	13,946.25	2,920.00	-16,866.25	0.00%
		26,024.06	0.00	0.00	0.00	13,946.25	2,920.00	-16,866.25	

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020									
ACCOUNTS FOR: DISTRICT ADMINISTRATION WAGES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15089	ADMIN WAGE-UNDIST-SYSWIDE								
15089	510010 1210 Superintendent	170,376.52	177,137.00		177,137.00	75,007.53		102,129.47	42.34%
15089	510010 2115 Assistant Superintendent	127,728.28	135,352.00		135,352.00	57,341.27		78,010.73	42.36%
15089	510010 1410 Business Manager	71,155.00	75,000.00		75,000.00	33,275.00		41,725.00	44.37%
15089	510010 2215 Career Guidance and Testing	114,185.10	116,313.00		116,313.00	48,320.91		67,992.09	41.54%
15089	510020 1110 SC Clerk	2,850.00	3,623.00		3,623.00	850.00		2,773.00	23.46%
15089	510020 1210 Superintendent Clerk	85,180.10	90,370.00		90,370.00	42,140.84		48,229.16	46.63%
15089	510020 1410 Business Clerk	153,565.46	141,956.00		141,956.00	59,652.91		82,303.09	42.02%
15089	510020 1420 Personnel Clerk	133,024.62	139,525.00		139,525.00	57,910.60		81,614.40	41.51%
15089	510021 1420 Substitute Caller	4,699.00	4,828.00		4,828.00	1,391.25		3,436.75	28.82%
15089	510010 1220 Outreach Coordinator		42,432.00		42,432.00	10,677.90		31,754.10	25.16%
15089	510300 1210 Mail Courier	4,344.00	4,396.00		4,396.00	1,220.00		3,176.00	27.75%
TOTAL ADMINISTRATION WAGES		867,108.08	930,932.00	0.00	930,932.00	387,788.21	0.00	543,143.79	41.66%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES KC COOMBS		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15111 REG DAY WAGES KC COOMBS									
15111 510010 2220	KC Coombs Obligation		25,000.00		25,000.00			25,000.00	0.00%
15111 510010 2305	KC Coombs Teachers	1,903,397.08	1,939,949.00		1,939,949.00	497,637.34		1,442,311.66	25.65%
15111 510010 2340	KC Coombs Librarian	80,404.92	87,213.00		87,213.00	23,480.45		63,732.55	26.92%
15111 510010 2710	KC Coombs Guidance	127,002.06	135,034.00		135,034.00	23,718.60		111,315.40	17.56%
15111 510016 2315	KC Coombs Chairperson	17,373.50	15,750.00		15,750.00	1,959.00		13,791.00	12.44%
15111 510018 2324	KC Coombs Long Term Substitutes		15,000.00		15,000.00	6,021.40		8,978.60	40.14%
15111 510018 2325	KC Coombs Substitute Teachers	20,817.90	48,000.00		48,000.00	5,074.75		42,925.25	10.57%
15111 510020 2710	KC Coombs Guidance Clerk	28,963.89	30,381.00		30,381.00	8,179.50		22,201.50	26.92%
15111 510300 2330	KC Coombs Paraprofessionals	132,059.91	181,548.00		181,548.00	32,583.41		148,964.59	17.95%
15111 510308 2330	KC Coombs Sub Paraprofessional	3,719.00	8,000.00		8,000.00	2,903.00		5,097.00	36.29%
TOTAL WAGES KC COOMBS INSTRUCTIONAL DAY		2,313,738.26	2,485,875.00	0.00	2,485,875.00	601,557.45	0.00	1,884,317.55	24.20%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY INSTRUCTIONAL WAGES QUASHNET		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15112 REGULAR DAY INSTRUCTIONAL-QUASHNET									
15112 510010 2220	Obligations		25,000.00		25,000.00			25,000.00	
15112 510010 2305	Quashnet Teachers	2,479,999.49	2,511,484.00		2,511,484.00	659,180.41		1,852,303.59	26.25%
15112 510010 2340	Quashnet Librarian	95,368.21	96,442.00		96,442.00	25,406.50		71,035.50	26.34%
15112 510010 2710	Quashnet Guidance	291,419.19	259,556.00		259,556.00	69,686.61		189,869.39	26.85%
15112 510016 2315	Quashnet Chairperson	20,691.16	22,565.00		22,565.00	2,612.00		19,953.00	11.58%
15112 510016 2324	Quashnet Long Term Substitutes		20,000.00		20,000.00			20,000.00	0.00%
15112 510018 2325	Quashnet Substitute Teachers	73,218.72	61,000.00		61,000.00	7,019.00		53,981.00	11.51%
15112 510300 2330	Quashnet Paraprofessional	38,090.61	52,200.00		52,200.00	10,175.49		42,024.51	19.49%
15112 510308 2330	Quashnet Sub Paraprofessionals	2,848.00	6,100.00		6,100.00	420.00		5,680.00	6.89%
TOTAL INSTRUCTIONAL WAGES QUASHNET		3,001,635.38	3,054,347.00	0.00	3,054,347.00	774,500.01	0.00	2,279,846.99	25.36%
15113 REGULAR DAY INSTRUCTIONAL HIGH SCHOOL									
15113 510010 2220	Obligations		87,500.00		87,500.00			87,500.00	0.00%
15113 510010 2305	High School Teachers	2,987,527.37	3,206,291.00		3,206,291.00	840,644.32		2,365,646.68	26.22%
15113 510010 2340	High School Librarian	88,704.99	90,701.00		90,701.00	24,419.50		66,281.50	26.92%
15113 510010 2710	High School Guidance	230,683.31	277,437.00		277,437.00	73,577.28		203,859.72	26.52%
15113 510016 2315	High School Team Leaders	19,830.00	20,130.00		20,130.00	5,368.00		14,762.00	26.67%
15113 510016 2315	High School Long Term Substitutes		25,000.00		25,000.00	3,493.50		21,506.50	13.97%
15113 510018 2325	High School Substitute Teachers	131,671.24	65,000.00		65,000.00	14,012.59		50,987.41	21.56%
15113 510020 2710	High School Guidance Clerk	69,582.85	56,120.00		56,120.00	23,743.08		32,376.92	42.31%
15113 510300 2330	High School Paraprofessionals							0.00	
15113 510308 2330	High School Sub Parapro							0.00	
TOTAL INSTRUCTIONAL WAGES HIGH SCHOOL		3,527,999.76	3,828,179.00	0.00	3,828,179.00	985,258.27	0.00	2,842,920.73	25.74%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES MASHPEE MIDDLE SCHOOL		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15114 MASHPEE MIDDLE SCHOOL REGULAR DAY WAGES									
15114 510010 2220	Middle School Obligations		50,000.00		50,000.00			50,000.00	0.00%
15114 510010 2305	Middle School Teachers	1,341,922.42	1,163,361.00		1,163,361.00	346,237.60		817,123.40	29.76%
15114 510010 2710	Middle School Guidance	55,868.13	59,410.00		59,410.00	15,995.00		43,415.00	26.92%
15114 510018 2324	Middle School Long Term Subs		10,000.00		10,000.00	6,806.80		3,193.20	68.07%
15114 510018 2325	Middle School Substitute Teachers	14,069.16	15,000.00		15,000.00	6,049.10		8,950.90	40.33%
15114 510020 2710	Middle School Guidance Clerk	26,858.90	27,403.00		27,403.00	7,377.72		20,025.28	26.92%
15114 510308 2330	Middle School Paraprofessional				0.00			0.00	
TOTAL MASHPEE MIDDLE SCHOOL WAGES		1,438,718.61	1,325,174.00	0.00	1,325,174.00	382,466.22	0.00	942,707.78	28.86%
TOTAL REG DAY INSTRUCT SYSTEMWIDE WAGES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
15181 REGULAR DAY WAGE-KC COOMBS									
15181 510010 2210	KC Coombs Principal	109,948.00	113,505.00		113,505.00	47,920.39		65,584.61	42.22%
15181 510010 2215	KC Coombs Assistant/Principal	96,425.10	105,000.00		105,000.00	44,423.06		60,576.94	42.31%
15181 510010 3200	KC Coombs Nurse	94,561.05	96,166.00		96,166.00	25,890.83		70,275.17	26.92%
15181 510016 3520	KC Coombs Extra Cur Stipend	7,937.50	12,939.00		12,939.00			12,939.00	0.00%
15181 510020 2210	KC Coombs Principal Clerk	71,078.80	73,306.00		73,306.00	28,744.98		44,561.02	39.21%
15181 510020 3200	KC Coombs Health Clerk	14,100.14	14,749.00		14,749.00	3,970.89		10,778.11	26.92%
15181 510308 3200	KC Coombs Substitute RN	3,760.00	1,778.00		1,778.00	1,200.00		578.00	67.49%
TOTAL INSTRUCTIONAL KC COOMBS WAGES		397,810.59	417,443.00	0.00	417,443.00	152,150.15	0.00	265,292.85	36.45%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES QUASHNET		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15182 REGULAR DAY WAGE QUASHNET									
15182 510010 2210	Quashnet Principal	122,193.01	126,078.00		126,078.00	52,481.85		73,596.15	41.63%
15182 510010 2215	Quashnet Assistant/Principal	108,460.13	110,613.00		110,613.00	45,909.38		64,703.62	41.50%
15182 510010 3200	Quashnet Nurse	64,473.03	68,560.00		68,560.00	19,327.08		49,232.92	28.19%
15182 510016 3520	Quashnet Extra Curricula Stipend	33,059.69	32,712.00		32,712.00	3,258.00		29,454.00	9.96%
15182 510020 2210	Quashnet Principal Clerk	117,466.01	120,381.00		120,381.00	41,642.20		78,738.80	34.59%
15182 510020 3200	Quashnet Health Clerk	18,710.40	19,088.00		19,088.00	5,139.12		13,948.88	26.92%
15182 510308 3200	Quashnet Substitute RN	2,720.00	1,778.00		1,778.00	800.00		978.00	44.99%
TOTAL INSTRUCTIONAL WAGES QUASHNET		467,082.27	479,210.00	0.00	479,210.00	168,557.63	0.00	310,652.37	35.17%
15183 REGULAR DAY WAGE-MASHPEE HIGH SCHOOL									
15183 510010 2210	High School Principal	128,697.13	132,859.00		132,859.00	56,229.97		76,629.03	42.32%
15183 510010 2215	High School Assistant/Principal	231,483.15	215,578.00		215,578.00	90,317.59		125,260.41	41.90%
15183 510010 3200	High School Nurse	82,273.94	86,252.00		86,252.00	23,221.66		63,030.34	26.92%
15183 510010 3510	Athletic Director	108,657.09	111,050.00		111,050.00	31,371.66		79,678.34	28.25%
15183 510016 3510	High School Coaching	242,709.33	306,164.00		306,164.00	95,250.45		210,913.55	31.11%
15183 510016 3520	High Extra Curricula Stipend	91,741.00	81,244.00		81,244.00	19,166.00		62,078.00	23.59%
15183 510020 2210	High School Principal Clerk	112,388.25	118,336.00		118,336.00	48,219.67		70,116.33	40.75%
15183 510020 3200	High School Health Clerk	18,690.58	19,088.00		19,088.00	5,139.05		13,948.95	26.92%
15183 510308 3200	High School Substitute RN	2,880.00	2,100.00		2,100.00	1,200.00		900.00	57.14%
TOTAL WAGES MASHPEE HIGH SCHOOL		1,019,520.47	1,072,671.00	0.00	1,072,671.00	370,116.05	0.00	702,554.95	34.50%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL								
ACCOUNTS FOR: WAGES	2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
15184 MASHPEE MIDDLE SCHOOL WAGES								
15184 510016 3520 Middle School Extra Curr Stipend	21,964.00	10,448.00		10,448.00			10,448.00	0.00%
15184 510020 2210 Mashpee Middle School Clerk	28,215.00	29,498.00		29,498.00	9,385.74		20,112.26	31.82%
TOTAL REGULAR DAY WAGES MIDDLE SCHOOL	50,179.00	39,946.00	0.00	39,946.00	9,385.74	0.00	30,560.26	23.50%
15189 REGULAR DAY WAGES-SYSTEMWIDE								
15189 510010 4400 Network Administrator	314,786.70	229,269.00		229,269.00	95,542.98		133,726.02	41.67%
15189 510018 2357 Professional Dev Subs	21,966.94	24,315.00		24,315.00	35,807.50		-11,492.50	147.27%
15189 510020 2351 ELL Systemwide Tutors	22,955.50	46,287.00		46,287.00	5,992.50		40,294.50	12.95%
15189 510020 1220 Outreach Support		15,000.00		15,000.00	4,470.00		10,530.00	29.80%
15189 510300 1450 Academic Tutors	47,443.16	10,000.00		10,000.00	7,344.00		2,656.00	73.44%
15189 510016 3520 Camp Falcon		38,000.00		38,000.00	15,374.74		22,625.26	40.46%
15189 510300 2353 ELL Director	146,254.80	155,936.00		155,936.00	42,350.00		113,586.00	27.16%
15189 510300 4400 Network Support	111,640.01	137,939.00		137,939.00	49,218.29		88,720.71	35.68%
TOTAL REGULAR DAY WAGES SYSTEMWIDE	665,047.11	656,746.00	0.00	656,746.00	256,100.01	0.00	400,645.99	39.00%
TOTAL REGULAR DAY WAGES	12,881,731.45	13,359,591.00	0.00	13,359,591.00	3,700,091.53	0.00	9,659,499.47	27.70%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL										
ACCOUNTS FOR: SPECIAL EDUCATION EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED	
18021 SPED INST EXP-SPEC EDU-KCC										
18021 5400 2310	KC Coombs SPED Tutor	526.00	2,000.00		2,000.00	110.00	1,190.00	700.00	65.00%	
18021 5400 2320	KC Coombs Therapeutic	4,853.75	3,500.00		3,500.00		3,000.00	500.00	85.71%	
18021 5500 2430	KC Coombs SPED General Sup	2,912.73	3,000.00		3,000.00	419.63	2,023.86	556.51	81.45%	
TOTAL INSTRUCTIONAL EXPENSES SPED KCC		8,292.48	8,500.00	0.00	8,500.00	529.63	6,213.86	1,756.51	79.34%	
18022 SPED INST EXP-SPEC EDU-QUASH										
18022 5400 2310	Quashnet SPED Tutor	150.00	3,000.00		3,000.00	110.00	3,490.00	-600.00	120.00%	
18022 5400 2320	Quashnet Therapeutic	5,517.60	5,000.00		5,000.00		1,930.00	3,070.00	38.60%	
18022 5500 2430	Quashnet SPED General Supplies	3,929.16	5,000.00		5,000.00	1,907.15	1,500.00	1,592.85	68.14%	
TOTAL INSTRUCTIONAL EXPENSES SPED QUASHNET		9,596.76	13,000.00	0.00	13,000.00	2,017.15	6,920.00	4,062.85	68.75%	
18023 SPED INSTRUCTIONAL EXPENSES-MASHPEE HIGH SCHOOL										
18023 5400 2310	High School SPED Tutor	718.20	4,800.00		4,800.00	600.00	1,200.00	3,000.00	37.50%	
18023 5400 2320	High School Therapeutic	3,987.00	7,600.00		7,600.00	1,480.00	5,045.00	1,075.00	85.86%	
18023 5500 2430	High School SPED General Supplies	2,018.89	5,500.00		5,500.00	994.43	1,979.56	2,526.01	54.07%	
TOTAL SPED INSTRUCT EXPENSES-- HIGH SCHOOL		6,724.09	17,900.00	0.00	17,900.00	3,074.43	8,224.56	6,601.01	63.12%	

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
18029 P-SPEC EDU-SYSWIDE									
18029 5400 1430	SPED LEGAL	7,529.10	8,400.00		8,400.00	14,242.84	757.16	-6,600.00	178.57%
18029 5400 2110	SPED Director Contractual	2,154.72	3,000.00		3,000.00	1,431.20	2,200.49	-631.69	121.06%
18029 5400 2420	SPED Instructional Equipment	746.64	1,000.00		1,000.00	186.66	463.34	350.00	65.00%
18029 5400 2440	SPED Instructional Services	2,418.63	7,000.00		7,000.00		1,000.00	6,000.00	14.29%
18029 5400 2800	Systemwide-Psychologist	5,799.59	10,000.00		10,000.00	2,932.26	5,374.59	1,693.15	83.07%
18029 5500 2110	SPED Director Supplies	4,260.21	8,000.00		8,000.00	449.85	3,319.74	4,230.41	47.12%
18029 5500 2710	SPED Guidance Supplies				0.00			0.00	
18029 5500 2800	Psychologist Supplies				0.00			0.00	
18029 5600 2110	SPED Director Other	3,512.45	11,000.00		11,000.00	2,407.49	5,674.00	2,918.51	73.47%
TOTAL SPED SYSTEMWIDE		26,421.34	48,400.00	0.00	48,400.00	21,650.30	18,789.32	7,960.38	83.55%
TOTAL SPED EXPENSE SYSTEMWIDE		51,034.67	87,800.00	0.00	87,800.00	27,271.51	40,147.74	20,380.75	76.79%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION WAGES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
18121 SPED WAGES-KC COOMBS									
18121 510010 2305	KC Coombs SPED Teachers	527,815.92	516,299.00		516,299.00	116,426.72		399,872.28	22.55%
18121 510011 2320	KC Coombs Therapeutic	168,559.16	172,758.00		172,758.00	46,672.99		126,085.01	27.02%
18121 510011 2324	KC Coombs SPED Long Term Subs		5,000.00		5,000.00	14,423.05		-9,423.05	288.46%
18121 510018 2325	KC Coombs SPED Substitutes	9,063.94	9,200.00		9,200.00	920.25		8,279.75	10.00%
18121 510300 2330	KC Coombs SPED Parapro	170,576.63	234,797.00		234,797.00	30,368.39		204,428.61	12.93%
18121 510308 2330	KC Coombs SPED Sub Parapro	28,281.30	12,000.00		12,000.00	3,073.50		8,926.50	25.61%
TOTAL SPED WAGES KC COOMBS		904,296.95	950,054.00	0.00	950,054.00	211,884.90	0.00	738,169.10	22.30%
18122 SPED WAGES QUASHNET									
18122 510010 2305	Quashnet SPED Teachers	527,540.58	511,214.00		511,214.00	150,207.52		361,006.48	29.38%
18122 510011 2320	Quashnet Therapeutic	182,208.70	190,568.00		190,568.00	49,640.81		140,927.19	26.05%
18122 510011 2324	Quashnet SPED LT Substitutes		5,000.00		5,000.00	0.00		5,000.00	0.00%
18122 510018 2325	Quashnet SPED Substitutes	9,027.19	11,000.00		11,000.00	2,794.50		8,205.50	25.40%
18122 510300 2330	Quashnet SPED Parapro	202,301.90	226,451.00		226,451.00	51,074.44		175,376.56	22.55%
18122 510308 2330	Quashnet SPED Sub Parapro	14,764.00	10,000.00		10,000.00	926.00		9,074.00	9.26%
TOTAL SPED WAGES QUASHNET		935,842.37	954,233.00	0.00	954,233.00	254,643.27	0.00	699,589.73	26.69%
18123 SPED WAGES MHS									
18123 510010 2305	High School SPED Teacher	334,082.01	337,653.00		337,653.00	92,120.00		245,533.00	27.28%
18123 510010 2324	High School SPED LT Substitutes		5,000.00		5,000.00			5,000.00	0.00%
18123 510018 2325	High School SPED Substitutes	20,016.60	10,000.00		10,000.00	878.00		9,122.00	8.78%
18123 510300 2330	High School SPED Paras	131,629.22	150,594.00		150,594.00	48,334.25		102,259.75	32.10%
18123 510308 2330	High School SPED Sub Parapro	12,319.50	10,000.00		10,000.00	5,437.50		4,562.50	54.38%
TOTAL SPED WAGES MASHPEE HIGH SCHOOL		498,047.33	513,247.00	0.00	513,247.00	146,769.75	0.00	366,477.25	28.60%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION WAGES	2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED	
18124 MASHPEE MIDDLE SCHOOL SPED WAGES									
18124 510010 2305 Middle School SPED Teacher	408,958.62	439,375.00		439,375.00	115,682.70		323,692.30	26.33%	
18124 510010 2324 Middle School SPED LT Substitutes		5,000.00		5,000.00			5,000.00	0.00%	
18124 510018 2325 Middle School SPED Substitutes	24,406.34	9,000.00		9,000.00	1,158.00		7,842.00	12.87%	
18124 510300 2330 Middle School SPED Parapro	57,392.76	58,504.00		58,504.00	18,639.19		39,864.81	31.86%	
18124 510308 2330 Middle School SPED Sub Parapro	168.00	5,000.00		5,000.00			5,000.00	0.00%	
TOTAL MIDDLE SCHOOL WAGES	490,925.72	516,879.00	0.00	516,879.00	135,479.89	0.00	381,399.11	26.21%	
18129 SPED WAGES SYSTEMWIDE									
18129 510010 2115 SPED Obligations	48,198.01	61,598.00		61,598.00			61,598.00	0.00%	
18129 510010 2110 SPED Director	121,547.67	125,480.00		125,480.00	53,515.04		71,964.96	42.65%	
18129 510010 2115 SPED Team Chair				0.00			0.00		
18129 510010 2320 THERAPISTS	303,384.66	302,044.00		302,044.00	81,319.56		220,724.44	26.92%	
18129 510010 2800 Psychologist	283,907.70	290,295.00		290,295.00	77,896.44		212,398.56	26.83%	
18129 510020 2110 SPED Clerk	114,494.31	114,563.00		114,563.00	37,678.56		76,884.44	32.89%	
TOTAL WAGE SPED SYSTEMWIDE	823,334.34	893,980.00	0.00	893,980.00	250,409.60	0.00	643,570.40	28.01%	
TOTAL SPED WAGES	3,652,446.71	3,828,393.00	0.00	3,828,393.00	999,187.41	0.00	2,829,205.59	26.10%	
19029 OUT DIST TUITION-SPED-SYSTEMWIDE									
19029 5600 9100 MA Pub Sch	171,957.62	261,904.00		261,904.00	25,255.26		4,921.36	98.12%	
19029 5600 9200 Out St Sch				0.00			0.00	0.00%	
19029 5600 9300 Private Sc	413,976.86	475,621.00		475,621.00	22,484.75		104,411.00	78.05%	
19029 5600 9400 MemCollabs	290,170.98	450,022.00		450,022.00	24,601.12		162,311.49	63.93%	
TOTAL TUITIONS SPED-SYSTEMWIDE	876,105.46	1,187,547.00	0.00	1,187,547.00	72,341.13		271,643.85	77.13%	
	876,105.46	1,187,547.00	0.00	1,187,547.00	72,341.13		271,643.85		

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2020 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: ADMINISTRATION EXPENSES		2019 YTD EXPEND	2020 BUDGET	2020 TRANSFERS	2020 REVISED BUDGET	2020 EXPEND YTD	2020 ECUM	2020 BALANCE	PCT USED
19900 ADMINISTRATION EXPENSES									
19900 5400	Medicaid Billing	16,288.24	16,600.00		16,600.00	406.37	15,593.63	600.00	96.39%
19900 5400	Copiers	74,566.67	75,348.00		75,348.00	26,784.55	40,392.74	8,170.71	89.16%
19900 5600	Postage	10,100.00	5,175.00		5,175.00			5,175.00	0.00%
19900 5600	HRAdvertis	5,331.93	6,210.00		6,210.00			6,210.00	0.00%
TOTAL ADMINISTRATION EXPENSES		106,286.84	103,333.00	0.00	103,333.00	27,190.92	55,986.37	20,155.71	80.49%
19989 ADMINISTRATION-SYSTEMWIDE									
19989 5400	Superintendent Contractual	13,102.16	15,732.00	-1,025.00	14,707.00	3,979.63		10,727.37	27.06%
19989 5400	Business & Finance Contractual	5,614.81	5,000.00		5,000.00			5,000.00	0.00%
19989 5400	Legal Services	25,747.00	42,000.00		42,000.00	3,818.00	31,182.00	7,000.00	83.33%
19989 5500	Superintendent Supplies	8,436.39	8,562.00		8,562.00	2,824.36	255.78	5,481.86	35.97%
19989 5600	School Committee Other	6,473.87	9,500.00		9,500.00	7,325.07		2,174.93	77.11%
19989 5600	Superintendent other	8,691.56	11,385.00	1,025.00	12,410.00	12,406.43		3.57	99.97%
19989 5600	Business Other	5,447.06	7,000.00		7,000.00	565.38	960.64	5,473.98	21.80%
TOTAL ADMINSTRATIVE SYSTEMWIDE		73,512.85	99,179.00	0.00	99,179.00	30,918.87	32,398.42	35,861.71	63.84%
TOTAL ADMINISTRATION		179,799.69	202,512.00	0.00	202,512.00	58,109.79	88,384.79	56,017.42	72.34%

REVOLVING ACCOUNTS/PRIVATELY FUNDED GRANTS

641

Mashpee Public Schools		FY20	FY20		
Revolving Account Balances	Code	11/12/19	12/05/19	Difference (+/-)	
Community School/MHS	500	34,154	34,154	0	No Change
Athletic Gate Receipts/MHS	501	38,100	31,696	(6,404)	Purchase of materials
Lost Book	502	9,692	9,692	0	No Change
Pre-School/SPED	506	61,730	55,091	(6,639)	Salary
Facility Rentals/Admin	508	7,827	7,677	(150)	Expenses
School Choice	510	1,203,199	1,250,258	47,059	See Attached
Non Resident Tuition	511	8,580	8,580	0	No Change
Privately Funded Grants					
Cape Cod Five	564	9,875	9,805	(70)	Purchase of Materials
Media Ed. Access	570	662	662	0	No Change
School to Career	573	6,319	6,187	(132)	Expenses
KCC Donation	574	1,208	1,208	0	No Change
Total		1,381,346	1,415,010	33,664	

12/4/2019

65.

[illegible]

Use for School Choice Funds Approved by SC on 8/21/19 (Updates: 11/20/19, 12/11/19)

66'

Item #	School Choice--Proposed Use of Funds (Approved by School Committee on 8/21/19)	Year	Amount (Up to)	Actual Updated as of 11/20/19
		Year		
1	Mini-grant program for student-led "passion" projects or service projects	FY20	\$5,000	
2	Return up to \$25,000 to Food Services Revolving Account (Selectmen moved this amount to CIP)	FY20	\$25,000	
3	Portable Amplification System(s)--QS Library system--done	FY20	\$6,000	\$6,000
4	Innovative classroom furnishings (one classroom per school)--pilot program for classroom of the future	FY20	\$30,000	
5	FM audio amplifying systems for all classrooms (All A-Wing classrooms at MMHS are done.) Balance of available funds to be put towards the HALO sensors.	FY20	\$30,000	\$24,000
6	Additional funds for safety and security upgrades (use this amount for HALO sensors)	FY20	\$6,000	
7	Replace teacher furniture--desk and chair (\$500/teacher)	FY20	\$88,000	
8	Install water bottle fillers--each school (retrofit to current bubblers)--\$2500/unit	FY20	\$17,000	\$19,000
9	HALO IOT Smart Sensors--all bathrooms at Quashnet and MMHS (FY21 or sooner once we have info) Purchase orders have been issued. Use balance in Line 5 and Line 6 to offset this expense)		FY20	\$11,000
	TOTAL		\$207,000	
	Provide in-house driver's education program for MPS students (FY21)		FY21	
	Install air conditioning--C101 and C117 at MMHS (Music/Chorus rooms)	CIP-FY21	\$40,000	
	1:1 Chromebooks at the Coombs School (instead of 2:1)	CIP-FY21	\$50,000	
	MMHS library--upgrade furnishings	CIP-FY21	\$130,000	
	Install air conditioning--Quashnet School Library	CIP-FY21	\$50,000	

School Committee approved above updated chart at their 11/20/19 meeting.

Finance Working Group Meeting--12/4/19

	AP Test Registration Fees	FY20	\$20,000	
	Provide support to needy students so they can participate in driver's education program		FY22	
	Install air conditioning--C101 and C117 at MMHS (Music/Chorus rooms)	CIP-FY21	\$50,000	DPW
	1:1 Chromebooks at the Coombs School (instead of 2:1)	CIP-FY21	\$30,000	
	MMHS library--upgrade furnishings	CIP-FY21	\$150,000	
	Install air conditioning--Quashnet School Library	CIP-FY22	\$62,000	DPW

(New)
67.

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC February 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

NOTE: The cross reference is to a related statement in this manual.

JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition. *homeless status* →

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows: *Removed*

Removed No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, homeless status, sexual orientation, pregnancy or pregnancy related condition.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance and extracurricular and athletic activities. *changed to support services*

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
4. Seek to promote educational equity as a priority in professional development.
5. Endeavor to create schools with a welcoming and inclusive culture and environment.
6. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

70
New

File: JFABD

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth¹ (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in

¹ "A homeless child or youth not in the physical custody of a parent or guardian." 42 USC §11434a.

which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts

File: JFABD

will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

✓ If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. ✓ Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. ✓ Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. ✓ After enrollment, the district will immediately request available records from the student's previous school.

✓ Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education¹. During the pendency of any such appeal, the student should remain enrolled in

¹ Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

² Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

File: JFABD

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

✓ The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs, *summer programming and extracurricular activities*.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing *or economic hardship, or similar reason*;
- ✓2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- ✓3. Living in emergency or transitional shelters;
- ✓4. Being abandoned in hospitals;
- ~~5. Awaiting foster care placement;~~
- ✓6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
- ✓7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- ✓8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

~~Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies.~~ If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. *Records from the student's previous school shall be requested from the previous school pursuant to district policies.* Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. *After enrollment, the district will immediately request available records.*

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

✓ The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students, in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

✓ LEGAL REFS.: The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

Locations such as

- ✓ Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- ✓ In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- ✓ As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- ✓ An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- ✓ The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;

SOURCE: MASC October 2019

76'
New

File: JFABE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

- ✓ **Children of military families:** School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
- ✓ **Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.
- ✓ **Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

- ✓ The District's responsibilities to eligible students include the following:
 - ✓ • Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
 - ✓ • Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
 - ✓ • Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

~~In an effort~~ to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The ~~School Committee~~ believes it is appropriate to remove barriers to educational success imposed on children of military families ~~because of their parents' frequent moves and deployment.~~

District resulting from frequent moves required by parents or guardians military deployment

Definitions

- ✓ **Children of military families** means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
- ✓ **Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.
- ✓ **Education(al) records** means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.
- ✓ **The requirements, applicable to eligible students, which must be fulfilled, are listed below.** Eligible students are ~~those who are~~ children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. *military families as well as*
- ✓ **Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.**
- ✓ **The District's responsibilities to eligible children include the following:**
 - ✓ Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
 - ✓ *upon enrollment of an eligible student,* ~~Simultaneously,~~ the receiving school must request official records and the sending schools shall respond within 10 days with the records.
 - ✓ Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress). *initially*
 - ✓ Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school. *and space is available -*
 - ✓ In compliance with federal law *[special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.]*
 - ✓ The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
 - ✓ Students of active duty personnel shall have additional excused absences *[at the discretion of the District for visitations relative to leave or deployment.]*
 - ✓ An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living *without the custodial parent or guardian* without any tuition fee imposed. *with*

- ✓ The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

[LEGAL REFS: Interstate Compact on Educational Opportunity for Military Children

Removed

File: JFABF

✓ Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

✓ If it is in the best interest of a student in foster care to leave the school of origin, the student must be **immediately** enrolled in the district in which he or she resides in foster care. ✓ During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

✓ If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

NEW Attendance rights by living in attendance areas, *Students in foster care (homeless families)* other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: ✓ Every Student Succeeds Act (ESSA);
✓ Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC October 2019

80
New

File: JFABF

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

✓ The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

✓ Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

✓ The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

✓ Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

✓ The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

✓ The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

JFABF - EDUCATION OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

✓ The purpose of this policy is to ensure the educational stability of students in foster care ~~and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law.~~ Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting ^{all} district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that ^{all} foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). ~~The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced.~~ Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), ^{has} and the school district ^{to} designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

✓ Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when ^{appropriate} ~~different~~) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and ~~take into account a variety of factors.~~ Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

✓ The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. ^{Under} the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made. ^{7 Different wording - new policy.}

Transportation

✓ The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

✓ Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

✓ If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

✓ To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: ✓ *Every Student Succeeds Act (ESSA)*;

✓ *Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)*

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business: No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Equal Pay Act, as amended by the Education Amendments of 1972
 Title IX, Education Amendments of 1972
 Rehabilitation Act of 1973
 Education for All Handicapped Children Act of 1975
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 M.G.L. 76:5; Amended 2011
 M.G.L. 76:16
 BESE regulations 603CMR 26.00 Amended 2012
 BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
 GBA, Equal Employment Opportunity
 JB, Equal Educational Opportunities

SEXUAL HARASSMENT

All persons associated with the Mashpee Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Mashpee School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: Hope Hanscom, Assistant Superintendent, 150A Old Barnstable Road, Mashpee, MA 508-539-1500 ext. 4216

The Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.

- b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
- c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
- d. On the basis of the facts and the grievance officer's perception of the situation he/she may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee, may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct. The Superintendent may report the sexual harassment to the Police Department for independent investigation depending on the nature, frequency and severity of the alleged harassment.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

STUDENT DISCIPLINE

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

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

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

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

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

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

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

Emergency Removal

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent's Hearing

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

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

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

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

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

File: JIC

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

Expulsion

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

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

Academic Progress

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

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

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

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

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

Reporting

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

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

LEGAL REF: M.G.L. [71:37H](#); [71:37H](#) 1/2; 71:37H 3/4; 76:17; 603 CMR 53.00

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

HAZING

Ch. 269, S.17. Crime of Hazing: Definition; Penalty

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

Ch. 269, S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Ch. 269, S.19. Hazing Statutes to be Provided: Statement of Compliance and Discipline Required

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regard to the organizers and participants of hazing. The Board of Regents and in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

BULLYING PREVENTION

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

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

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

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

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

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

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

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

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

CROSS REFS.: AC. Nondiscrimination
 ACAB. Sexual Harassment
 JIC. Student Discipline
 JICFA. Prohibition of Hazing

Mashpee Public Schools

150A Old Barnstable Road

Mashpee, MA 02649

Telephone: 508-539-1500



Mashpee Public Schools Bullying Prevention and Intervention Plan



2010-2011 (March 31, 2011)

Updated: 2012-2013 (September 24, 2013)

Updated: 2015-2016 (January 6, 2016)

Updated: 2018- 2019 (August 22, 2018)

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I. LEADERSHIP

Statement of Purpose:

The Mashpee Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

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

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

The Mashpee Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings, except when a reported bullying incident involves the principal or the assistant principal/dean as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

- A. **Public involvement in developing the Plan.** As required by M.G.L. c. 71, § 37O, the Plan will be developed with various constituencies. This involvement will include:

Mashpee Public Schools administrators, faculty and staff; school volunteers; interested community representatives, students, parents, and guardians; and the Mashpee School Committee. A community forum on the development of the original Plan was held on October 19, 2010.

Consultation will include, at a minimum, notice and a public comment period before the Mashpee School Committee adopts the Plan.

- B. **Assessing needs and resources.**

The Superintendent, along with the Superintendent's designees, with input from administrators, faculty, and families, will:

- Assess the adequacy of current programs

- Review of current policies and procedures;
- Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- Assess available resources including curricula, training programs, and behavioral health services for designing ongoing professional development;
- Review current and relevant articles and research on best methodology to prevent, intervene and address bullying and cyber-bullying;
- Research and review 'field tested' and research-based anti-bullying curricula and instructional guides;
- Develop a resource bank of relevant materials for both parents and students;
- Review the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Assessments of initial and periodic needs, by surveying students, faculty, staff, parents, guardians on school climate and school safety needs.
- Administer a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. (Once every 4 years beginning with 2015/2016 school year).

C. Planning and oversight.

The building Principals or designee will be responsible for the following tasks under the Plan:

- Receiving reports on bullying;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and to measure improved outcomes;
- Creating a process for recording and tracking incident reports, and for accessing information related to victims and aggressors;
- Implementing the ongoing professional development that is required by the law;
- Identifying support strategies that respond to the needs of victims and aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Amending student and staff handbooks and codes of conduct; and
- Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Empowered Digital Use Policy (IJNDB). The Assistant Superintendent will be responsible for reviewing and updating biennially, or more frequently if needed.

II. **PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

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

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or member of the school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff, or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

Victim is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IV. RELATIONSHIP TO OTHER LAWS

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

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

V. TRAINING AND PROFESSIONAL DEVELOPMENT

The Mashpee Public Schools will meet the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school

nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

A. Annual staff training on the Plan.

Annual training for all Mashpee Public Schools faculty and staff on the Plan will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year.

B. Ongoing professional development.

The Assistant Superintendent will be responsible for oversight and implementation of the training used throughout the system. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying;
- Internet safety issues as they relate to cyberbullying;
- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

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

C. Written notice to staff.

The Mashpee Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

VI. ACCESS TO RESOURCES AND SERVICES

The Assistant Superintendent will be responsible for researching, reviewing and adopting appropriate curriculum and instructional materials for use in the schools. This work will require consultation with other appropriate district and town resources.

The curriculum must be:

- Developmentally appropriate;
- Evidence based – based on research, or field tested; and
- Evaluated for effectiveness.

The resources will be evaluated on documented success rate, will be engaging to students and will be in keeping with our core values and philosophies of pedagogy. Curriculum should have creative presentation and should encourage students to find solutions and use critical thinking skills.

A. Identifying resources.

Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, establishing safety planning teams, and identifying other agencies that can provide services.

The Assistant Superintendent will be responsible for creating and posting a bibliography of anti-bullying resources including, but not limited to:

- The Mashpee Public Schools Anti-Bullying Policy;
- The Mashpee Public Schools Anti-Bullying Prevention and Intervention Plan;
- Instructional guides and materials;
- Research articles and materials on the prevalence and characteristics of bullying;
- Relevant and useful websites; and
- Community resources and related services.

B. Counseling and other services.

The Mashpee Public Schools has a variety of appropriate resources within the district. The Mashpee Public Schools utilizes adjustment counselors, guidance counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Mashpee Public Schools utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as are translations of materials for Mashpee families as needed.

C. Students with disabilities.

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

D. Referral to outside services.

The Mashpee Public Schools has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols are annually evaluated to assess their relevance to the Plan, and revised as needed.

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Mashpee Public Schools will review the Plan with students by October 1st of each school year.

B. General teaching approaches that support bullying prevention efforts.

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

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender-identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VIII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting potential bullying or retaliation.

Reports of potential bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be documented in an age-appropriate manner by the Principal or designee. A school or district staff member is required to report promptly to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The Mashpee Public Schools will make a variety of reporting resources available to the school community including an anonymous electronic option.

Use of an Incident Reporting Form is not required as a condition of making a report. The Mashpee Public Schools will: 1) take all reported incidents either verbal or written and will record necessary information to document the

information as reported, and 2) will provide information on how to report incidents both on the website and in the handbook for each school.

At the beginning of each school year, the Superintendent will provide the school community, including all staff members, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Faculty and Staff

A Faculty or Staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee. The Principal or designee will document all reported incidents.

B. Responding to a report of bullying or retaliation- Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged victim and/or to protect the alleged victim from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the victim and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the victim; and altering the aggressor's schedule and access to the victim. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the victim and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

- c. Notice to law enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation.

The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, victim, and witnesses of the importance of the investigation, their obligation to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with Mashpee Public Schools policies and procedures for investigations. If necessary, the Principal or designee will, with the consent of the Superintendent, consult with legal counsel about the investigation. (Align this with school or district procedures.)

D. Determinations

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take reasonable steps to prevent recurrence and to ensure that the victim is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The Principal or designee will promptly notify the parents or guardians of the victim and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the victim's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the victim must be aware of in order to report violations.

The Principal or designee shall inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to bullying

1. Teaching appropriate behavior through skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking disciplinary action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the victim and others

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

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to Allegations of Bullying by School Staff

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures,

including providing for the safety of the alleged victim where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable, given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of, or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the victim's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the victim must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

IX. PROBLEM RESOLUTION SYSTEM:

Any parent or guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>. Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The Mashpee Public Schools in collaboration with parent associations will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school.

B. Notification requirements.

Each year the Mashpee Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

11

Mashpee Public Schools
Bullying Prevention and Intervention Incident Reporting Form
Part I – Information

1. Name of Reporter/Person Filing the Report: _____

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

2. Check whether you are the: Victim of the behavior _____ Reporter (not the victim) _____

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

Your contact information/telephone number: _____

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

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

6. Information about the Incident:

Name of Victim (of behavior): _____

Name of Aggressor (person who engaged in the behavior) _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s): _____

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

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

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

FOR ADMINISTRATIVE USE ONLY

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

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

Signature: _____ **Date Received:** _____

Mashpee Public Schools
Bullying Prevention and Intervention Incident Reporting Form
Part II- Investigation

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

2. Interviews:

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

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

4. If yes, have incidents involved victim or victim group previously? Yes _____ No _____

5. Any previous incidents with findings of BULLYING, RETALIATION Yes _____ No _____

Summary of Investigation:

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

Part III- Conclusions from the Investigation

1. Finding of bullying or retaliation:

Yes _____ (please check one below)

No _____ (please check one below)

Bullying _____

Incident documented as _____

Retaliation _____

Discipline referral only _____

2. Contacts:

Victim's parent/guardian _____ Date: _____ Aggressor's parent/guardian _____ Date: _____

District Equity Coordinator (DEC) _____ Date: _____ Law Enforcement _____ Date: _____

3. Action Taken:

Loss of Privileges _____ Detention _____ (dates) _____ Referral _____ Suspension _____ (dates) _____

Community Service _____ (dates) _____ Education _____ Other _____

4. Describe Safety Planning: _____

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

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

Report forwarded to Principal: _____ Date _____ Report forwarded to Superintendent: _____ Date _____

Signature and Title: _____ Date: _____



Attorneys at Law

**Education Alert
NOVEMBER 2019**

**LEGISLATURE PASSES LANDMARK SCHOOL FUNDING
LEGISLATION**

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On November 20, 2019, the Massachusetts Legislature voted to approve the Student Opportunity Act ("the Act"). The Governor has ten days to respond to the Act. The Act requires the Commissioner of the Department of Education ("DESE") to establish statewide targets for addressing persistent disparities in achievement among student subgroups, including in subject matter and relevant grade level. It further requires each superintendent, in consultation with the school committee, to establish local targets, consistent with the targets from DESE.

The Act requires districts to create a three year plan to meet those targets, with the first plan due no later than April 1, 2020. When creating the plans, districts should consider input from parents and other relevant community stakeholders, such as parent advisory councils and educators. The plans must outline: (1) how Chapter 70 funds will be allocated among schools within a district; (2) the evidence-based programs, supports, and interventions that the district will implement to address achievement gaps; (3) metrics used to measure success in addressing achievement gaps; (4) a description of how the district will effectuate and measure increased parental engagement, especially for parents of low-income students, English Learners, and students with disabilities. Districts will need to submit these plans and annual data to DESE. The Commissioner will review the plans to ensure that they set forth clear and achievable goals and measurable standards for student improvement that comply with the requirements, and Districts will be required to amend any plans that do not conform with the requirements. Districts and DESE will publish the plans on their websites.

The Act further establishes a data advisory commission to assist DESE in identifying, analyzing and recommending strategies to address the achievement gap and teaching, learning and resource allocation. The Act requires the Secretary of Education, in consultation with the data advisory commission, to collect and make publicly available data on student preparedness for workforce and post-graduate success by school district and high school.

In terms of the school funding formula, the Act makes several significant changes. First, and foremost, it increases aid to local schools by around \$1.5 billion. This increase will be fully implemented no later than fiscal year 2027. The formula increases the amount of money provided for low-income students and increases the number of students defined as low-income by returning the definition of low-income to 185% of the Federal Poverty Level, as opposed to the current 133% level. The new formula provides funding based on calculations of the costs of the following categories of items within schools: administration, instructional leadership,

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classroom and specialist teachers, other teaching services, professional development, instructional materials, equipment and technology, guidance and psychological, pupil services, operation and maintenance, and employee benefits/fixed charges. Schools will receive significantly more money for special education and English Language Learner students. Although most of the categories will be increased according to inflation, the new formula increases the employee benefit category based on the average annual rate of growth of the average premium of all group insurance plans over the past three years.

Additionally, each municipality must annually appropriate for the support of public schools an amount not less than the net school spending requirement. Each municipality shall also appropriate not less than its minimum required local contribution for each regional school district to which the municipality belongs. The Commissioner will estimate and report such amounts to each municipality and regional school district as early as possible, but no later than March 1, for the following fiscal year and shall revise such estimates within thirty days following the enactment of the state budget. Notwithstanding the terms of any regional school district agreements to the contrary, no regional school district will be required to submit a budget to its members before receiving the Commissioner's initial estimate.

The Act also makes changes to circuit breaker reimbursement for special education programs. Previously school districts could not seek circuit breaker reimbursement for transportation; however, the Act allows school districts to be reimbursed for the cost of out-of-district transportation in the following increasing increments of transportation costs: by 2021, 25%; 2022, 50%; 2023, 75% and in 2024, 100%.

Furthermore, the Student Opportunity Act increases reimbursement to cities, towns, and regional school districts for charter school tuition on the following basis: not less than 75% of the total eligible state obligation in fiscal year 2021; not less than 90% of the total eligible state obligation in fiscal year 2022; and not less than 100% of the total eligible state obligation in fiscal year 2023.

The Act also increases the annual cap on Massachusetts School Building Authority ("MSBA") spending for school building construction/renovation from \$600 million to \$800 million. It requires the MSBA, with DESE, to review expenses and reimbursement rates and recommend changes to the house and senate no later than June 30, 2020.

The Act additionally establishes a Twenty-First Century Education Program and competitive grant program to address the achievement gap. School districts who win funds under the grant may submit a written request for a waiver of one or more provisions of the regulations to permit the school or school district to initiate programs, schedules or services that shall improve student learning.

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Finally, the Act establishes a Rural Schools Commission to investigate rural and regional school districts facing low and declining enrollment.

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If you have any questions about this issue, please contact Felicia Vasudevan or the attorney responsible for your account, or call (617) 479-5000.

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