

# Town of Mashpee

# Town Clerk



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Date: May 18, 2018

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, May 23, 2018

Time of Meeting: 6:30 PM

Place: Quashnet School Library

Chairman: Don Myers/gkh

***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.***

Date: May 23, 2018



IN THE MATTER OF: Strategy for negotiations with nonunion personnel.

It is MOVED by **School Committee** that this governmental body hold an executive session.

A Roll was called (see attached roll call)

The Clerk of this executive session is designated as Geoff Gorman

A Quorum being present and a Majority having voted to go into executive session, the chair states that:

1. This meeting convened in open session and
  - a. Notice and posting of the meeting was given ( X )
  - b. the meeting is an emergency meeting. ( )
2. After the executive session the meeting
  - a. Will reconvene ( )
  - b. Will not reconvene ( X )
3. The purpose or purposes of this executive session are:
  - A. To deliberate upon matters involving individuals where the individuals involved have been notified in writing of the meeting and have not requested an open meeting and regarding:
    1. The reputation and character of the individual ( )
    2. The physical condition and mental health of the individual ( )
    3. The discipline or dismissal of a public officer, employee, staff member or individual. ( )
    4. A Complaint or charge brought against an individual ( )
  - B. To deliberate upon matters which, if done in open meeting could detrimentally affect the position of the City, regarding:
    1. Bargaining ( )
    2. Strategy with respect to Collective Bargaining ( )
    3. Strategy with respect to litigation ( )
    4. The purchase, exchange, lease or value of real property ( )
    5. Strategy with respect to negotiations with non-union personnel ( X )
  - C. To deliberate matters regarding:
    1. The deployment of security personnel devices ( )
    2. Allegations of criminal misconduct ( )
    3. To discuss strategies for security ( )
  - D. To comply with the provisions of General Law or special law or Federal Grant in Aid requirement, the specific law being
4. All of the foregoing is hereby made part of the official minutes of this body.



**MASHPEE PUBLIC SCHOOLS**  
**SCHOOL COMMITTEE BUSINESS MEETING—May 23, 2018**  
**Quashnet Library—6:30PM**  
**Agenda \*\***

Item	Time	Description
I	6:30	Call Regular Meeting to Order/Pledge Allegiance
II	6:31	*School Committee Reorganization (vote acceptance of self-nomination forms)
III	6:45	Public Comment
IV	6:55	*Approval of Minutes of May 9, 2018 (p. 1-3)
V	7:00	*MMHS Program of Studies--Principal Balestracci & Lindsay Kett (p. 4-47)
VI	7:20	Rising Stars- Superintendent DeBoer
VI	7:30	Report of the Business Manager (p. 48-100) 6.1 Student activity and guidelines 6.2 *Budget transfers
VII	8:00	Specifically Assigned/Unfinished Business 7.1 School committee meeting schedule for FY19 (p.101) 7.2 Working group updates
VIII	8:10	New Business 8.1 Reminder- June 6 joint meeting w/ Wampanoag Tribe at Tribal Headquarters 8.2 Plan for graduation on June 2 8.3 Remaining results for 2018 Family Opinion Survey (p. 102-107) 8.4 *Indian Education field trip to Pequot Museum in CT on June 9
IX	8:35	Committee Reports
X	8:40	Items the Chair did not reasonably know in advance (Other)
XI	8:45	Public Comment
XII.	8:55	*Executive Session 12.1 Strategy for negotiations with non-union personnel
XII		*Adjournment

*#Times listed for items other than I, II & X are estimates and the actual time will be based on the business requirements determined by the Chair during the meeting.*

*\*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.*

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**School Committee Meeting  
Minutes  
May 9, 2018**

Present were: Don Myers, Chris Santos, Geoff Gorman, George Schmidt and Nicole Bartlett. Also present was Patty DeBoer, Superintendent and Hope Hanscom, Assistant Superintendent.

**II Call Meeting to Order**

Mr. Myers called the meeting to order @6:30pm.

**III. Approval of Minutes - April 25, 2018**

Mr. Schmidt made a motion, seconded by Mr. Gorman to approve the minutes of April 25, 2018 as written.

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

**IV. Representative from the Mashpee Wampanoag Tribe**

Nitana Hicks updated the Committee on the Tribe's collaboration with the schools.

**V. Representative David Vieira and Senator Julian Cyr**

Representative Vieira was not able to attend.

State Senator Cyr applauded Frederick Hanna and presented him with a citation from the state thanking him for serving as the student liaison for the Mashpee Public Schools. Mr. Cyr updated the committee regarding the legislative items being discussed.

**VI. Student Advisory Council - Frederick Hanna III & Skyla Rimple**

Frederick Hanna's final meeting with the Committee. He was presented with many well wishes for his future plans as well as accolades for the wonderful job he did serving as the student liaison for Mashpee Middle-High School.

**VII. Project 351 - MMHS 8th grader Skyla Rimple**

Skyla Rimple shared with the Committee her time spent with Project 351.

Skyla will be serving as the new student liaison to the school committee for the Mashpee Middle-High School. The Committee welcomes Skyla and looks forward to her reports.

**VIII. #Enough MMHS Sophomore Stella Bold and Peyton Dauley**

Stella Bold and Peyton Dauley presented a brief update on the March 14, 2018 event which was spearheaded by them.

**IX. \*Mashpee Middle-High School Program of Studies - Principal Balestracci**

Mr. Gorman made a motion, seconded by Mr. Schmidt to postpone the Program of Studies' presentation until the May 23, 2018 meeting.

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

**X. Public Comment**

Sharon DeFrancesco and Caroline McKenzie expressed their support of the later school start time change for Mashpee schools

Samantha Ziehl expressed her concerns and disapproval of the school start time change.

**XI. Specifically Assigned/Unfinished Business**

1. **\*Vote on school start times**

Mr. Schmidt made a motion, seconded by Mr. Santos to consider MMHS later school start time of 8:30 am - 3:00 pm and to take into account any small changes requested by the Administration

George Schmidt, at the request of the Chair, amended his motion and added to his previous motion to accept the later elementary school start time of 9:05 am - 3:35 pm as well as MMHS 8:30 am - 3:00 pm

Seconded by Ms. Bartlett.

**Roll Call Vote:** In favor Ms. Bartlett, Mr. Schmidt, Mr. Gorman and Mr. Myers; opposed - Mr. Santos; vote passes 4-1

2. **\*Vote on school choice seats for FY19**

Mr. Gorman made a motion, seconded by Ms. Bartlett to approve the school choice seats for FY19 as presented.

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

**XII. Superintendent Report**

Mrs. DeBoer reviewed each individual Administrator's report.

**XIII. New Business**

1. **\*Gr. 12 out of state field trip to Sky Zone/Roger Williams Zoo/Dave & Busters in Rhode Island on 5/29/18**

Mr. Schmidt made a motion, seconded by Mr. Santos to approve the Gr. 12 field trip to Sky Zone/Roger Williams Zoo in Rhode Island on 5/29/18

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

2. **Superintendent's Evaluation**

Mr. Myers presented the Superintendent's evaluation.

Mrs. DeBoer received **Proficient** in the following:

Standard I: Instructional Leadership

Standard II: Management and Operations

Standard IV: Professional Culture

Mrs. DeBoer received **Exemplary** in:

Standard III: Family and Community Engagement

Overall Mrs. DeBoer received Proficient on her evaluation.

3. **School Committee meeting schedule for FY19**

Committee will review the meeting schedule and bring back at the May 23, 2018 meeting.

**XIV. Committee Reports**

Mr. Schmidt gave an update on the Health Advisory Committee.

**XV. Items the Chair did not reasonably know in advance (other)**

None

**XVI. Public Comment**

None

**XVII. Adjournment**

Mr. Schmidt made a motion, seconded by Mr. Santos to adjourn the meeting at 9:25 pm.

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

Respectfully submitted by,

Catherine E. Loyko

School Committee Recording Secretary



**MASHPEE MIDDLE/HIGH SCHOOL  
HOME OF THE FALCONS**

**PROGRAM OF STUDIES  
2018-2019**

**500 Old Barnstable Road  
Mashpee, MA 02649  
508-539-3600**

**Accredited by:  
The New England Association of Schools and Colleges**



**Mashpee Public Schools**  
**Mashpee Middle/High School**

500 Old Barnstable Road  
Mashpee, MA 02649  
508-539-3600  
Fax 508-539-3607

Patricia M. DeBoer  
*Superintendent*

Mark L. Balestracci  
*Principal*

January 2018

Dear Parents/Guardians and Students,

The Program of Studies guide is provided to assist students and parents with course selections and long-term educational/career planning. Students and parents are encouraged to familiarize themselves with this publication and to use it as a resource guide. Our school counselors, in collaboration with parents and teachers, will assist each student in planning your program of study and subsequently selecting courses for the next school year.

Middle and high school offer you the basis for post-secondary school success, as well as opportunities to learn and try new things. We encourage students to use this time to explore options and find your interests and passions. As you review the Program of Studies it is our expectation that students and families will begin to chart a course of studies which in turn will lead to academic success.

As always, we recommend that students set high goals and challenge themselves as they select courses.

Mashpee Middle/High School offers an amazing array of academic and technical courses to support you in reaching your goals. Choosing your courses should be guided by your interests as well as your abilities. Some students are sure of their future plans; others are still deciding. The courses that you choose will help you clarify your interest. While it may seem tempting to schedule a less demanding combination of courses, choosing demanding courses that meet your needs or interests is the best way to prepare for your future.

At Mashpee Middle/High School we strive to provide a program that will offer students the opportunity to challenge themselves academically but also deliver a balance of meaningful options that will spark creativity, independence, and a well-rounded education. Our intent is to create a comprehensive educational experience that is rigorous, relevant, and results-oriented as students chart their pathway toward post-secondary education.

Best wishes for a great middle and high school experience.

Sincerely,

*Mark L. Balestracci*

Mark L. Balestracci  
MM/HS Principal



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7.

## **MASHPEE MIDDLE/HIGH SCHOOL MISSION STATEMENT**

**The mission of Mashpee Middle/High School is to offer a rigorous academic program using varied instructional strategies and assessment tools to address the needs of all students. We challenge each student to pursue excellence in both academic and co-curricular activities. In a diverse setting, we seek to provide a safe, secure and respectful environment. Our students are encouraged to develop a strong sense of civic and social responsibility that will prepare them to contribute meaningfully to society.**

### **LEARNING EXPECTATIONS**

**The successful student will...**

**Academic:**

1. Read actively and critically for a variety of purposes.
2. Communicate effectively through a variety of means for a variety of purposes.
3. Work independently as well as collaboratively.
4. Solve problems effectively.
5. Demonstrate content knowledge through a variety of means including digital and technological.

**Civic:**

6. Demonstrate appropriate and effective community involvement, civic responsibility and leadership skills.

**Social:**

7. Demonstrate personal and social responsibility, character, cultural understanding, work ethic and ethical behavior.

### **MM/HS BELIEVES:**

**All students have the potential to achieve.**

**Each student has something uniquely individual to offer our school and community.**

**Every graduate is able to solve problems.**

**All students must be intellectually engaged every day in all disciplines.**

**All graduates will be college and career ready.**

### **MM/HS VALUES:**

**Personal Integrity**

**Academic Excellence**

**Independent Learning**

**Global Awareness/Multi-Cultural Understanding**

**Community Involvement**

## GRADUATION REQUIREMENTS & GUIDELINES

The Massachusetts Board of Higher Education has established a list of courses needed to enter public four year universities. College Preparation (CP) or higher courses in this Program of Studies are needed to fulfill their minimum requirements for admissions. Massachusetts community colleges will accept students who do not have a full program of College Preparation (CP) or higher courses. Please note that many college or career plans require special course sequences that should be discussed with your school counselor.

Mashpee Middle/High School is guided by The Massachusetts High School Program of Studies (MassCore). MassCore is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The chart below lists the Mashpee Middle/High School graduation requirements. Students earn one (1) credit for each full year course successfully completed and (.5) credit for each half-year course. Also listed are the entrance requirements or guidelines of four-year private and state (Massachusetts) universities.

	<b>Mashpee M/High School (Required)</b>	<b>4 Yr. Colleges (Recommended)</b>	<b>4 Yr. Mass. Colleges (Required)</b>
English	4	4	4
Math	4*	3-4	4 (Alg I & II Geo)
Science	3 (lab based)	2-3	3 (3 labs)
History/Soc. Studies	3 (U.S. History I & II)	2 (1 U.S. History)	2 (1 U.S. History)
World Language	2 (single language)	2-4	2 (single language)
Senior Seminar/S.T.C.	1		<i>(3 recommended)</i>
Unified (Fine/Applied) Arts	2	1 (Unified Arts)	
Electives	3.5	3-6	2
Phys. Ed.	1	2 (P.E./Health)	
Health	.5		
<b>Total</b>	<b>24</b>	<b>19-26</b>	<b>16</b> <i>(CP Level higher)**</i>

\*Math four year requirement must be completed in grades 9-12.

\*\*A minimum weighted grade point average in college preparatory coursework (CP) at the end of the seventh semester is also required as follows:

State College G.P.A.  
3.0

UMASS G.P.A.  
3.0

Students with a weighted G.P.A. falling below 3.0 may still be eligible if their SAT/ACT scores equal or exceed a certain level. Any student with a GPA below 2.0, may not be admitted to a four year state university.

## GENERAL INFORMATION

### Course Levels

Each course is designated by level of difficulty. These levels are described as follows:

Non Weighted – Courses in physical education, health, and special education studies.

College Prep (CP) – Open to all students who demonstrate the ability to complete work designed to prepare a student for entrance into a two or four year college program. The Mashpee High School Curriculum Revision Committee has determined that in every subject area there is a set of power standards from the Massachusetts State Curriculum Frameworks that all students are expected to master. Therefore, the committee has designated two tiers of College Prep courses.

Honors Level Courses (H) - Honors level courses provide a rigorous course of study and demand additional study time and work. In order for students to be eligible to take honors courses they must obtain a 90 or better in the previous college prep course for that subject. Students need to maintain at least an 80 average in the previous specific honors course in order to be considered for the next level honors course. Should space be available, a limited number of students who do not meet the prerequisite may be permitted to enter the course with student and parent contract.

Advanced Placement Courses (AP) - AP level courses provide a collegiate style of rigor and demand additional study time and work. In order for students to be eligible to take AP courses they must obtain an 85% or better in the previous honors course for that subject or a 90% or better in the previous college prep course for that subject. AP students are required to do academic work over the summer in preparation for the start of the course in September.

Should space be available, a limited number of students who do not meet the prerequisite may be permitted to enter the course with student and parent contract.

Students who take these courses will have the opportunity to earn college credit by passing the Advanced Placement Test in the subject area being studied. Test fees are approximately \$91.00 per exam. Successful completion of these tests offers students the opportunity to accelerate college studies and/or to gain advanced standing for college registration purposes.

All students enrolled in AP courses are required to take the AP exam. Students with financial need should consult with their school counselor. Students earning a qualifying score (3, 4, 5) may be reimbursed for the cost of the exam.

### Class Rank and Weighting of Classes

Rank in class is figured at the conclusion of sophomore, junior and senior year. Class rank will be based on a weighted grade point average. This weighted average will be determined by the levels of difficulty of the respective courses in the student's program. All courses are included in ranking except courses that are non-weighted or taken on a pass/fail basis.

Class rank will be used to determine valedictorian and salutatorian. A student must be enrolled for at least two years in Mashpee Middle High School to determine class rank. The valedictorian and salutatorian will be the honors speakers for graduation.

National Honor Society and honor roll eligibility is determined by unweighted averages in each course which are strictly numerical averages.

## Promotion Policy

The following minimum requirements must be met to enable a student to qualify for entrance to the next grade:

As a sophomore	6 credits
As a junior	12 credits
As a senior	18 credits

## Graduation Requirements

*In addition to earning 24 required credits, ALL students must successfully complete MCAS (ELA, Math and Science), Senior Seminar or School-to-Career to graduate.*

## Four Year Plan

Every ninth grade student will meet with his/her school guidance counselor to develop a four-year plan. This plan will be based upon the student's long range goals after he/she graduate from Mashpee Middle High School. Parents are encouraged to contact the school counselor to schedule a meeting to discuss their child's future plans.

Listed below are potential courses that will be offered during the student's four years. These listings may change slightly due to additions and/or deletions to Mashpee Middle/High School faculty. Student course enrollment will determine which courses will be offered on a yearly basis.

## Selection of Courses

A student's selection of courses is guided by career goals, course prerequisites and/or teacher recommendation. Students will meet with their school counselor to review course selections and parents/guardians are encouraged to take part in the selection process online. **Students who decide to enroll in a course at a higher level than recommended may do so provided the student and parents sign a Waiver Request Form for this change.** Courses with low enrollments may be dropped and students will be required to make alternate selections.

## Schedule Changes

Schedule changes will only be allowed during the add/drop window throughout the first ten school days of first semester. Schedule changes during specific time periods for any class after the add/drop window require the approval of the principal or his/her designee. Credit will not be given for a partially completed course.

## Summer School Requirements

A student must obtain approval from the principal or his/her school counselor in order to be allowed to take a summer school course.

Students in Grades 7 through 12 will only be eligible for summer school registration in a subject which they have passed at least one term and have earned a minimum average of 50% for the year, or have administrative approval.

Students may make-up two (2) failed courses in an approved summer school program. A student must earn a grade of C- or higher in summer school to receive credit. Alternate arrangements for credit recovery must be approved by the high school principal.

Night school or distance learning courses offered during the school year may be approved for credit recovery by the principal or school counselor.

## **School Notice of Non-Discrimination Statement**

It is the goal of the Mashpee Public School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity. Discrimination, including that based on race, color, sex, gender identity, religion, national origin, ancestry, disability or sexual orientation of an individual occurring in the workplace or in other settings in which individuals may be entitled access to educational opportunity is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual for cooperating with an investigation of a discriminate on complaint is similarly unlawful and will not be tolerated. To achieve our goal, acts of discrimination or harassment will not be tolerated and we have provided procedures by which inappropriate conduct will be addressed, if encountered by an employee, student or member of the community. The following persons have been designated to handle inquiries regarding the non-discrimination policies

### **BUILDING PRINCIPAL**

Mr. Mark Balestracci  
500 Old Barnstable Road  
Mashpee, MA 02649

### **COLLEGE & CAREER READINESS DIRECTOR**

Mrs. Lindsay Kett  
500 Old Barnstable Road  
Mashpee, MA 02649

## **NCAA Eligibility Requirements**

Any student who plans to play Division I or Division II athletics must fulfill specific NCAA criteria. Prospective Division I and Division II athletes must register with the NCAA Clearinghouse. Students may initiate this process as early as their junior year. Students may register on-line with a credit card at [www.ncaa.org](http://www.ncaa.org). Students must submit a release request form to their school counselor for official school documents to be forwarded to the Clearinghouse. The NCAA requirements for freshmen eligibility are:

### **DIVISION I**

- 16 core courses as follows:
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)
- Earn a minimum required grade-point average (GPA) of 2.3 in your core course; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale for example, a 2.400 core-course grade-point average needs a 940 SAT or 71 ACT.

### **DIVISION II**

- 14 core courses as follows:
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above, foreign language or nondocrinal religion/philosophy)
- Earn a 2.3 grade-point average or better in your core courses); and
- Earn a combined SAT score of 980 or an ACT sum score of 75.

## **SPECIALIZED PROGRAMS & LEARNING OPPORTUNITIES**

### **Special Education Program**

Mashpee Middle/High School offers a wide range of opportunities for students with special needs. Services are available for students who have been evaluated by an assessment team and have an Individual Education Plan (I.E.P.). This team will recommend appropriate placement for each student in accordance with their current I.E.P.

### **Transitions Program**

This is a comprehensive special education program focusing on the development of independent work habits, appropriate social and technical skills needed to prepare for the world of work. Students receive services individually or in small groups. Academic subjects are taught with an emphasis on achievement of real life skills. In addition to classroom instruction, high school students may participate in supervised job placements. Students entering this program must be recommended by the Special Education Team.

### **Student Support Center**

The Student Support Center is a program located within the Mashpee Middle/High School designed to provide for the social, emotional, behavioral, and learning needs of Special Education students in grades 8th through 11th who need additional support, structure and supervision to be successful. Students in the 7th grade or the 12th grade may be referred to the program and considered if space is available. Per DESE regulations, instructional groupings cannot exceed a four year age span, so all attempts must be made to avoid having younger students with older students in the same class. If this cannot be avoided through creative scheduling, the Administrator of Special Education must file an age span waiver.

### **Alternative Education Program**

The Alternative Education class is an online, cooperative program designed to accommodate those students who have had limited success in traditional school settings. By establishing trust, enhancing positive attributes in each student, and placing a true value on each student's involvement, the faculty will attempt to influence positive behaviors in the students. Through this influence, the students should begin to experience academic and personal growth. Students, parents, teachers, counselors, and administrators will be invited to become involved in a team effort with the goal of re-entry to a mainstream setting. Students enrolled in the Alternative Education program will be provided workplace exposure and experiences, mentoring, career shadowing, and internship placement. Guided by the Work Based Learning Plan, a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

### **Dual Enrollment**

Consistent with the mission of the Department of Higher Education, Cape Cod Community College seeks to work closely with Mashpee Middle/High School. Programs and courses offered to high school students can help meet the diverse needs of today's student population, ease the transition to college level work, and enhance the relationship between the high schools and the College.

Qualified high school students can earn both high school and college credits through the Dual Enrollment Program, authorized in the Education Reform Act of 1993.

Eligible students include Massachusetts high school students who are 16 years of age or older or homeschooled students who are 16 years of age or older who have a GPA of 3.0 (on a 4.0 scale) or better. The Alternative Dual Enrollment option is available to students with GPA of 2.0 to 2.9 who meet all other dual enrollment requirements.

(Students under the age of 16 need CCCC permission and must complete an Under-Age Student Appeal for Enrollment form, which is available in the Admissions Office. Please call (508) 362-2131 x4311 for more information.)

Through partnerships with local four year public state university systems, Mashpee students can seek to take advantage of any dual enrollment opportunities.

### **Articulation Agreement Cape Cod Community College**

An institutional agreement exists between Cape Cod Community College (CCCC) and Mashpee Middle/High School for students enrolled in Drafting Communication I. Students who earn a B or better in Drafting Communications I meet the competency levels identified in the MA DESE Vocational Technical Frameworks for Chapter 74 courses or college-approved outcomes for non-Chapter 74 courses. Students earning a B or better will earn 1 credit toward MM/HS graduation requirements and 3 CCCC credits for CON130 Computer Aided Drafting I.

### **Directed Study**

This non-credit bearing course is open to students in grade 12 (or administrative approval) who are in good standing with their credits; and exhibit responsibility and commitment through their course load, co-curricular activities, and employment. Students are expected to be engaged in activities that are directly related to their program of studies under the supervision of a teacher.

### **Independent Study**

For grade 11 & 12 students with well-defined goals and motivation, independent study provides a way to earn academic credit while pursuing a topic or project of particular interest that is not offered as an organized class. The subject of an independent study may arise from a student's own experience and interests or may derive from a class. In some cases, the independent study will involve frequent and regular meetings; in others, the student may meet with the faculty supervisor throughout the semester.

### **Falcon Buddies Independent Study**

This opportunity is intended for students who would like to pursue a career in the field of education, special education or child advocacy. Students enrolled with work hand in hand with students with intellectual disabilities. Best Buddies will work alongside peers on both academic and social/behavioral aspects of their education. This course is a pass/fail for students with tremendous patience and a gift of giving of themselves in support of others.

### **Senior Seminar (H, CP)**

#### **Required of all Seniors**

**1 unit**

The Senior Seminar offers students the chance to complete an independent project that reflects the personal interests and future goals of each student. Senior Seminar will demonstrate that students have met Mashpee Middle/High School's Expectations for Student Learning as required by the New England Association of Schools and Colleges. Senior Seminar provides the opportunity for students to complete their project and improve their presentation skills. Each project represents a culmination of work that may focus on an academic, community, vocational, or performance based topic. It is expected that students will demonstrate personal growth and contribute to the Mashpee Middle/High Community by completing a project of their choice.

### **School-to-Career (H)**

**½ unit**

**Offered during 1st semester only. An application process is required for enrollment.**

The goal of this program is to assist students wishing a serious career placement during their senior year. Students in this class will focus on specific career-oriented goals and prepare for internships in a variety of professions.

Class work will be a combination of hands-on exploration, guest speakers, readings, simulation, and job shadowing. Subject matter will include personal interest inventories, job interview skills, resume writing, personal assessment and advancement, and government regulations as they apply to the workplace. Current topics in the workplace, such as professional ethics and etiquette, will be integrated in to the coursework.

Students will develop marketable job skills and become technically proficient while preparing academically for college or other post-secondary education. This course is open to seniors at all academic levels and is a pre-requisite for the School-to-Career work experience course offered during the second semester.

### **School-to-Career Seminar / Practicum (H)**

**1 unit**

**Prerequisite: Successful completion of School-to-Career**

During this second-semester class, seniors will participate in a 13-week job site internship. Students are eligible to work



up to four days each week for a total of ten hours per week. Students will meet every Wednesday for an STC seminar class, discussing workplace issues and meeting the competencies of the Massachusetts Work-Based Learning Plan. Assessment will be by the STC coordinator and the job supervisor. Students will be required to keep a written journal, create a portfolio, complete a workplace project under the direction of their supervisor, and make a final presentation. Note: Students must provide their own transportation to the workplace. Written permission of parent or guardian is required. Open to students in grade 12 only.

### **Junior Seminar (H)**

#### **Recommend for all Juniors**

**½ unit**

Junior Seminar is intended to allow students to organize, synthesize, and communicate their accumulated knowledge for their future as well as a topic that reflects personal interests and future goals as for his/her Senior Project or School –To-Career. It is our goal to provide students with tools and resources that will guide students to the right decision for their future plans. All students must complete a Senior Project which represents a culmination of work in several subject areas that will include research, writing and performance pieces. Students in Junior Seminar will begin to strategize for his/her senior project.

### **ELA Skill Building**

**½ unit**

This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. Although the course is open to all students who meet the eligibility requirements through data analysis and educator referral, the course mainly consists of those students who are not on an Individual Education Plan. Often referred to as a “second scoop” this course is taught by a general education teacher that teaches Tier I instruction, or a special education teacher that teaches in a co-teaching model in Tier I instruction.

### **Math Skill Building**

**½ unit**

This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. Although the course is open to all students who meet the eligibility requirements through data analysis and educator referral, the course mainly consists of those students who are not on an Individual Education Plan. Often referred to as a “second scoop” this course is taught by a general education teacher that teaches Tier I instruction, or a special education teacher that teaches in a co-teaching model in Tier I instruction.

***Skill Building Courses are fluid throughout the year. Students can test out once they show mastery in the skill deficit area through data analysis and educator referral.***

### **ELA Lab**

**½ unit**

This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan. Often referred to as a “second scoop” this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction.

### **Math Lab**

**½ unit**

This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan. Often referred to as a “second scoop” this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction.

### **ELA/Math Lab**

15  
½ unit

This course offered in grades 7-12 for a small percentage of the students, provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan; and in grade 9-10 may be in need of both ELA and Math support. However due to the number of courses in a year may need the combination lab support, as opposed to two separate sections of a lab. Often referred to as a “second scoop” this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction. ELA/Math Lab may also consist of grade 11-12 students who are in need of additional support, such as executive functioning and time management.

*Lab Courses are offered on a semester and year-long basis. Student's special education team would need to reconvene to amend the Student's Individualized Education Plan should the student show mastery in the skill deficit and be eligible to test out.*

# ACADEMIC CORE COURSES DESCRIPTIONS

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## ENGLISH

All Mashpee Middle/High School English courses are based upon and aligned with the Massachusetts Curriculum frameworks for English, grades 7 through 12. The English courses also incorporate the Common Core State Standards for English. These frameworks and standards inform all of our courses and our students, as a result, will be able to:

### ***Demonstrate Independence***

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### ***Build strong content knowledge***

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### ***Respond to the varying demands of audience, task, purpose, and discipline***

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### ***Comprehend as well as critique***

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### ***Value evidence***

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### ***Use technology and digital media strategically and capably***

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### ***Come to understand other perspectives and cultures***

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

### English 7

Grade 7 ELA is designed to provide students with the solid foundation they will need for Grade 8. Emphasis will be on basic reading, writing, and test-taking strategies. Literature studied will range from traditional to the modern. Fiction covered will include novels, short stories, tales, fables, myths, and poetry. Drama will also be studied. Nonfiction will include biography, autobiography, and essays. During this transition time between elementary school and high school, many figurative language terms will be introduced and reviewed. Writing assignments will focus on understanding and applying the writing process. Brainstorming for journal writing, organizing, editing, and revising will be an important part of this process. Vocabulary will be generated from the literature studied; grammar will concentrate on the parts of speech as well as sentence structure

### English 8

Grade 8 ELA is designed to provide students with the solid foundation they will need to understand the more sophisticated academic tasks found in high school. The eighth grade Language Arts program provides students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Literature studied will range from traditional to the modern. Fiction covered will include novels, short stories, tales, fables, myths, and poetry. Drama will also be studied. Nonfiction will include biography, autobiography, and essays. During this transition time between elementary school and high school, many figurative language terms will be introduced and reviewed. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged. Instruction provides the students with the necessary skills to write various types of genres and develop an appreciation for the writer's techniques applied within sound pieces of literature. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged.

### English 9 (H, CP)

1 unit

***Prerequisite – successful completion of English 8 or administrative approval.***

Grade 9 English is designed as a survey course that will expose students to a variety of literary genres and cultural perspectives. Emphasis will be on developing competence in reading, writing, critical thinking, language skills, and expository speech. Literature studied will range from traditional to modern and include novels, plays, epics, short stories, poetry and non-fiction. Writing will focus on development of written expression, organization, research and use of proper MLA format. Writing assignments will include: outlines, essays, short stories and business letters. A three to five page research paper will be required. Awareness of cultural diversity and an understanding and acceptance of individual differences will be discussed.

### English 10 (H, CP)

1 unit

***Prerequisite – successful completion of English 9 or administrative approval.***

Grade 10 English is designed to be an in-depth consideration of American literature based on a chronological format. The course offers an integrated program of study in the refinement of skills in critical thinking, critical reading/viewing, composition, research and listening. The student will critically read, respond to, analyze and evaluate a wide variety of American literature from all genres. Students will be provided with concentrated instruction in writing several types of expository and persuasive pieces. Essay topics emerge from the literature studied during the course with an emphasis on preparation for the MCAS/SAT. Students will also complete a three to five page literature-based research paper. Activities such as class discussions, individual and group projects including but not limited to incorporating technology, will be developed to help students increase proficiency in listening and speaking.

### English 11 (H, CP)

1 unit

***Prerequisite – successful completion of English 10 or administrative approval.***

Grade 11 English is designed to be an in-depth consideration of British literature. Most writing, reading, listening and speaking assignments will be related to the study of British authors and their works. Literature studied will range from Anglo-Saxon to modern times. An emphasis will be placed on a thorough understanding of the time periods involved.

Fiction covered will include epics, drama, short stories, poetry and novels. Non-fiction will include memoirs, essays, literary criticism and letters. Writing will focus on critical essays, creative writing, college application essays and formal research papers.

### **English 12 (H, CP)**

**1 unit**

***Prerequisite – successful completion of English 11 or administrative approval.***

Grade 12 English is designed to be an in-depth consideration of World Literature. The course will explore various cultures from the perspective of their major writers, from classical to modern. Most writing assignments will be concerned with interpreting literature, but special attention will be paid to college essays in the first half of the year and research papers in the second half of the year.

### **Advanced Placement Literature & Composition (AP)**

**1 unit**

***Prerequisite: Grade of 90 or better in English 11(CP) or 85 or better in English 11(H) or administrative approval.***

Advanced Placement English Literature & Composition is designed to be an extremely rigorous exercise in reading, thinking, analyzing and writing. Although this course is primarily an intensive literature survey, it will provide continued exposure in each of the traditional areas of language arts. Vocabulary enrichment, composition, speech and college-level study skills will be included. While a balance between teacher and student activity will be struck, students must understand that they accept a major responsibility in electing this course. To be successful, students will need to be highly motivated self-starters who can manage independent projects. Ideally, the course will culminate with the students passing the AP Literature and Composition exam in May. Students will be required to complete a summer reading list.

### **Advanced Placement English Language (AP)**

**1 unit**

***Prerequisite: Grade of 90 or better in English 10(CP) or 11(CP) or 85 or better in 10(H) or 11(H) or administrative approval.***

Advanced Placement English Language is intended to be a very rigorous exercise in reading, thinking, analyzing and writing. It is a course that prepares students for the English Language Advanced Placement Examination. Topics of study include an introduction of rhetorical analysis, elements of argument and analysis of visual rhetoric. Non-fiction texts (speeches, essays, memoirs, etc.) will be featured, but some relevant fiction will also be required reading. Students taking AP English must assume a major responsibility to complete work. To be successful, students will need to be highly motivated self-starters able to manage independent topics. Students will be required to complete a summer reading list. Open to students in grade 11 and 12.

### **Journalism (H)**

**½ unit**

Journalism is a semester course that aims to benefit students in two primary ways: (1) developing your ability to be a more savvy consumer of news and information, a key 21st century skill, and (2) learning how to write and report in the journalistic style, skills that will be useful in a wide variety of knowledge economy careers. The course explores the contemporary media landscape, including social media, and the ethical responsibility issues that come with the freedom of the press. Students will learn the fundamentals of news, feature, review and sports reporting and writing. Students will write several original stories using varied structures and writing techniques. Qualifying articles will be published on the school news web site, The Falconer.

### **Creative Writing (CP)**

**½ unit**

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of using and shaping language to convey ideas, feelings, moods, and visual images is the basis of this course. Students will become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of their peers.

## WORLD LANGUAGES

World language courses in Mashpee follow the proficiency model of world language instruction reflected in the Massachusetts State Curriculum Frameworks and the National Standards for Education. Students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language independent of a text as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general.

The World Language Department of the Mashpee Public Schools is committed to providing all students with the linguistic and cultural tools for meaningful communication in a second language. Through the study of world language, students become active and engaged participants in an increasingly diverse, global, and multi-lingual society.

- Our curriculum moves students toward proficiency -- the ability to communicate and comprehend increasingly complex ideas with increasing accuracy.
- We engage our students with authentic, real-world materials.
- We instruct modern languages in the target language.
- We focus our instruction on realistic situations, topics, and interactions, whether global or local.
- Through the study of history and culture, we cultivate in our students a more critical understanding of and readiness to participate in a modern global society.

### **Grade 7 – Introduction to World Languages**

French, Spanish and Mandarin Chinese will be offered in grade seven for a single semester. Emphasis is placed on listening and oral skills using a communicative approach, which emphasizes interaction in the target language, with a focus on *Comprehensible Input*. Comprehensible Input provides a way for students to understand the language and information being presented without having to know every word; this is accomplished through the use of visual and other supports. Opportunities to read and write in the target language, and learning about the culture of target language countries, are also provided.

### **Grade 8 – French, Mandarin, Spanish or Wôpanâak Pâsuq I (CP)**

**1 unit**

***Prerequisite:* 70 or better in a Grade 7 English course or administrative approval.**

A full year of study in French, Spanish, Mandarin Chinese or Wopanaak Pasuq is offered to students in Grade 8. Building on the skills and knowledge introduced in 7<sup>th</sup> Grade, students will continue to build on communicative skills. All dimensions of language — reading, writing, speaking, and listening — are incorporated into each course. Students will learn about the diverse cultures and the significance of world languages in a global community receives focus and support throughout the middle school program.

### **French I (CP)**

**1 unit**

***Prerequisite:* 70 or better in a Level (CP) English course or administrative approval.**

This course is designed to develop basic oral expression and aural comprehension for students with little or no knowledge of French. Elementary reading and writing skills will be practiced. Class work will foster a greater appreciation of the French culture. In order to earn high school credit a grade eight student must receive a final grade of C or better.

### **French II (CP)**

**1 unit**

***Prerequisite:* 70 or better in French I or administrative approval.**

Students will continue to develop listening, speaking, reading and writing skills at this advanced beginners' level of study.

**French III (H)****1 unit**

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***Prerequisite: 80 or better in French II or administrative approval.***

This course provides review of grammatical structures and verb tenses previously learned in French II. Knowledge of vocabulary is expanded with many useful idiomatic expressions. The students will be presented with selected writings of classic French and Francophone authors, such as Ionesco, Goscinnny, de Saint-Euxpéry, Klein, Collette, Zola, de Maupassant, Molière. This intermediate-level course is conducted mostly in French.

**French IV (H)****1 unit*****Prerequisite: B- or better in French III or administrative approval.***

French IV is an advanced, sequential French literature course presented in the historical context from Gaul to le Moyen-Age, Charlemagne, la Renaissance, Francois Ier, Richelieu, Louis XIV and the French Revolution. The student will study authentic excerpts from Chanson de Roland, d'Orléans, Villon, Rabelais, Ronsard, Montaigne, Molière, La Fontaine, Voltaire, Rousseau, Racine.

**French V (AP)****1 unit*****Prerequisite: B or better in French IV or administrative approval.***

French V continues the study of the historical, sequential French and Francophone literature from Louis XVI, Bonaparte, World War I and II.

The study of authentic written excerpts from Balzac, Chateaubriand, Hugo, Verne, Zola, de Maupassant, Colette, Sand, Saint-Euxpéry, et al will be undertaken by the student.

**Mandarin Chinese I (CP)****1 unit*****Prerequisite: 70 or better in Mandarin Chinese I course or administrative approval.***

Students will study the essentials of Chinese grammar, vocabulary and idiomatic expression. They will be introduced to Chinese culture and develop speaking, listening, reading and writing skills appropriate to their level of study.

**Mandarin Chinese II (CP)****1 unit*****Prerequisite: 70 or better in a Level (CP) English course or administrative approval.***

Mandarin II continues to develop the skills introduced in Mandarin I. There will be an emphasis on the culture of China, vocabulary expansion, and development of listening, speaking, reading and writing skills.

**Mandarin Chinese III (H)****1 unit*****Prerequisite: 70 or better in a Level (CP) English course or administrative approval.***

Mandarin III continues to develop the skills introduced in Mandarin I. There will be an emphasis on the culture of China, vocabulary expansion, and development of listening, speaking, reading and writing skills.

**Spanish I (CP)****1 unit*****Prerequisite: 70 or better in a Level (CP) English course or administrative approval.***

The Spanish language is introduced through listening, speaking, reading and writing. The fundamentals of the language are learned through drills and classroom exercises. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

**Spanish II (CP)****1 unit*****Prerequisite: 70 or better in Spanish I or administrative approval.***

Spanish II continues to develop the skills introduced in Spanish I. Vocabulary expansion and development of reading, writing, listening and speaking skills are stressed. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

### **Spanish II (H)**

1 unit

21.

**Prerequisite:** 80 or better in Spanish I or administrative approval.

Spanish II continues to develop the skills introduced in Spanish I. Vocabulary expansion and development of reading, writing, listening and speaking skills are stressed. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

### **Spanish III (CP)**

1 unit

**Prerequisite:** 70 or better in Spanish II or administrative approval.

This is a continuation of the program offered in Spanish II. Vocabulary expansion and the development of reading, writing, listening and speaking skills are stressed. Students will be exposed to selected texts in the Spanish language. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world. This class will be conducted primarily in Spanish.

### **Spanish III (H)**

1 unit

**Prerequisite:** 80 or better in Spanish II or administrative approval.

This is a continuation of the program offered in Spanish II. Vocabulary expansion and the development of reading, writing, listening and speaking skills are stressed. Students will be exposed to selected texts in the Spanish language. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world. The class will be conducted primarily in Spanish.

### **Spanish IV (H)**

1 unit

**Prerequisite:** 80 or better in Spanish III or administrative approval.

This course will be conducted almost entirely in Spanish. The formal study of grammar, writing and lexicon will be continued through the contexts of literature, poetry, art, film, cuisine, history, and current events. Students will also be exposed to various Advanced Placement style activities and assessments in order to prepare them for AP Spanish V.

### **Advanced Placement Spanish Language (AP)**

1 unit

**Prerequisite:** 85 or better in Spanish IV or administrative approval.

AP Spanish V is designed to cover the equivalent of a third-year college course in advanced Spanish composition and conversation. This course is conducted entirely in Spanish. The goal of the course is to prepare students for success on the AP Spanish Language Exam by further developing their reading, writing, speaking, and listening skills. Through authentic written and audio sources, students will build and expand their vocabulary and grammar skills as well as their abilities to analyze and make inferences. Furthermore, students will complete a thorough review of grammar and conjugations. Readings and authentic sources will vary but will relate to the arts, history, current events, literature, culture, etc...of the Spanish-speaking world.

### **Wôpanâak Pâsuq I (CP)**

1 unit

Students in Wôpanâak Pâsuq will learn sounds of Wôpanâak and how to talk about their community. This will include kinship, community member, and local place name terminology, as well as activities of daily life. There will also be a focus on Wôpanâak grammar and how it differs from other languages students may already know. Students will also learn the history and cultural significance of Wampanoag language from the 1600s when it was last spoken fluently, through to its reclamation in the 1990s to now. Students will also learn about language loss in indigenous communities and what people are doing around the world to save their languages and cultures.

### **Wôpanâak Pâsuq II (CP)**

1 unit

Wôpanâak Nees continues with a study of the grammar of Wôpanâak, focusing particularly on transitive verbs. Wôpanâak Nees also begins to look at the Native written documents and delves into how they have been used to reclaim the language, and how we can use them to further our study and development of Wôpanâak language.



## **HISTORY & SOCIAL SCIENCES**

All History and Social Science courses at Mashpee Middle/High School are based on the Massachusetts Curriculum Frameworks for History and Social Sciences as well as National Standards. In addition, the History and Social Sciences Department focuses on the skills for reading and writing in history for the Common Core ELA.

All courses are designed to provide students with the skills necessary to engage civically, locally, nationally, and globally.

Science studies focus on the Mashpee Middle/High School Learning Expectations 1 and 2:

- Read actively and critically for a variety of purposes.
- Communicate effectively through a variety of means for a variety of purposes

### **Ancient Civilization**

Students will study the early civilizations around the world. Studies will include religions, governments, trade, philosophies, art, and culture of the ancient world. How these civilizations impacted the course of world history will be a focus of the course. Some of these ideas include democracy, rule of law, monotheism, individual worth, and scientific reasoning. Course work will be student centered and develop the skills of history, geography, civics and government, and economics.

### **World History I (H, CP)**

#### ***The Fall of Rome Through the Enlightenment***

***Prerequisite: For Level (H) a 90 or better in Geography or administrative approval.***

The World History I curriculum focused on the Middle Ages in Europe, Africa, and Asia. Students will be studying the history and culture of major empire and political entities of the world from roughly 300CE to 1700CE. The first semester will focus primarily on western monotheistic religions and the development of Europe from the fall of Rome through the early modern period. Second semester will focus on the empires of Asia and Africa, as well as the early civilization of the Americas.

### **World History II (H, CP)**

**1 unit**

#### ***The Rise of the Nation State to the Present***

***Prerequisite: For Level (H) an 85 or better in World History I H or administrative approval.***

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

A seminar approach will afford students the opportunity to engage in research and the presentation of data. Students will participate in simulation activities that recreate historical events in order to assess complex historical controversies. Open to students in grade 9, 10.

### **U. S. History I (H, CP)**

**1 unit**

#### ***The Revolution Through Reconstruction, 1763-1877***

***Prerequisite: For Level (H) an 85 or higher in World History II Honors/A.P Human Geography 90 or better in World History II CP or with administrative approval.***

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers and individual rights. Students study America's westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of

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sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War, including Reconstruction. Open to students in grade 10.

### **U.S. History II (H, CP)**

**1 unit**

#### ***Reconstruction to the Present***

***Prerequisite:*** For Level (H) an 85 or better in U.S. History I Honors 90 or better in U.S. History I CP or administrative approval.

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. Open to students in Grade 11.

### **Pre-AP United States History (H)**

**1 unit**

***Prerequisite:*** An 85 or better in A.P. Human Geography 90 or better World History II Honors or administrative approval.

This is a demanding college level course offering of the History/Social Sciences Department, and it is presented in accordance with the requirements of the College Board. This is a one year course and is the first half of a two year program that seeks to prepare highly motivated students towards successful completion of the U.S. History Advanced Placement exam in the following academic year. This course is a chronological study of the events, trends and details of American History from 1490 through 1870. It uses the historical method and sharpens critical thinking skills through an analytical approach. Many papers, book reviews and position papers are required. Students will be required to complete work that will prepare them to successfully complete A.P. United States History II in 11th grade. Open to students in grade 10.

### **Advanced Placement United States History II (AP)**

**1 unit**

***Prerequisite:*** An 85 or better in Pre-A.P. U.S.I or administrative approval.

This is a demanding college level course offering of the History/Social Sciences Department, and it is presented in accordance with the requirements of the College Board. This is a one year course that follows successful completion of the Pre -A.P. U S. History I and seeks to prepare highly motivated students toward the U.S. History Advanced Placement exam in their junior year. College credit may be extended by participating colleges and universities for successful completion of this course and the A. P. U. S. History exam. This course is a chronological study of the events, trends and details of American History from 1870 to present day. It uses the historical method and sharpens critical thinking skills through an analytical approach. Many papers, book reviews and position papers are required. Students will be required to complete a summer reading list and to attend a minimum of two summer seminars at Mashpee High School and to attend some after school review sessions. The expectation is that successful students will take the College Board's A. P. U. S. History exam in May of the junior year.

### **Advanced Placement Human Geography (AP)**

**1 unit**

***Prerequisite:*** A 90 or better in World History I Honors or administrative approval

The purpose of this introductory course is to introduce students to the systematic study patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. This course provides a learning experience equivalent to that obtained in most college introductory human geography courses.

### **Advanced Placement European History (AP)**

**1 unit**

***Prerequisite:*** An 85 or better in A.P. U.S. II, 90 or better in U.S. II Honors or administrative approval.

This is a demanding college level course offered in one year and designed for advanced college placement. Students will study European continental history from the 14th century to the present, including political developments and traditions, cultural patterns of living, economics, philosophical ideas and warfare. Students will gain factual knowledge and develop analytical skills necessary for the study of events and problems in European history. In addition to testing,

as with all college courses, there is extensive reading, writing and critical analysis. Course is designed to prepare students for the Advanced Placement European History Exam in May. Open to students in grades 11 and 12.

### **American Government (H, CP)**

½ unit

**Prerequisite:** *Teacher recommendation required for honors placement.*

Massachusetts State Frameworks will guide this curriculum. A look at our Tradition of Democracy will commence this course. Students will explore what "We The People" really means as we review The Foundations of Government, The U.S. Constitution, and our Rights and Responsibilities as Americans. The second unit of study will focus on The Federal Government; The Legislative Branch, The Executive Branch, and The Judicial Branch. State and Local Government will then be studied. The role that the citizen plays in government, as well as in society, will conclude this half year course. Open to students in grades 11 and 12.

### **Current Events (H, CP)**

½ unit

**Prerequisite:** *Successful completion of United States History.*

Current Events is constructed as a "capstone" frameworks course for college bound seniors. The curriculum will be 50% student-directed and 50% teacher-directed. Students will have opportunities to pursue their own interests on topics since the onset of the Cold War. The class will be centered on lectures, debates and simulations culminating in individual and groups projects. There will be no textbook, rather, this course will be built around novels, primary and secondary source material and student research. Students will develop the traditional research skills necessary for college. Portfolios and other alternative forms of assessment will be utilized. Honor level students will be required to fulfill additional course requirements. Open to students in grade 11 and 12.

### **Economics & Personal Finance (H, CP)**

½ unit

**This course may be taken for History and Social Studies or Applied Arts credit.**

One of the primary goals of Economics is to explain to students the role that economics plays in improving the quality of their decision-making process. This course brings together a variety of learning tools to help the student not only learn about economics, but also appreciate the importance of economics in his/her personal life as well as in the functioning of our domestic and global economies. The student can expect that in this millennium, people throughout the world will be faced with more decisions that have important economic components. Level 3 students will be required to fulfill additional course requirements. Open to students in grades 11 and 12.

### **Genocide and Crimes Against Humanity (CP) (Pilot Course Offering 2017-18)**

½ unit

This course allows students to explore the evolution and implication of war crimes, crimes against humanity, ethnic cleansing, and genocide in the post-World War II era. Areas of focus include, but are not limited to: 1) Exploring the origins and history of war crimes, crimes against humanity, ethnic cleansing, and genocide in Rwanda, Bosnia, and Cambodia (If time permits we may dive into other topics such as : Kosovo, El Salvador, Guatemala, Iraq, Syria, East Timor, Bangladesh, Syria, Mali, Central African Republic, and other locations; 2) World reaction, with a focus on the responses of the United Nations and the United States; 3) the legal implications of such events and the creation of the International Criminal Court and sub courts (ICTY & ICTR); and 4) an exploration of whether such crimes against humanity can be prevented. A final project will examine the term genocide in connection to the U.S. treatment of Native Americans. Open to students in grade 11 and 12.

### **Holocaust (CP) (Pilot Course Offering 2017-18)**

½ unit

This course explores the historical and literary material of the Nazi era to help students understand the social and political effects of stereotyping, prejudice, and racism. Topics include, but are not limited to, the rise of Adolph Hitler, the Nuremberg laws, Jewish ghettos, propaganda and racist indoctrination, Holocaust victims, concentration camps, resistance efforts, liberation, and Holocaust survivors. Students also examine other historical and contemporary examples of ethnic cleansing and genocide. Students express their knowledge through written assignments, various types of projects and presentations, and traditional testing. Open to students in grade 11 and 12

### **Native North American History (CP)**

½ unit

This course provides a broad overview of Native North American History from first contact to the present. the class focus will be on critical periods in Native American History.

The course is build around lectures, individual projects, discussions, and research. Sample topics include: European Exploration, the French and Indian Wars, The Iroquois, War and Removal, the Bureau of Indian Affairs, and modern issues.

Open to students in grades 10, 11, and 12

### **Law and The Legal System (CP)**

**½ unit**

This course is designed to provide students with a practical understanding of the law and the legal system with special emphasis on the roles that law, lawyers, law enforcement officers and the legal system play in our society.

This course will promote in students a willingness and capability to participate effectively in the legal and political systems. In other words, students will become thoughtful, active citizens with the ability to analyze, evaluate, and in some situations, resolve legal disputes. We will also examine the structure, operation, and constitutional protections of the U.S. legal system. Students will study the role played by the judicial branch in the creation of case law in areas such as search and seizure, interrogations, freedom of speech, freedom of religion, and equal protection under the law. Students may also participate in field trips and have the opportunity to learn from visiting professionals in various law-related fields. Written and oral case reports will be assigned at the discretion of the instructor. The class will culminate with the Mock Trial Process. Open to students in grades 10, 11 and 12.

### **Psychology I (H, CP)**

**½ unit**

**Prerequisite:** *Teacher recommendation required for Level (H) placement.*

This course presents a broad overview of the study of human behavior and mental thought processes. Topics include (but are not limited to) the following: The Mind at Work; The Study of Human Behavior, Consciousness, and The Brain and Behavior. How People Grow; The Child Grows Up, and The Adolescent Searches For Identity. Personality Development; Freud's Theory of Personality, and Personality Theory Since Freud.

### **Psychology II (H, CP)**

**½ unit**

**Prerequisite:** *Teacher recommendation required for Level (H) placement.*

This course presents a broad overview of the study of human behavior and mental thought processes. Topics include (but are not limited to) the following: When Personality is Disturbed, Understanding the Troubled Personality, Helping Troubled Personality, How People Learn, Learning, Thinking and Developing Creativity, Psychology Testing, The Individual and Society, Behavior in Groups, Sex Roles, Sexism and Sexuality, New Directions in Psychology; Exploring Unknown Worlds, Searching for New Ways to Grow, Strategies for Coping. This is a discussion driven course that provides ample opportunity for student participation in demonstrations, activities, experiments and small group learning. Students taking this course at honors level will be required to fulfill additional course requirements. Open to students in grade 11 and 12.

### **Sociology (CP)**

**½ unit**

Sociology is an elective course that studies human society and human behavior. Social relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Topics include the family, racial and ethnic minorities, crime and delinquency, and the study of social and political influences. The key component of this course is to study ourselves and the society that influences our behavior. Open to students in grades 10, 11 and 12.

### **The American Superhero**

**½ unit**

This course analyzes American values and fears throughout the 20<sup>th</sup> and 21<sup>st</sup> century by examining superheroes and villains depicted in comic books. This course will allow for an in-depth analysis of American history by using a popular medium that offers the possibility of differentiation of instruction so that many different types of students would be interested and invested in their learning. Open to students in grades 10, 11 and 12.

### **Women's Studies (H, CP)**

**½ unit**

Placing women's experiences at the center of interpretation, this class introduces basic concepts and key areas of women's lives both historically and contemporaneously. It is an inter-disciplinary, trans-disciplinary, and cross cultural

study of women's roles and relations but it is also an overview of theoretical perspectives on gender and its intersection with other social constructs of difference (race/ethnicity, class, sexuality, and age). The central aim is to foster critical reading and thinking about these interlocking systems which have shaped and influenced the historical, cultural, social, political, and economical contexts of our lives. Special attention will be given to women's resistance of those gendered inequalities, and the various ways they have worked to create new systems of change by engaging in national and global transformational politics.

## **MATHEMATICS**

All Mashpee Middle/High School Mathematics courses are based on and aligned with the Massachusetts Curriculum Frameworks for Mathematics, Grades Pre-Kindergarten to 12, Incorporating the Common Core State Standards for Mathematics (March 2011).

According to the Massachusetts Curriculum Frameworks for Mathematics and the Common Core State Standards, mathematically proficient students at all grade levels will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.

These "Standards for Mathematical Practice" describe the processes and proficiencies that all teachers of Mathematics will strive to develop in their students.

Additionally, Mathematics coursework will focus on the Mashpee Middle/High School Learning Expectations 3 and 4:

- Work independently as well as collaboratively.
- Solve problems effectively.

### **Math 7**

Students will develop an understanding of proportional relationships and apply them to solve problems. They will also study operations with rational numbers. They will work with expressions and linear equations. They will solve problems involving scale drawings and informal geometric constructions. In addition they will work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Finally they will continue their work from previous years in Statistics and Probability to draw inferences about populations based on samples.

### **Accelerated Math 7**

***Prerequisite: Administrative Approval.***

This course is designed for the student who has shown potential for advanced mathematical study. This course is part of a compacted pathway, which will allow students to study Algebra I in the eighth grade while still addressing the Mathematics standards for grade 7 and grade 8. It will encompass all the standards from Math 7 as well as half of the standards from Math 8, in order to prepare students for Algebra I (grade 8).

### **Math 8**

***Prerequisite: Successful completion of Math 7***

Students will formulate and reason about expressions and equations. They will model associations in bivariate (two-variable) data with linear equations. They will also solve linear equations and systems of linear equations. Students will work with the concept of functions and use functions to describe quantitative relationships. They will also analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students will also learn and apply the Pythagorean Theorem to solve problems.

**Algebra I (grade 8)**

**Prerequisite:** 85 or better in *Accelerated Math 7* or *Administrative Approval* (Due to the compacted pathway of three grade levels of standards over 2 years, students must master the standards in *Accelerated Math 7* in order to take *Algebra I* (grade 8)).

This course is designed for the student who has shown potential for advanced mathematical study. It will encompass the second half of the standards for Math 8 that are not addressed in *Accelerated Math 7*. In addition students will deepen and extend their understanding of linear and exponential relationships as well as comparing and contrasting linear and exponential relationships. They will engage in methods for analyzing, solving, and using quadratic functions. Students will also extend the laws of exponents to square and cube roots using rational exponents. They will learn to apply linear models to data that exhibit a linear trend.

**Algebra I (CP)****1 unit**

**Prerequisite:** *Successful completion of Math 8*

Students will deepen and extend their understanding of linear and exponential relationships as well as comparing and contrasting linear and exponential relationships. They will engage in methods for analyzing, solving, and using quadratic functions. Students will also extend the laws of exponents to square and cube roots using rational exponents. They will learn to apply linear models to data that exhibit a linear trend.

**Geometry (H, CP)****1 unit**

**Honors Prerequisite:** 80 or better in *Algebra I* (grade 8), 90 or better in *CP Algebra I*, or *administrative approval*.

**CP Prerequisite:** *Successful completion of Algebra I (CP) or administrative approval*.

Students will establish criteria for congruence and similarity of triangles. They will informally develop explanations of circumference, area, and volume formulas. Students will apply the Pythagorean Theorem to the coordinate plane to extend their study to coordinate geometry. They will learn to prove basic geometric theorems and extend work with probability.

**Algebra II (CP)****1 unit**

**Prerequisite:** *Successful completion of Honors or College Prep Geometry, or administrative approval*.

Students will review previous work with linear and quadratic functions and factoring to provide a foundation for success with further study of Polynomial and Radical functions. Parent Functions and transformations will be studied with an emphasis on discovering how graphs are transformed. Students will be instructed on the appropriate use of the graphing calculator as a tool to investigate mathematical concepts and solve problems. Students will learn various methods for solving systems of equations (including non-linear equations). Students will review and extend previous work with exponents to simplify and solve expressions and equations with rational exponents. Students will also extend previous work with probability to make inferences about populations based on a sample. A focus will be on preparing students for the spring SATs.

**Algebra II (H)****1 unit**

**Prerequisite:** 85 or better in *Honors Geometry*, 90 or better in *CP Geometry*, or *administrative approval*.

Students will relate arithmetic of rational expressions to arithmetic of rational numbers. They will expand understanding of functions and graphing to include trigonometric functions, polynomial functions, exponential and logarithmic functions. They will expand their understanding of inverse operations to solve problems. In addition they will study imaginary and complex numbers. They will relate data display and summary statistics to probability and explore a variety of data collection methods.

**Pre-Calculus (H)****1 unit**

**Prerequisite:** 85 or better in *Honors Algebra II*, 90 or better in *CP Algebra II* or *Advanced Algebra & Trigonometry*, or *administrative approval*.

In this course students will extend their work with complex numbers and expand their understanding of logarithms and exponential functions. They will use characteristics of polynomial and rational functions as well as the concept of graph transformation to sketch graphs of those functions. They will understand vectors and perform operations with

them. Finally they will be introduced to the concepts of difference quotients and limits to introduce them to the study of Calculus.

### **Advanced Algebra and Trigonometry (CP)**

**1 unit**

***Prerequisite: Successful completion of Honors or College Prep Algebra II***

(note: this course may not be taken after completion of Pre-Calculus as much of the curriculum is the same)

In this course students will complete their study of Algebra with exponential, logarithmic and rational functions.

Additionally they will study conic sections with a focus on hyperbolas and ellipses. Previous work with graph transformations will be extended to new functions learned. Students will learn many facets of trigonometry including right triangle trigonometry, inverse trigonometry, the unit circle, radian measure, trigonometric identities, and applications of trigonometry. A focus will be on preparing students for college placement exams in Mathematics.

### **Statistics (H, CP)**

**1 unit**

***Honors Prerequisite: 85 or better in Honors Algebra II, 90 or better in CP Algebra II, or administrative approval.***

***CP Prerequisite: Successful completion of Algebra II.***

In this course students will learn the fundamentals of probability, descriptive statistics, discrete probability distributions, the continuous normal distribution and inferential statistics. This will include making and interpreting charts and graphs, collecting and analyzing data, and learning how to design and implement different types of experiments. Project based learning will be incorporated to allow students to practice statistical concepts studied throughout the course.

### **Advanced Placement Statistics (AP)**

**1 unit**

***Prerequisite: 85 or better in Honors Algebra II, 90 or better in CP Algebra II, or administrative approval.***

In this course students will learn the fundamentals of probability, descriptive, and inferential statistics. Numerous distributions will be studied such as the binomial distribution, normal distribution, and the chi-square distribution. They will also study making and interpreting charts and graphs, collecting and analyzing data, and learning how to design and implement different types of experiments. The correlation of variables and linear regression will be covered in depth.

### **Advanced Placement Calculus (AP)**

**1 unit**

***Prerequisite: 85 or better in Honors Pre-Calculus.***

In this course students will cover the analysis of a function's graph, limits, asymptotes, and continuity. Differential calculus will be studied which will include the definition of the derivative, the derivative of a function, and applications of derivatives. The second half of the course will involve integral calculus to include the Riemann sums, the Fundamental Theorem of Calculus, applications of integrals, and techniques of anti-differentiation. Students will focus on studying mathematics using multiple representations.

## **SCIENCE**

All Science courses at Mashpee Middle/High School are based on the Massachusetts Curriculum Frameworks for Science and Technology Education as well as National Standards developed for subjects that extend beyond the 10th grade. All courses are lab-based and engage students in inquiry instruction that develop conceptual understanding, content knowledge, and scientific skills. At the Middle/High School level students should be able to inquire about the natural and human-made worlds while applying the following Scientific Skills of Inquiry:

1. Make observations, raise questions, and formulate hypotheses.
2. Design and conduct scientific investigations.
3. Analyze and interpret results of scientific investigations.
4. Communicate and apply the results of scientific investigations.

The graduation requirements for all students are three credits of science. The courses must be drawn from Natural Science and/or Physical Science and/or Technology/Engineering; including 3 courses with laboratory work.

Science studies focus on the Mashpee Middle/High School Learning Expectations 3 & 4:

- Work independently as well as collaboratively
- Solve problems effectively

### **7th Grade – Integrated Science:**

This class will expose students to a variety of topics in science and adheres to the Massachusetts State Science Frameworks. Students will learn laboratory skills, use technology, practice inquiry based lab activities and participate in a variety of other classroom instruction activities. The following subjects will be covered this year: Astronomy, Structures and History of the Earth, Environmental Science, Motion and Measurement Skills, Cell Biology, Biological Systems, and Properties of Matter. This material, along with 8th grade science, will be tested on at the completion of 8th grade on the Science MCAS.

### **8th Grade – Integrated Science:**

This class will expose students to a variety of topics in science and adheres to the Massachusetts State Science Frameworks. Students will learn laboratory skills, use technology, practice inquiry based lab activities and participate in a variety of other classroom instruction activities. The following subjects will be covered this year: Chemistry, Cell Biology, Heredity and Reproduction, Evolution, Classification, Human Body Systems, Motion and Energy. This material, along with 7th grade science, will be tested on at the completion of 8th grade on the Science MCAS.

### **Environmental Science (H, CP)**

**1 unit**

This course is a study of the interactions among the three major components of the environment, the atmosphere, hydrosphere and the biosphere. Local and global environmental issues will be addressed throughout this course. Students will continuously review and apply scientific methodology in laboratory and field activities. The skills developed in this course will prepare students for more advanced science courses.

### **Biology (H, CP)**

**1 unit**

**Honors Prerequisite:** Proficient score on eighth grade placement exam and teacher recommendation.

**CP Prerequisite:** Successful completion of eighth grade science.

Biology is the study of living organisms. This course will survey the topics of ecology, biochemistry, cell structure and function, genetics, evolution and selected topics in anatomy and physiology. Participation in lab activities and the development of lab skills is an integral part of this course. Biology provides the student with an awareness of the biological principles and the technical knowledge necessary for more specific science courses. All students will be required to participate in inquiry based, lab investigations and additional literature research. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. This course will emphasize the knowledge and skills necessary to achieve success on the MCAS biology exam.



### **Chemistry (CP)**

1 unit

**Prerequisite:** *Successful completion of Biology and Algebra I.*

A laboratory oriented course aligned with the Massachusetts State Frameworks. Course topics include: physical and chemical properties, atomic theory, periodicity bonding, stoichiometry, kinetic theory, and acids and bases. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Students completing the course will qualify for college preparatory course in science and other advanced courses with teacher recommendations. This course will emphasize the knowledge and skills necessary to achieve success on the MCAS chemistry exam. Open to students in grades 10, 11 and 12.

### **Chemistry (H)**

1 unit

**Prerequisite:** *Successful completion of Biology. It is recommended that Algebra II be taken concurrently.*

This course is a required course for AP Chemistry because topics covered in Honors Chemistry are not covered in depth in the Advanced Placement course. This course offers an in-depth study of the following topics: physical and chemical properties, atomic theory, periodicity, bonding, stoichiometry, kinetic theory, acids and bases, and equilibrium. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Some independent study will be expected. Students completing this course will qualify for advanced courses in Biology and the Physical Sciences. Open to students in grades 10, 11 and 12.

### **Introductory Physics (CP)**

1 unit

**Prerequisite:** *Successful completion of Biology and Algebra I.*

This course will survey the topics of motion, forces, energy and momentum, gravity, heat, waves, sound, electricity and magnetism. Emphasis is on conceptual understanding rather than detailed mathematical analysis. Quantitative and investigative skills used in problem solving will continue to be developed. Students will work cooperatively in the lab and complete comprehensive lab reports. Completion of regular homework assignments is an important component of the course. The course will emphasize the knowledge and skills necessary to achieve success on the MCAS physics exam. Open to students in grades 10, 11 and 12.

### **Anatomy and Physiology (H, CP)**

1 unit

**Prerequisite:** *Successful completion of Biology and one additional science course. Completion of Chemistry recommended.*

This course is intended for students who may have an interest in the health/medical related fields. Significant independent study is required for success in this course. The topics covered range from biochemistry and cellular biology to the detailed structure and function of each human organ system. Emphasis is placed on worksheet drawings, physical models, vocabulary, note taking and some vertebrate dissections. Several health care professionals will address the class about their professions and career opportunities. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

### **Ecology of Cape Cod (H, CP)**

1 unit

**Prerequisite:** *Successful completion of Biology and one additional science course.*

This course will apply an integrated approach to learning science in and about our local environment. Many environmental issues will be addressed. The specific topics studied range from formation of our peninsula to the fragile ecosystems that make Cape Cod unique. Students must be willing and able to participate in regular field studies, often conducted during inclement weather. Culminating projects following field studies include creating detailed, accurate, displays and written reports. Texts are technical and written for college level readers. There may be field trip fees for transportation to field sites. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

### **Marine Science (CP/H)**

1 unit

**Prerequisite:** *Successful completion of Biology and one additional science course.*

Students will use an integrated approach to explore the biological, chemical, physical and geological processes of our planet's oceans. The class will use a field and laboratory approach and will emphasize inquiry-based learning including dissections. Students will work cooperatively in the lab and develop skills to complete a formal lab report and

organized notebook. All Honors level students must complete a yearlong research project as well as meet specific requirements for labs, projects and assessments. Open to students in grades 11 and 12.

### **Physics (CP)**

**1 unit**

**Prerequisite:** *Successful completion of Biology and a grade of a C or better in Algebra I.*

This course will survey the topics of motion, forces, energy and momentum, circular motion and gravity, heat, waves, sound and electricity. Mathematical analysis using Algebra I skills will permit more in-depth problem-solving than is included in Introductory Physics. Quantitative and investigative skills used in problem solving will continue to be developed. Students will work cooperatively in the lab and complete comprehensive lab reports. Completion of regular homework assignments is a vital component of the course. Open to students in grades 11 and 12.

### **Advanced Placement Biology (AP)**

**1 unit**

**Prerequisite:** *90 or better in Honors Biology, or 85 or better in Honors Chemistry, or 90 or better in CP Chemistry.*

This course will follow the College Board approved AP Biology curriculum. This intense program will cover the following Big Ideas: 1 - The process of evolution drives the diversity and unity of life, 2- Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis, 3- Living systems store, retrieve, transmit, and respond to information essential to life processes, and 4- Biological systems interact, and these interactions possess complex properties. Summer preparation will be required for this course. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. It is expected that each AP Biology student will take the AP Biology exam in May. Open to students in grades 10, 11 and 12.

### **Advanced Placement Chemistry (AP)**

**1 unit**

**Prerequisite:** *Successful completion of Chemistry and Algebra II*

Students enrolling in AP Chemistry have already successfully completed Chemistry and Algebra II. The AP Chemistry course is equivalent to the general chemistry course usually taken during the first year of college. Topics for this laboratory-based course will include structure of matter, states of matter, chemical equilibrium, reactions, chemical kinetics, descriptive chemistry and the basic concepts of thermodynamics. Summer preparation will also be required for this course. After school work (laboratory and review) is expected. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

### **Advanced Placement Environmental Science (AP)**

**1 unit**

**Prerequisite:** *Successful completion of biology, chemistry, and algebra I. Concurrent enrollment in Algebra II will benefit student success.*

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and human population. Students will evaluate the risks associated with problems, and examine alternative solutions for resolving or preventing some of the most common environmental issues of today. Key topics of the course include ecology, earth systems, demography, land use, energy resources, pollution and global environmental problems. It is expected that each AP Environmental Science student will take the AP Environmental exam. Open to students in grades 11 and 12.

### **Advanced Placement Physics 1 (non-calculus based) (AP)**

**1 unit**

**Prerequisite:** *Successful completion of Biology, and a grade of B or better in Algebra I.*

This course is designed to give students the in-depth level of knowledge required to succeed on the AP Physics 1 test. It emphasizes the development of conceptual understanding and proficiency in advanced problem-solving techniques. Topics include motion, forces, energy and momentum, circular motion and gravity, rotational motion and angular momentum, mechanical waves and sound, and electricity including basic DC circuits. A strong work ethic and proficiency with algebra are essential to success. Students will work cooperatively in the lab and complete comprehensive lab reports. Dedicated effort on and completion of regular homework assignments are vital to success in this course. It is expected that each AP Physics 1 student will take the AP Physics 1 exam. Open to students in grades 11 and 12

## **Advanced Placement Physics 2 (non-calculus based) (AP)**

1 unit

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**Prerequisite:** *Successful completion of AP Physics 1 or simultaneous enrollment in AP Physics 1.*

This course is designed to give students the in-depth level of knowledge required to succeed on the AP Physics 2 test. It emphasizes the development of conceptual understanding and proficiency in advanced problem-solving techniques.

Topics include fluid mechanics, temperature, heat, thermodynamics, electric field and potential, magnetism, electromagnetic waves and optics, and nuclear physics. A strong work ethic and proficiency in algebra are essential to success. Dedicated effort on and completion of regular homework assignments are vital to success in this course. It is expected that each AP Physics 2 student will take the AP Physics 2 exam.

Open to students in grades 12

## **\*Technology/Engineering (H, CP)**

1 unit

This course will emphasize the engineering design process, which involves practical problem solving, research, development and invention. Through hands-on activities, students will design, draw, build, test and redesign. The course will cover Construction Technologies, Energy and Power Technologies (Fluid, Thermal and Electric), Communications and Manufacturing Technologies. Students will also be introduced to concepts in electronics and robotics. Students will learn about CNC machining through the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 2.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. This course prepares students for the MCAS examination in Technology Engineering. Students will create an electronic portfolio of their work.

Open to students in grade 10 through 12.

## **\*Robotics (H, CP)**

½ unit

**Prerequisite:** *88 or better in Algebra I, Technology/Engineering or administrative approval.*

Applying the engineer design process using the LEGO Mindstorms Robotics Invention and Vex Robotics Design Systems, students will be introduced to building and programming robots to navigate around a series of obstacle course challenges. Using a variety of sensors and programming strategies, students will engage in cooperative problem solving. Students will investigate the ever increasing role of robots in our lives and investigate career training opportunities through research.

## **\*Robotics II (H, CP) (NEW Pilot 2016-17)**

½ unit

**Prerequisite:** *88 or better in Robotics I, Applied Technology I, and Drafting I or administrative approval.*

Applying the engineering design process to create an original robot that will participate in competitions. Students will apply their knowledge of building and programming from robotics 1 to increase their abilities in robotic development during this course. Prior knowledge from Applied Technology and Drafting will be accessed in order to fully participate and excel in this course. Students will work alongside industry experts in the creation of their robot and learn the qualities and characteristics that make for a suitable candidate in a very competitive job market.

**\*Students are eligible to take the following lab-based designated Technology and Engineering courses for science credit:**

Robotics I (1/2 unit)

Robotics II (1/2 unit)

Technology & Engineering (1 unit)

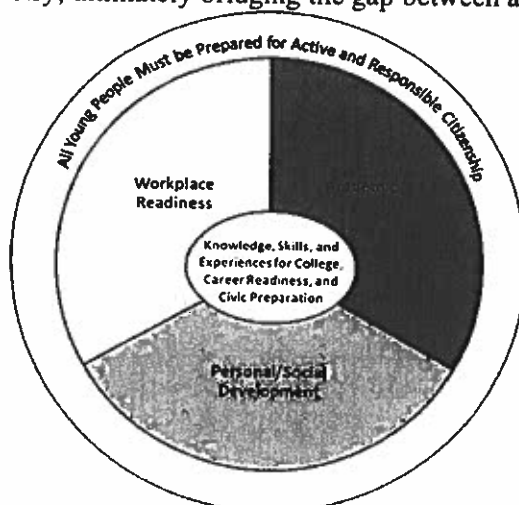
## **Forensics (H, CP)**

½ unit

Forensic Science is focused upon the application of scientific methods and the techniques to crime and law. Recent advances in scientific methods and principles of biology, chemistry and physics have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Topics and laboratory investigations included are : crime scene investigations, fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, botany, organic and inorganic evidence analysis, entomology, the role of the medical examiner, the forensic autopsy, anthropology, germ warfare, DNA analysis, psychology and profiling, toxicology, paint analysis, glass comparisons and fragmentation, arson investigations, tire and foot impressions and casts.

## CAREER & TECHNICAL PATHWAYS

Pathways represent the interdisciplinary collaboration between core academics, career and technical offerings, higher education and industry; ultimately bridging the gap between academics and careers.



The Task Force on Integrating College and Career Readiness assigns the following definition to career readiness, “being college and career ready means that an individual has the knowledge, skills and experiences necessary for success in postsecondary education and economically viable career pathways in a 21st century economy”.

(DESE, 6/2012)

Domains	Competencies for Success	Examples of Experiences that Build Career Readiness
A. Academic	Knowledge of Core Subject Areas as depicted in Common Core Standards and MassCore.	<p>Lifelong Learning Skills and Literacies Developed in Core Courses including:</p> <ul style="list-style-type: none"> <li>• Scientific, Information, Economic Literacy; Civic Awareness; Mathematical reasoning; Reading and Study skills.</li> </ul> <p>Applied Academics: a chance to observe, try, and demonstrate academic skills in a variety of classroom, community and workplace settings.</p>
B. Workplace Readiness	<ol style="list-style-type: none"> <li>1. Career Exploration &amp; Navigation</li> <li>2. Communication</li> <li>3. Critical Thinking, Problem Solving &amp; Creativity.</li> <li>4. Teamwork &amp; Collaboration</li> <li>5. Professionalism</li> <li>6. Technical Skills</li> <li>7. Knowing How to Learn</li> </ol>	<ul style="list-style-type: none"> <li>• Jobs and/or Internships</li> <li>• Career Development Activities</li> <li>• Career Vocational Tech Education (CVTE)</li> <li>• Career Electives</li> <li>• Career-Themed Schools, Academies, Pathways</li> <li>• STEM afterschool activities</li> <li>• Community Service Learning</li> <li>• Contextual Learning &amp; Applied Learning Projects</li> </ul>
C. Personal/Social Development	<ol style="list-style-type: none"> <li>1. Planning, Time Management, and Goal Setting Skills.</li> <li>2. Motivation, Initiative and Persistence</li> <li>3. Ethical Decision Making</li> <li>4. Self Confidence and Self Efficacy</li> <li>5. Civic Engagement &amp; Cultural Competency</li> <li>6. Healthy Behavior</li> <li>7. Personal Financial Management</li> </ol>	<ul style="list-style-type: none"> <li>• Future Planning &amp; Exploration Activities, including Naviance</li> <li>• MA Model for Comprehensive School Counseling</li> <li>• After-School Programs</li> <li>• School Leadership Roles</li> <li>• Student Government</li> <li>• Community Service Learning Experiences</li> <li>• Contextual Learning Projects</li> </ul>

## MANUFACTURING, ENGINEERING & TECHNOLOGY PATHWAY

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### **Digital Citizenship**

Digital Citizenship is a full year course designed to introduce 7th grade students to successful use and understanding of computing devices. Topics include: a brief history of computers; safe and ethical use of a computer; different methods of storing and saving files; Microsoft applications, Coding with resources including "An Hour of Code" and Bootstrap. Also, seventh grader student will understand how to use the google suite: Google Apps For Education (GAFE). The apps consist of the drive, docs, slides/presentation, forms, sheets and sites. The course also addresses digital citizenship and online safety. Students will learn to use a variety of presentation tools as well digital storytelling and should be able to utilize these skills in other classes. Students will gain full understanding of the use of the iPad and its functions as well as using it as a creation tool. Typing skills and coding will be incorporated into the course.

### **Engineering the Future**

Engineering the Future is a full-year course designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. Students cover a variety of topics including the Engineering Design Process, Manufacturing Technologies, Construction Technologies, Thermal and Fluid Systems, Communication Technologies and Electrical Systems. Students will learn about CNC machining through the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 3.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. Students learn through reading about engineers and through hands on activities in Engineer's Notebooks. Open to grade 8

### **\*Technology/Engineering (H, CP)**

**1 unit**

This course will emphasize the engineering design process, which involves practical problem solving, research, development and invention. Through hands-on activities, students will design, draw, build, test and redesign. The course will cover Construction Technologies, Energy and Power Technologies (Fluid, Thermal and Electric), Communications and Manufacturing Technologies. Students will also be introduced to concepts in electronics and robotics. Students will learn about CNC machining through the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 3.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. This course prepares students for the MCAS examination in Technology Engineering. Students will create an electronic portfolio of their work.

### **Applied Technology/Woodworking I (CP)**

**½ unit**

This course is designed to provide students with an understanding of the technical processes used in the woodworking lab. Experiences will be gained in the use of hand tools, machines and production operations to provide useful products. Students will learn how to design a product using Creo 3.0 parametric CAD software. They will create a product from the drawings in the wood lab. Students will also gain an understanding of Computer Aided Manufacturing through the use of the Aspire software program with the ShopBot, a CNC router, and RayJet Laser engraver. Safety will be stressed in all aspects of this course.

### **Applied Technology/Woodworking II (CP)**

**½ unit**

***Prerequisite: 75 or better in Applied Technology I or administrative approval.***

This course will continue to explore the technical processes used in the woodworking lab. The students will design and produce a product using mass production techniques, helping them to gain an understanding of production techniques used in industry. Creo 3.0 parametric CAD software will be used to design and render projects. Students will also use the ShopBot CNC router and the Aspire software to gain an understanding of 21st century machining and manufacturing.

### **Applied Technology III / Automated Manufacturing (H, CP)**

**1 unit**

***Prerequisite: 75 or better in Applied Technology II or administrative approval.***

This full year course will allow students to explore in depth the use of automated manufacturing techniques in woodworking. Students will apply the concepts and experiences learned in Applied Technology I and II to a more comprehensive study of manufacturing. Students will design advanced level projects using Aspire and Creo Parametric 3.0 software. The final design will be manufactured using the Shopbot CNC machine. Students will also learn how to

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read and interpret blueprints, create material lists and develop the proper production sequence required in manufacturing.

**\*\*Drafting Communication I (H, CP)**

**1 unit**

This course will introduce students to the skills, knowledge, environment and occupations of the drafting communication technologies. Realistic hands-on assignments will be emphasized. Students will become proficient in fundamental Computer Aided Drafting skills. The following disciplines will be emphasized:

Technical Drafting - Technical drafting is the study of the language of industrial technology. Areas explored include basic principles of geometric construction, orthographic projection, dimensioning and pictorials. Students will design 3-D solid models, develop detailed working drawings and create photo-realistic computer renderings using Creo Parametric 3.0 - Pro/Engineer Wildfire 5.0 3D parametric CAD software. Students will create ABS plastic rapid prototypes from CAD models using CatalystEX software and our Stratasys 3D printer.

Architectural Drafting — Students will be guided through the preparation of a set of house plans of his / her own design. Areas explored include basic principles of architecture and design, foundation and floor plans, elevations, photo-realistic renderings. Students will design 2D and 3D house plans using Chief Architect X6 software.

3D Computer Animation and Video Game Design – Students will be introduced to the basic concepts of 3D computer animation and video game design using Maya 2015 and Game Maker Studio software. 3D interactive visualizations will be explored using Unity Pro 5 software.

\*\*This is a college level class that is articulated with Cape Cod Community College. Students receiving a final grade of 80% or higher for a will receive 3 credits, transferrable to Cape Cod Community College. Additionally, each student taking this course will be given a copy of Creo Parametric 3.0 CAD software.

**Drafting Communication II (H, CP)**

**1 unit**

**Prerequisite:** 88 or better in *Drafting Communication I* or administrative approval.

This course will allow students to build upon the skills they developed in Drafting Communication I. Complex assembly drawings and designs will be covered. Advanced design assignments will be presented in a step-by-step approach using Creo Parametric 3.0 - Pro/Engineer Wildfire 5.0 and Chief Architect X6 3D CAD software. Highly accurate measuring tools, such as a digital vernier caliper and micrometer will be used to create 3-D solid models. Students will create ABS plastic rapid prototypes from CAD models using CatalystEX software and our Stratasys 3D printer. Complex 3D interactive visualizations will be covered using Unity Pro 5 software. Students will be exposed to multiple disciplines that require methods of drafting, design and engineering. They will include mechanical, architectural, civil engineering, landscaping and interior design. Lighting, rendering and various types of video output will be covered. Independent study students will be allowed to focus on areas of interest they develop in drafting communications for career exploration and future educational opportunities. Students will create, modify, store, retrieve and manage CAD drawings files and create an electronic portfolio of their work.

Each student taking this course will be given a copy of Creo Parametric 3.0 CAD software.

**Intro to Computer Game Programming and Design (H, CP)**

**½ unit**

This course will introduce students to computer game programming and design using Game Maker Studio software. A step by step approach will be used to present the various aspects of creating original video games from concept to completion. Game Maker Studio (GML) will be used to create games that will run on both Windows and Mac operating systems. Students will work with textures, sprites, dynamics and sounds to create 2D games. Functions, variables, conditional statements and logic controls will be used to program each game. The games will be compiled, tested and debugged before completion. Maya 2015, Photoshop CS5, Adobe Fireworks CS5 and Adobe Sound Booth CS5 software will be used in the game design process. Strong math and problem solving skills are required.

**Advanced Computer Game Programming and Design (H)**

**½ unit**

**Prerequisites:** Completion of *Drafting Communication I* and *Introduction to Computer Game Programming and Design* with a B+ or better or administrative approval.

This course will introduce students to computer game programming and design using the Unity Pro Game Development and Visualization Suite. Unity software is widely used throughout the video game industry to create games and

interactive visualizations for Windows, IOS, Android, Web and Console platforms. Unity Pro 5 and MonoDevelop 4 will be used to create and program games. C# programming language will be used to develop and edit scripts that control the games. Students will work with models, meshes, textures, materials, sprites, particle dynamics and sounds to create 2D and 3D games and interactive visualizations. The Oculus Rift virtual reality googles will be used to develop immersive 3D worlds. Maya 2015, Mudbox 2015, Creo Parametric 3.0, Photoshop CS5, Adobe Fireworks CS5 and Adobe Sound Booth CS5 software will be used in the game design process. Strong math and problem solving skills are required.

### **3-D Architectural Design (H, CP)**

**½ unit**

This course provides a study of light frame construction techniques and the production of residential construction drawings for learning design principles and methods using Chief Architect X6 3D CAD software. Chief Architect is 3D modeling CAD software that is the industry standard for home design. The introduction of basic design in this course is intended to stimulate the student's insights and understandings concerning the architectural design of buildings and the relationship of design to presentation drawings. The student will develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. The course covers common residential construction materials, components, and systems as related to wood frame structures. Additional areas covered will include lot selection and planning, construction details which include all mathematical computations concerned with stresses and strains of modern building material.

### **\*Robotics (H, CP)**

**½ unit**

***Prerequisite: 88 or better in Algebra I, Technology/Engineering or administrative approval.***

Applying the engineer design process using the LEGO Mindstorms Robotics Invention and Vex Robotics Design Systems, students will be introduced to building and programming robots to navigate around a series of obstacle course challenges. Using a variety of sensors and programming strategies, students will engage in cooperative problem solving. Students will investigate the ever increasing role of robots in our lives and investigate career training opportunities through research.

### **\*Robotics II (H, CP) (NEW Pilot 2016-17)**

**½ unit**

***Prerequisite: 88 or better in Robotics I, Applied Technology I, and Drafting I or administrative approval.***

Applying the engineering design process to create an original robot that will participate in competitions. Students will apply their knowledge of building and programming from robotics I to increase their abilities in robotic development during this course. Prior knowledge from Applied Technology and Drafting will be accessed in order to fully participate and excel in this course. Students will work alongside industry experts in the creation of their robot and learn the qualities and characteristics that make for a suitable candidate in a very competitive job market.

### **\*Introduction to Electronics (H, CP)**

**½ unit**

***Prerequisites: Successful completion of Technology/Engineering, 88 or better in Algebra I and computer skills are recommended or administrative approval.***

This course will introduce students to basic electricity/electronics principles with an emphasis on hands on application of theory. Students will have an opportunity to apply basic electronics principles and develop problem-solving skills by building, testing and analyzing AC and DC circuits. Students will construct circuits from schematic diagrams using solderless breadboards and computer simulation software. Students will learn how to use various electronic testing instruments and be able to identify and explain the function of a wide variety of electronic components in a circuit.

### **Introduction to Computer Science (H, CP)**

**½ unit**

Students will learn how to program the computer, to translate ideas into code, using Snap! It's purely graphical, meaning programming which involves computing, abstraction, design, recursion, concurrency, simulations, and the limits of computation.

\*These courses may be taken for one half Science credit.

## **BUSINESS & ENTREPRENEURSHIP PATHWAY**

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### **Financial Literacy (CP)**

**½ unit**

The goal of Financial Literacy is to acquaint students with basic financial planning concepts and to illustrate how these concepts apply to their everyday life. This class focuses on personal financial responsibility today to help students avoid financial difficulty tomorrow. Students study topics such as establishing and prioritizing financial goals; spending plans, paychecks, and taxes; saving and investing; housing and transportation; insurance, consumer credit, and identity protection all in the context of a teen's experiences. Emphasis is put on the importance of managing individual and family finances; analyzing career goals and their long-term impact on the individual, family, and community; and understanding how basic economic principles influence individual and family decision making.

### **Marketing and Entrepreneurship (H, CP)**

**½ unit**

This half-year course introduces students to the realities of business and helps them understand the roles of both employers and employees. During first term, students will study introductory business concepts including opportunity, management, legal considerations, risk and social responsibility. During second term, students will analyze marketing techniques and strategies, increasing their media literacy while becoming more educated consumers. Throughout the course, students will examine current ethical issues in the workplace and cast their votes for the best business ideas. Open to students in grades 10, 11 and 12.

### **Office Accounting (H, CP)**

**1 unit**

This course covers the accounting concepts and procedures required of owners, administrative assistants, and office managers in small merchandising or service businesses. Emphasis is on recording daily transactions, cash control, payroll activities, preparation of financial statements, and the use of accounting software. Open to students in grades 11 and 12.

### **Accounting I (CP)**

**1 unit**

Students will learn the theory and terminology necessary to start a basic accounting system for personal use, as well as for a service business and a merchandising business. At the end of each marking period, students will use a computer-simulated activity to understand the advantages of technology in accounting procedures. This course is beneficial both to students who anticipate owning their own business and entering the business world and to students who plan on pursuing a business major in college. Open to students in grades 10, 11 and 12.

### **Accounting II (H, CP)**

**1 unit**

**Prerequisite:** *Successful completion of Accounting I or Office Accounting with administrative approval.*

This course is designed for students who wish to (1) gain employment in the business world upon graduation, (2) major in a business-related field in college, or (3) learn and enhance the skills needed to deal with personal finances. Issues to be analyzed in this course include maintenance of records for a merchandising business, calculation of taxes, inventory costing, and methods of depreciation. (College credit may be earned by students who are eligible to take this course as part of the Tech Prep Program and who earn a grade of 80 or higher). Open to students in grades 11 and 12.

### **Economics (H, CP)**

**½ unit**

One of the primary goals of Economics is to explain to students the role that economics plays improving the quality of their decision-making process. This course brings together a variety of learning tools to help the student not only learn about economics, but also appreciate the importance of economics in his/her personal life as well as in the functioning of our domestic and global economies. The student can expect that in this millennium, people throughout the world will be faced with more decisions that have important economic components. Level 3 students will be required to fulfill additional course requirements. Open to students in grades 11 and 12.

### **Media Production (H, CP)**

**1 unit**

This course is combines the skills, concepts and applications used throughout the Technology Center to develop attractive and quality designs suitable for consumer and customer production. The Mashpee Legacy is the school yearbook produced through the efforts of the class. Students plan, layout and develop a deep understanding of sales and marketing. This course will also include creating various products, publications, t-shirt designs, vinyl signs, video



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productions, web pages, laser cut and engraved products, 3-D Printed products and much more. Projects will be developed for the classroom, school and Mashpee community. The students enrolled in the Media Production class will develop an understanding of business management, production and customer service as it relates to the service industry.

## HOSPITALITY SERVICES PATHWAY

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### **Culinary I (CP)**

**½ unit**

This course is an introduction to foods and nutrition focusing on various methods of food preparation. Lessons are presented on kitchen safety, equipment and tools, kitchen management, as well as simple recipes.

### **Culinary II (CP)**

**½ unit**

**Prerequisite:** *75 or better in Culinary I or administrative approval.*

This course will provide the opportunity for students to build upon the Foods I curriculum. Lessons are presented in cutting techniques, uses of herbs and spices, meal management, the relationship between diet and health, technology and careers. Students will prepare a variety of recipes.

### **International Foods (CP)**

**½ unit**

**Prerequisite:** *75 or better in Culinary I or administrative approval.*

This course will offer students the opportunity to study the foods and cultures and health practices of other countries as well as regions of the United States. Students will work together and independently in the preparation of the foods typical of the regions chosen. Projects, essays, and weekly readings are mandatory. First semester typically focuses on France, Asia, and Italy, while second semester focuses on Spain, Portugal, Greece, Turkey, and the Middle East.

### **Culinary ProStart I (H, CP)**

**1 unit**

**Prerequisite:** *Culinary I and administrative approval.*

This advanced course is open to Juniors and Seniors. It provides opportunities to explore career options in both the classroom and local restaurants. This school-to-work course develops knowledge and skills necessary to meet the needs of the hospitality industry.

ProStart students are required to sign a contract with Program Director.

### **Culinary ProStart II (H, CP)**

**1 unit**

**Prerequisite:** *Culinary ProStart I.*

This school-to-work program is a continuation of Culinary ProStart I. Students will continue to build on food preparation concepts and food handling skills necessary for entry level in the food service industry.

ProStart students are required to sign a contract with Program Director.

# ART & COMMUNICATION SERVICES PATHWAY

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## VISUAL ARTS

### **Exploring the Arts**

This course provides students in grades 7 and 8 an exploratory introduction to the elements of art and principles of design through a variety of media such as graphite, charcoal, pastel, paint, clay and digital art. Subjects such as landscape portraiture and still life will be practiced through realistic as well as abstract art techniques. Perspectives drawing and design, as well as art history and art criticism will also be explored. Students will build a portfolio of their work throughout the course to demonstrate their growth. There will be weekly homework, tests, quizzes, reading and written assignments. Students are required to keep a sketchbook to conceptualize and plan project ideas.

### **Art Foundations (CP)**

½ unit

Art Foundations is an exploratory introduction to the basic elements and principles in visual art. The processes of drawing, painting, printmaking, and three-dimensional design will be covered. Students will experience and understand the links between design, process and product. Art history and art criticism techniques will be explored and practiced. A sketch journal, weekly homework, exams and quizzes are required. Students are required to maintain portfolio.

### **Drawing and Painting I (CP)**

½ unit

This course provides an opportunity for students to work in a variety of two-dimensional media. Drawing and painting techniques are covered. Composition is emphasized as students learn to use the design elements and principles in their work. Observation and analysis of master art works will be included. A sketch journal, binder, weekly homework, exams and quizzes are also required.

### **Drawing and Painting II (CP)**

½ unit

*Prerequisite: Successful completion of Drawing and Painting I or administrative approval.*

Advanced Drawing and Painting is designed for the experienced and accomplished art student who wishes to work at a deeper level in two dimensional media. This course will build on the foundations of Drawing and Painting and will enhance and advance student proficiency in composition, technique and media. Students will create a significant portfolio and will be expected to turn in weekly homework assignments as well as maintain a sketchbook and binder.

### **Fashion I (CP)**

½ unit

*Prerequisite: Art Foundations or Drawing and Painting or administrative approval.*

This class introduces students to traditional fashion sketching and illustration, and the elements of art and principles of design utilizing a variety of media. In addition to studying proportions of the human figure, and clothing garments, students will also study fashion in the following components: Fashion production, globalization, identity, ethics & value exploration, and the social, political, and cultural influences on fashion. By semester's end students will have accumulated a portfolio of designs. A sketchbook and binder are required.

### **Fashion II (CP)**

½ unit

*Prerequisite: Successful completion of Fashion I or administrative approval.*

Using industry-standard computer design software, students continue to build on figure drawing and fashion illustration techniques, with emphasis on fabric rendering and design skills. Original themed-collections will reflect individual artistic skill. Three-dimensional fashion designs will also be constructed with recycled materials. Building on the exploration of personal identity, media, and societal influences, students will also utilize terminology and specialized vocabulary in fashion, consumerism and consumer responsibilities and rights. Students research career paths and opportunities in the fashion industry. By semester's end, students will have accumulated a portfolio of digital designs. A sketchbook and binder are required.

### **Pottery I (CP)**

½ unit

This course introduces students to the basic techniques of hand building with clay. Pinch, coil, slab, drape, glazing and surface decoration methods will be covered. Slip casting and wheel-throwing will be introduced. Craftsmanship, elements of art and design, art history, and art appreciation of clay work of various cultures are emphasized.

**Pottery II (CP)****½ unit*****Prerequisite: Successful completion of Pottery I or administrative approval.***

This class is a more in-depth exploration of the ceramic processes of building, wheel-throwing, slip casting and surface decoration. Students are encouraged to combine techniques in order to create more complex forms. Students are expected to be engaged in research and sketching as they are necessary components of the creative process. Exhibiting their work, research papers, quizzes and exams are an integral part of the course.

**Advanced Pottery (CP)****½ unit*****Prerequisite: Successful completion of Pottery II or administrative approval.***

Advanced pottery students learn how to go from digital to tangible and back again. In this course, sculptures will be designed on the computer and then built in real life, recreating existing 3D spaces in a digital world. We will also designing sculptures to be printed via a 3D digital printer.

**Design and Visual Communications I (H, CP)****½ unit**

The overall objective of this course is to acquaint students with a variety of media communication tools included in the Adobe CS5 Design Suite. This course provides practical step by step instruction on learning graphic design principles, desktop publishing and digital photography. Students will become familiar with operation and functions of a digital camera, in order to get the best photos in all conditions including exposure, aperture, shutter speeds, depth-of-field. Students will be involved in hands-on assignments using the computer as a design and production tool. Students will learn to develop and publish using software from the Adobe CS5 Suite. Adobe InDesign will be used to combine text and graphics into useful publications. Adobe Photoshop and Illustrator will be used to create graphics that contribute to the overall appearance of the finished product. Skills related to text, graphics, scanning, digital photography, printing, and general computer use will be covered. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

**Design and Visual Communications II (H, CP)****½ unit*****Prerequisite: Completion of Design and Visual Communications I or administrative approval.***

This course will build upon the skills introduced in Design and Visual Communications I. Students will be creating more in-depth, hands-on projects. Students will use the Adobe CS5 Design Suite to create a wide range of printed and digital media. Students will continue building on the photography and editing photo editing skills learned, and further explore the practice of transforming ideas into artwork. Using state-of-the-art painting and drawing software, the computer acts as a tool to create digital art. Assignments will emphasize a broader scope of graphic design techniques, which include the development of visual solutions to problems while designing attractive publications for print and electronic media. An introduction to printing on a variety of substrates will be explored. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

**3-D Computer Animation I (H, CP)****1 unit*****Prerequisite: Completion of Drafting Communication I or Computer Game Programming and Design with a B+ or better or administrative approval.***

This course will introduce students to the concepts of 3-D space and animation using Maya 2015 and Mudbox 2015 computer software. Students will use their 3-D Computer Aided Drafting and basic animation skills developed in Drafting Communication classes as a foundation for this course. Areas covered will include 3-D modeling, lighting, rendering, texturing and animating. Digital environments will be created and controlled on the computer and various methods of video output and editing will be explored. Students will create ABS plastic rapid prototypes from Maya models using CatalystEX software and our Stratasys 3D printer. The design and development of video games using Game Maker Studio and Unity Pro 5 software will be explored. Students will use a wide variety of graphic communication and video editing software programs including Adobe After Effects CS5, Adobe Premiere Pro CS5 and Adobe Photoshop CS5. Students will also explore various programs from the Autodesk Entertainment Creation Suite 2015.

### **3-D Computer Animation II (H, CP)**

1 unit

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**Prerequisite:** *Completion of 3D Computer Animation I with a B+ or better or administrative approval.*

This course will allow students to build upon the skills they developed in 3D Computer Animation I and Drafting Communication. Highly Complex 3D models, advanced rendering and video editing techniques will be covered. Students will create ABS plastic rapid prototypes from Maya models using CatalystEX software and our Stratasys 3D printer. The creation of animated short videos and DVD's will be emphasized. Students can also further explore video game design and development using Unity Pro 5 software. Independent study students will be allowed to focus on areas of interest they develop in 3D Animation for career exploration and future educational opportunities. Students will use a wide variety of graphic communication and video editing software programs including Adobe After Effects CS5, Adobe Premiere Pro CS5 and Adobe Photoshop CS5. Students will also explore various programs from the Autodesk Entertainment Creation Suite 2015.

### **Honors Art Portfolio/Advanced Placement Studio Art/ (AP, H)**

1 unit

**Prerequisite:** *Students must have passed at least two high school art courses and have recommendation from the art teacher.*

This course is designed to demonstrate the competencies expected of the advanced placement art applicants as identified by the College Board. Light and shade value, line quality, rendering of form, composition, surface manipulation, and the illusion of depth are all addressed through projects of media. Students choose between drawing, 2D design, or 3D design techniques. Final AP Portfolios are made up of three parts: twelve works that show Breadth of their work and abilities, 12 works that show a focused concentration (both are sent digitally), and 5 quality original works that are physically shipped for the portfolio examination.

AP Studio Art is not based on a written exam, instead, students submit portfolios for evaluation by the College Board at the end of the school year. Honors Art Portfolio is open to juniors and seniors who would like to build their art portfolio for college, but do not intend to submit to the AP College Board

### **Digital Photography & Arts I (CP)**

½ unit

In this course, students will become familiar with operation and functions of a digital camera, in order to get the best photos in all conditions including exposure, aperture, shutter speeds, depth-of-field. They will learn to develop visual aesthetics through various types of lighting, good composition and elements of art. Students will further their artistic pursuit through the practice of portraits, still life, landscapes, and other assignments. Included will be instruction on how to transfer images from camera to computer, print digital prints, and how to edit and improve images in Adobe Photoshop. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

### **Digital Photography & Arts II (CP)**

½ unit

**Prerequisite:** *Successful completion of Digital Photography & Arts I or administrative approval.*

This class will afford students with the opportunity to become familiar with more advanced camera controls and techniques. Students will continue building on the photography and editing photo editing skills learned, and further explore the practice of transforming ideas into artwork. Using state-of-the-art painting and drawing software, the computer acts as a tool to create digital art. In addition to digital photography and digital art, other topics covered will be graphic design, animation, website design, investigation of cultural and historical images, design principles, and opportunities for careers using digital media. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

### **Photo I Film and Darkroom (CP)**

½ unit

This course introduces students to basic techniques of black and white photography from manual 35mm camera operation to darkroom printing. Students will also understand the history of photography through slide discussions and hands-on projects as inspired by masters of photography. Quizzes, exams and weekly homework are an integral part of this course. Students must be prepared to take pictures after school hours and are encouraged to provide their own film camera. Disposable camera or Advantix camera will not work. (Due to size of darkroom and use of chemicals, there will be a limit to class size.)

## **Photo II Film and Darkroom (CP)**

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½ unit

**Prerequisite:** *Successful completion of Photo I or teacher recommendation.*

This course will build on skills and concepts learned in Introduction to Photography. Students will improve exposure and development skills through structured visual and technical assignments. Weekly homework, slide discussions, analytical essays and a research paper are designed to help students develop an aesthetic approach to photographic work. Alternative darkroom and studio processes may be introduced. Quizzes and exams are an integral part of this course. Students are required to maintain a 3-ring binder. Students must be prepared to take pictures after school hours and are encouraged to provide their own film camera. Disposable camera or Advantix camera will not work. (Due to size of darkroom and use of chemicals, there will be a limit to class size.) Chemicals, paper and film are provided.

## **PERFORMING ARTS**

### **American Popular Music History (CP)**

½ unit

Open to students in grade 9-12 with no prior experience needed. This course is an overview of the American Popular music from the Civil War to present day. Topics to be discussed will include blues, Dixieland, ragtime, jazz, rock, country, hard rock, folk, metal, punk, hip hop, grunge, alternative, and electronic music, as well as a variety of other important musical genres that have played a major role in the development and evolution of American popular music. Students will develop a project during the semester and will have the opportunity to use technology and musical instruments to explore different genres. Throughout the class, there will be active discussions, guest speakers, video and audio recordings, as well as individual and group explorations. This course is open to all high school students.

### **\*Concert Choir (H, CP)**

1 unit

This course will be open to any student in grades 8-12. No prior singing experience is needed. This ensemble will learn a variety of repertoire spanning different styles and languages. There will be performance opportunities throughout the year as well as a winter and spring concert. Members of the concert choir will be eligible to participate in auditions for honors festivals. Attendance is required at all performances. After a year in Concert Choir, students may audition for Chamber Choir.

### **\*Chamber Choir (H, CP)**

1 unit

**Prerequisite:** *Successful completion of Concert Choir and/or administrative approval.*

This course will be open to any student in grades 9-12. The repertoire for this ensemble will be more advanced and feature a diverse range of styles, languages, and time periods. There will be a variety of performance opportunities throughout the year as well as a winter and spring concert. Members of the chamber choir will be eligible and encouraged to audition for honors festivals. Attendance is required at all performances.

### **\*Band (H, CP)**

1 unit

This course is open to all students with sufficient training and understanding in instrumental performance. The primary aim of the class is to develop fundamental performance skills, i.e., tone production, finger control, scales, notation, embouchure, intonation, etc. Anyone playing band instruments is eligible to join band. Attendance at concert performances is required.

### **\*Jazz Band (by audition) (H, CP)**

1 unit

This course is open to all advanced band students. The goal is to introduce and develop improvisational skills through a varied repertoire of jazz music.

*\*Concert Choir, Treble Ensemble, Jazz Band, and High School Band members may receive honors credit by pre-registration with his/her school counselor and the director; and completing 25 points of extra requirements each term.*

### **Music Theory I (CP)**

½ unit

*Open to students in grades 9-12 with no prior experience needed.*

This course is an introduction to basic music theory and piano fundamentals. The music theory component will include the study of standard notation, rhythm, time signatures, key structures, scales, chord harmony, and dictation.

The piano component will be an introduction to basic melodies, harmonies, scales, chords, and beginner level repertoire. More advanced piano students will be given more suitable repertoire based on individual skill level. This course will act as a stepping stone to AP Music Theory.

### **Music Theory II-AP Music Theory (CP, AP)**

**1 unit**

***Prerequisite:*** 85 or better final grade in Music Theory I and teacher recommendation.

Music Theory II is a continuation and expansion of the techniques learned in Music Theory I. Emphasis is on composing, arranging (score transposition), ear training and transcription. Students will have a long-term project due at the end of each term. Participants in this class will be encouraged to take the AP Theory Exam.

### **Advanced Placement Music Theory (AP)**

**1 unit**

***Prerequisite:*** Music Theory I and teacher recommendation.

The AP Music Theory class will be an intense study of music theory following the standardized AP Music Theory curriculum. It will cover; notation, intervals, scales and keys, chords, metric organization, rhythm patterns, melodic and harmonic dictation, aural skills, composition, figured bass and Roman Numeral progression realization, sight singing and analysis of repertoire. The class is designed to prepare the student for the Advanced Placement Music Theory Exam.

### **Songwriting (CP) (Pilot Course Offering 2017-18)**

**½ unit**

Students in this course will learn to compose, perform and record their own original songs. Lyrics, melody and chord structure will be developed from scratch. Students will learn to transcribe their music on programs such as Noteflight and MuseScore, and record and mix tracks using Audacity and SoundTrap. Opportunities will be provided for student songs to be performed, published and submitted in composition contests.

### **String Ensemble (CP)**

**1 unit**

String Ensemble students will study a wide and varied repertoire and will develop ensemble and solo performance skills. Ensemble opportunities include playing duets to septets and full string orchestra selections. Solo experience is gained through All Cape, Southeast and All State solo auditions and concerto pieces. Skills such as ensemble listening, tone, intonation, articulation, bowing and rhythm will be developed through sight reading and performance preparation. Students' understanding of scales, musical vocabulary and the elements of music are reviewed. The individual member should gain more confidence in his/her abilities. While the course is geared primarily to string players, it can include wind instruments.

## **HEALTH AND WELLNESS SERVICES**

Massachusetts State mandates that all students must participate in physical education activities each year; students will be eligible to earn a Physical Education unit through the following (along with earning 1 credit of PE for graduation requirements):

1. Physical Education course(s)
2. Participation in Interscholastic Sports
3. Participation in school-wide physical education activities (i.e. Intramurals)
4. Other options approved by the principal

### **Physical Education**

**½ unit**

*It is required students complete two (2) semesters of Physical Education.*

The immediate goals of this program are to emphasize the development of agility, skill and endurance. The needs of our students will be met through participation in physical activities having carry over value to adult life, and through experiences designed to develop knowledge, understanding, habits, attitudes and ideals necessary to maintain physical and mental health. Class periods will be devoted to fitness testing, conditioning exercises, aerobics, games, and individual and team sports.

Basic Requirement: Students will change into proper attire for each class meeting. Students will be graded on effort, conduct, and participation.

### **Wellness I**

**1 unit**

*Students will receive .5 credit in Physical Education and .5 credit in Health.*

This introductory course provides students with the information and skills necessary to develop and maintain lifelong total personal wellness. Major areas to be studied are physical, social, emotional, mental, and spiritual health, which consider whole student wellness by combining traditional lessons in Health, Art, Physical Education and Culinary Arts using an interdisciplinary approach to learning. Wellness I introduces the major concepts, features two days each in Health, Physical Education and Culinary Arts during a one week rotation, where students will learn how to prepare healthy meals, maintain good social, mental, and emotional health and develop an interest in a variety of fitness activities through a combination of journaling, dialogue, lecture, and a variety of other 21st Century teaching tools designed to stimulate and maintain student interest. The team-teaching approach will enhance student learning by helping them to understand how the interconnectedness of Mind, Body, and Spirit contributes or detracts from overall personal wellness.

Note: Spiritual health does not refer to religion. It is defined as a deep-seated sense of meaning and purpose in life.

### **Strength and Conditioning**

**½ unit**

*Prerequisite: Students must have successfully completed physical education requirements or administrative approval.*

This course is designed to develop strength, speed and agility of students. Students will be following the bigger, stronger, faster (BSF) program that incorporates power lifting, plyometrics, and agility drills to improve size, strength and speed. Students will also learn about sports nutrition.

Basic Requirement: Students will change into proper attire for each class meeting. Students will be graded on effort, conduct, and fitness testing.

Outcomes/Expectations: Students will demonstrate physical, social, mental and emotional growth through participation and exposure to the BSF program. Students will improve strength, speed and agility.

Materials/Equipment: Free weights, plyometric boxes, medicine balls, jump ropes.



**Contemporary Athletic Issues (CP)****½ unit**

This half year class would be offered twice during the school year. Opened to juniors and seniors on a "selection" basis. The class roster should not exceed 12 students. Students would be selected with respect to their future interest in such fields as: Sports Management, Athletic Training, Coaching, Officiating, etc.

Materials would be almost exclusively "teacher made" using articles from contemporary athletic journals and magazines, as well as material obtained from NIAAA and the NFHS. Classroom discussion would be a key element in the daily routine and student interaction would be encouraged. Guest lecturers such as athletic directors, officials, coaches, etc., would be invited as well. Written assignments would be given liberally. Students would be graded on 1) specific facts and terms; 2) their enthusiasm and interest/class participation; and 3) quality and depth of their research and overall work.

As part of their studies, students will be assisting the Mashpee High School Athletic Director with duties such as, but not limited to: setting up venues for football, basketball, soccer, field hockey, lacrosse; acting as statisticians; assisting in ticket taking/selling; inventory and care of uniforms and equipment; cataloging and filing, etc.

Students will learn about athletic budgets, bidding on equipment and uniforms, scheduling transportation and games, scheduling of officials; event security; dealing with coaches, parents and the media; sportsmanship; Title IX as it relates to athletics; hiring and dismissal of coaches, as well as other contemporary issues.

Open to students in grade 11 and 12.

**Health****½ unit**

This course is designed to provide students with the information and skills necessary to develop and maintain healthy habits. Major areas to be studied are hygiene, nutrition, safety, accident prevention, basic first aid, the nature and causes of disease, the dangers of alcohol, tobacco and other drugs and AIDS education.

**Contemporary Health Issues (CP)****½ unit**

***Prerequisite: Successful completion of Health requirements.***

Contemporary Health Issues is a course designed to address, discuss, and evaluate current trends in society and the relationship to healthy living. A comprehensive list of topics will be studied and will include violence prevention, relationships, mental health, the media, legal issues, American Red Cross training, physical fitness and more. Instructors will utilize a wide variety of teaching tools including discussion, lecture, cooperative learning, and guest speakers to meet the objectives of the course. This course is for students interested in exploring current trends in health and their impact on individuals and society.

Open to students in grades 11 and 12.

**Early Childhood Education I (CP)****½ unit**

This course is an introduction to child development. Students will study the early years and human development as it relates to responsibilities and family relationships. This course will include the study of physical, psychological and cognitive development and their effects on long term personal wellness.

**Early Childhood Education II (CP)****½ unit**

***Prerequisite: Successful completion of Health requirements.***

This course will provide an in-depth study of the philosophies of child development. Students will observe children at various stages and plan age-appropriate lessons for pre-school children. A discussion of career opportunities will be included.

## MASHPEE MIDDLE/HIGH SCHOOL CREDIT WORKSHEET

Use this worksheet to record the credits earned, currently enrolled, and planned for next year.  
You can compare your total in each area to the minimum requirements for graduation.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Minimum Credits Required
ENGLISH	_____	_____	_____	_____	_____	= 4
MATHEMATICS	_____	_____	_____	_____	_____	= 4
SCIENCE	_____	_____	_____	_____	_____	= 3
HISTORY/ SOCIAL STUDIES	_____	_____	_____	_____	_____	= 3
FOREIGN LANGUAGE	_____	_____	_____	_____	_____	= 2 (single language)
SENIOR SEMINAR/ SCHOOL-TO-CAREER	_____	_____	_____	_____	_____	= 1
UNIFIED ARTS (FINE/APPLIED ARTS)	_____	_____	_____	_____	_____	= 2
ELECTIVES	_____	_____	_____	_____	_____	= 3.5
PHYSICAL EDUCATION	_____	_____	_____	_____	_____	= 1
HEALTH	_____	_____	_____	_____	_____	= .5
<hr/>						
TOTAL	_____	_____	_____	_____	_____	= 24

You can also access this form electronically  
on the Mashpee Middle/High School website at <https://www.mpspk12.org/Domain/173>  
Click on Mashpee Middle/High School Program of Studies.

## **MASHPEE PUBLIC SCHOOLS**

### **STUDENT ACTIVITY ACCOUNT GUIDELINES AND PROCEDURES**

Funds may be raised to finance activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the district and subject to policies established by the School Committee and the office of the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting practices.

#### **In compliance with Massachusetts General Law Chapter 71, Section 47:**

The School Committee of a city, town, or district may authorize a school principal to receive money in connection with the conduct of certain student activities and to deposit such money, with the municipal or regional school district treasurer, into an interest bearing bank account, hereinafter referred to as the student activity agency account duly established by a vote of the school committee to be used for express purpose of conducting student activities. Interest earned by the Student Activity Agency Account shall be retained by the fund and at the principals recommendation to the school committee shall determine for what purpose such earnings may be used. In addition to such Student Activity Agency Account, the school committee may authorize the municipal or regional school district treasurer to establish a checking account, hereinafter referred to as the Student Activity Checking Account, to be operated and controlled by a school principal and from which funds may be expended exclusively for student activity purposes for the student activities authorized by the school committee. Such account shall be used for expenditures only and funds received for student activities may not be deposited directly into such account.

The principal designated to operate and control such Student Activity Checking Account shall give bond to the municipality or district in such amount as the treasurer shall determine to secure the principal's faithful performance of his duties in connection with such account. To the extent that the funds are available in such Student Activity Agency Account, funds up to the maximum balance set by the school committee shall be transferred from the Student Activity Agency Account through the warrant process to initially fund such Student Activity Checking Account.

Periodically, to the extent that funds are available in such Student Activity Agency Account, the municipal or regional school district treasurer shall reimburse such Student Activity Checking Account, through the warrant process, to restore the limit set by the school committee. The principal shall adhere to such administrative procedures as the municipal or regional school district treasurer or accountant may prescribe. There shall be an annual audit of the student activity funds, which shall be conducted in accordance with procedures as agreed upon between the school committee and the auditor based upon guidelines issued by the department of education.

## **General**

There are certain principles and procedures that should be followed in establishing an adequate accounting system for student activity funds. The following basic devices are essential to the proper management of such funds:

### **Basic Principles**

- A. Two separate and independent sets of records of receipts and expenditures shall be maintained.
- B. The authority to spend monies shall be distinct and separate from the custody of these monies.
- C. At least two individuals shall take part in each act of disbursing money.
- D. The building principal and the Business Administrator shall both report to the school committee at regular intervals.
- E. An internal review of each account will be conducted bi-monthly by the Business Administrator. These internal reviews should involve reviewing the monthly reports prepared by the individuals having daily oversight of the accounts.
- F. The accounting system shall be such that it will yield the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

### **Organizational Procedure**

Students desiring to form an extracurricular activity shall petition their principal in writing. The petition shall state the purpose of and describe the activities of the proposed extracurricular activity, and shall be signed by at least seven students before it is presented to the principal for action. If the purpose of the proposed activity falls within the scope of educational or school service purposes and if the necessary space and equipment is available, the principal, in conjunction with the petitioning students, shall seek a suitable faculty advisor. When these procedures have been accomplished, the building principal shall recommend to the School Superintendent that the school committee approve the extracurricular activity.

### **Approved Student Activities**

The school committee shall approve all extracurricular student activities. The School Superintendent shall maintain an up-to-date register of all extracurricular activities that are approved or discontinued.

### **Faculty Advisor**

- A. Each extracurricular activity shall have a faculty advisor recommended by the building principal and appointed by the School Superintendent.
- B. The faculty advisor shall attend all meetings of the extracurricular student activity.
- C. It shall be the duty of the advisors to guide and advise the pupil officers in planning activities and the planning of financial budgets
- D. The advisors shall assist the student treasurer in the preparation of statements of income.
- E. The advisors shall audit these statements and sign them as acknowledgement of verification of the income statement to deposit slips.
- F. The advisor shall guide the student treasurer in posting his/her account ledger and from time to time shall check the balancing of the student treasurer's accounts and the completeness of their supporting evidence.
- G. The faculty advisor shall supervise expenditures by insuring that funds are available before approving each proposed purchase and by signing all withdrawal slips.
- H. The faculty advisor shall constantly work toward the goal of insuring the largest educational return from the activities participated in by the pupils.
- I. Each faculty advisor shall receive a copy of the school committee's policy and procedures regarding student activity accounts and, prior to appointment, shall sign a declaration that they have received, read, and understand said policy and declare that the activities of the student organization shall be conducted in accordance with said school committee policy.
- J. Failure to adhere to school committee policy may result in termination.

### **Meetings**

All extracurricular student activities shall meet at least bi-monthly while school is in session. These meetings shall be held on school property. Extracurricular student activities shall not meet outside school property unless they have received the consent of their building principal.

### **Officers**

Each extracurricular student activity shall have a president, secretary, and treasurer, at a minimum. These officers shall be elected annually from among the membership by secret ballot.

### **Financial Procedures**

All extracurricular student activity funds shall be handled in accordance with the regulation for the safeguarding, accounting and auditing of these funds.

### Appointment of Advisors

The School Superintendent shall appoint, on the recommendation of the building principal, members of the regular faculty and support staff to fill the following positions:

- Faculty Advisors
- Student Activity Accounts Bookkeeper

### Training Sessions

- A. The services and/or guidance of the Business Administrator's Office shall be made available to the building principals and his/her office staff to review laws and the essentials of good bookkeeping procedures to ensure accurate and auditable books/accounts.
- B. The Principal will conduct an annual meeting for faculty advisors and student officers/treasurers in early September to review these principles of the Student Activity Accounts system. Training shall be made available on the necessary procedures, forms, authorizations needed, and the books and records to be kept to accurately systemize an audit trail and prepare proper records.

### Revenue

Such Accounts are intended to provide support for student activities. Interest earned on such accounts shall be maintained in the Agency Account and annually distributed among Student Activity Accounts in a proportion based upon average monthly balances.

Monies can be raised by conducting a program for which a fee is charged or donations solicited, by selling a product (i.e. a candy bar) or by simply seeking donations from the community in support of a particular student activity.

When a senior class graduates, monies in the Senior Class Student Activity account shall remain available for ninety days after the close of the school year to allow time for outstanding bills to be received and paid. After this waiting period of five years, the remaining funds shall be transferred and disbursed to the general class account. Principal and Superintendent will approve a policy that specifies how these monies shall be disposed of upon a class' graduation.

### Receipts

- A. The area most susceptible to abuse is the receipt process, since many individuals (often students) collect cash.
- B. Any student organizations receiving monies from any source should turn over such money to the principal or the principal's designee within twenty-four (24) hours for subsequent deposit to the student activity agency account.
- C. If money is received on a weekend, it shall be turned in on the first business day to the principal's office. No student or employee shall take money home at any

time; money received over the weekend shall be deposited to a night depository, secured in a locked vault, or safeguarded by other means.

- D. The principal or principal's designee shall deposit into the student activity agency account all monies received from student activity organizations no later than forty-eight (48) hours from receipt by the principal's office.
- E. Any money not deposited on the same day it was received shall be kept overnight in a safe or other secure locked area.
- F. All money turned over to the principal's office by a student organization (student officer/treasurer or faculty advisor) shall be accompanied by a school deposit slip. The deposit slip shall state the source of the monies, the amount of money being deposited, and shall be signed by the person turning over the money to the principal's office.
- G. All monies turned into the office by students must be co-signed by the faculty advisor.
- H. The faculty advisor and/or the student officer/treasurer shall keep a duplicate of the school deposit slip submitted to the principal's office with the money.
- I. The student accounts bookkeeper will complete a schedule of departmental receipts form in duplicate. This schedule will show the source of funds by activity. This schedule, plus the deposit slip will be given to the Town Treasurer and Town Accountant's office weekly.

### **Purchases**

- A. No purchases will be made without the prior written approval of the principal.
- B. In all instances, the student officers and the faculty advisors are urged to follow sound business practices when purchasing goods and services. While it is unclear at this time as to the application of Chapter 30B of the General Laws of Massachusetts, the student organizations are urged to follow the spirit and intent of the laws. Obtain written quotes whenever possible. If the value of the goods or services is expected to exceed \$10,000, written quotes are required. If the value of the goods or services is expected to exceed \$35,000, the organization should advertise and obtain sealed bids. This should ensure that competition prevails and the student organization receives the best value for their dollar.
- C. The up fronting of personal monies shall be avoided whenever possible. If it is anticipated that up fronting of monies may be necessary, prior written approval shall be obtained from the principal.
- D. Equipment and supplies purchased with student activity account monies are the property of the organization, not of any individual student, advisor, or other interested party.
- E. Faculty advisors, or others involved in purchasing through the student activity account, shall not in any way benefit personally from the purchase.
- F. Student activity monies shall not be used for any purpose unrelated to student activities or for the benefit of any staff person.

### **Expenditures/Disbursements/Checks**

- A. All expenditures/disbursements from student activity accounts shall be made by check.
- B. No student activity check shall be made payable to "CASH".
- C. Checks shall be signed only after they are completely prepared.
- D. Check signature authority shall be in accordance with Town Treasurers policy. Checks to be written for an amount over \$5,000 will require two signatures.
- E. No checks shall be issued without bills, invoices or receipts to document the disbursement. Vendor statements alone (i.e., without supporting documents) should NOT be used for the issuance of checks.
- F. The principal or his designee will maintain a record of all checks issued.
- G. All checks shall be accounted for, including voided checks (which should be mutilated to avoid reuse but not destroyed).
- H. Checkbook reconciliations to bank statements and account reconciliations shall be done monthly. The principal should review and approve the reconciliations. Once the reconciliations are completed they need to be forwarded to school's Business Administrator.
- I. A standardized form which is a Town issued warrant should accompany all requests for check issuance. This warrant shall include the following:
  - a. Account Number
  - b. Vendor Number
  - c. Vendor Name
  - d. Invoice Number
  - e. Invoice Amount
  - f. Principal (Department Heads) Signature

Also, all supporting documentation ie invoices, original receipts, reimbursement form signed by Principal and must state to whom the check shall be made payable.

### **Employee Reimbursement for Purchases Back-up Requirements**

All purchases that are to be reimbursed through school funds must be pre-approved by the department head, principal or designated student activity leader. The up fronting of personal monies should only be used under one of the following situations:

undue hardship and/or delay would be encountered by using the normal purchase order process

significant savings can be realized by paying for items on the spot, or a particular vendor does not accept purchase orders

- 1. If any employee makes a purchase that includes sales tax, the total amount including the sales tax will be reimbursed.



2. For purposes of reimbursement, the Town Treasurer's Office considers original receipts to be any of the following:

For items purchased with cash - an original cash register receipt or hand written receipt from the vendor indicating a cash sale

For items purchased with a check - a copy of the cancelled check and an original receipt detailing the item(s) purchased. In accordance with Town policy, reimbursement for purchases made by check will be made to an employee for checks drawn on an account owned solely and/or jointly by the employee. Purchases paid from a checking account owned by a spouse, parent, friend, etc. are not eligible for reimbursement.

For items purchased with a credit card - an original credit card receipt, signed by the employee, detailing the item(s) purchased; or an original receipt detailing the item(s) purchased showing the credit card number charged and a copy of the employee's credit card statement highlighting the charge; or an original receipt detailing the item(s) purchased showing the credit card number charged and a copy of the employee's credit card indicating the card number and the name of the credit card holder. In accordance with Town policy, reimbursement for credit card purchases will be made to an employee for charges to the employee's credit card. Purchases charged to the credit card of a spouse, parent, friend, etc. are not eligible for reimbursement.

For items purchased with a debit card - an original receipt detailing the item(s) purchased showing the debit card number charged and a copy of the employee's debit card indicating the card number and the name of the debit card holder. In accordance with Town policy, reimbursement for debit card purchases will be made to an employee for charges to the employee's debit card. Purchases charged to the debit card of a spouse, parent, friend, etc. are not eligible for reimbursement.

### **Tax Exempt Status**

- A. All Student Activity Checking Accounts purchases will be under the Town of Mashpee tax-exempt number through the Town Treasurer's Office.
- B. Monies not under the control of the school system (i.e., PTO, Booster Clubs, staff monies, etc.) are not considered student activity monies and are not eligible to use the tax-exempt number. Any monies belonging to staff (i.e. Sunshine funds, staff vending machines, etc.) cannot be maintained in the Student Activity Accounts. Should staff wish to maintain such an account, they must establish a bank account in their own name, and cannot use the town tax-exempt number for such accounts.

### **Gifts**

- A. Gifts to recognized student activities must be deposited into the student activity agency account and expended in accordance with the school committee's policies for expenditures from such student activity account.
- B. Gifts to other than student organizations are governed by Section 53A of Chapter 44 of the General Laws of Massachusetts, and shall be processed in

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- accordance with such, including deposit of monetary gifts with the Town Treasurer.
- C. If no specific purpose was indicated, the monetary gift shall be expended in accordance with the overall intent of the gift.

### **Scholarship Funds**

Under provisions of Section 53A of Chapter 44 and Section 37A of Chapter 71 of the General Laws of Massachusetts, all grants and gifts for educational purposes shall be deposited with the Town Treasurer and held in a separate account. All scholarship monies will be under the jurisdiction of the school committee, in accordance with the guidelines under which the scholarship was established.

### **Replenishing the Checking Accounts**

- A. The Business Administrator will review the request for complete documentation, approve the request, and forward to the Town Treasurer and the Town Accountant. If the necessary documentation is not there, the Business Administrator will return the request to the Building Principal.
- B. The Town Accountant is to receive a copy of all documentation that accompany the requests for replenishment

### **Fund-Raisers**

- A. Fund-raising projects shall be held in accordance with school committee policy.
- B. Results of fund-raisers shall be reported to the principal within one week of the close of the fund-raising activity on the approved form.
- C. All monies received through fund-raisers shall be deposited in accordance with the preceding section on "Receipts".
- D. Expenditures related to fund-raisers must be handled in accordance with the guidelines and policies for all other student activity account expenditures (see "Purchases" and "Expenditures/Disbursements/Checks")

### **Commissions**

Any monies paid to the school or to a student activity organization as commissions belong to the students (ex. school pictures, yearbooks, class rings, candy sales) shall be deposited into the student activity account. Such monies shall be expended in accordance with specific School Committee policy for the benefit of students. At no time shall such commissions be used to benefit staff.

### **Other Earnings**

The School Committee should adopt a policy that specifies how any other undesignated earnings (ex. vending machine receipts) will be distributed for student benefit. Such earnings related to student activities will be deposited into the student activity account.

### **New Student Activity Accounts**

At the time a new student activity is proposed it must be presented to the School Committee before any funds can be received to support the activity. The procedures for approval of a new student activity are as follows:

1. The principal will define the new activity and its purpose and objectives.
2. The Superintendent will present the new activity and relevant information to the School Committee requesting a vote of the School Committee to approve the new student activity and an authorization for the principal to receive funds for the stated purpose of the new activity.
3. If the School Committee approves the new activity the vote of the committee shall be forwarded by the superintendent's office to the principal.

The vote of the School Committee shall serve as authorization for the student activity bookkeeper to create a new student activity account within the software program.

### **Inactive Accounts**

Any student activity organization inactive for a period of three (3) years or more, and for which there has been no receipts or disbursements recorded on their behalf, shall require the following actions to be closed:

- Written notification by the advisor or student officer/treasurer to the principal or other authorized administrator that the particular activity will cease to be a viable account. If an advisor or student officer/treasurer is not available, such discontinuance shall be by vote of the School Committee.
- All assets of the recognized student activity organization shall be determined and stated in writing.
- Any disposition of assets of an inactive recognized student activity organization shall be determined by the School Committee upon the recommendation of the Principal, but in no case shall the disposition benefit specific individuals. (The primary goal in disposition should be to benefit the student body.)

### **Cash Receipts and Deposits**

1. The student activity advisor will assure that all activity and event receipts are turned over to the student activity bookkeeper on the day of the event for all events that take place between Monday and Friday. The student activity advisor will assure that the receipts from all weekend events are properly safeguarded by holding them in a locked safe, or vault, on school property over the weekend. All

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such receipts will be deposited with the student activity bookkeeper on the morning of the next business day following the event.

2. The student activity advisor will use the *SAA Schedule of Receipts to the Principal Form* (Form A) to report receipts for the event. The advisor will identify the name of the activity account and report:

- Cash receipts
- Total check receipts
- Total of all receipts

The student activity advisor will sign the *SAA Schedule of Receipts to the Principal Form*.

3. The student activity advisor will turnover the cash/checks to the student activity bookkeeper. The student activity bookkeeper will, at the time of turnover, sign the form as evidence of:

- Receipt of the cash and checks
- Evidence of agreement that all cash/checks reported has been turned over.

The secretary will sign the form if the cash/checks reported reconcile to the cash/checks turned over. One copy of the form will be given to the student activity advisor and the student activity bookkeeper will retain one.

4. The Student activity bookkeeper shall prepare a *Schedule of Departmental Payments to the Treasurer* (see Form B) everyday that cash/checks are received and summarize the turnover by specific student activity account. The *principal shall sign the Schedule of Departmental Payments to the Treasurer*.
5. The student activity bookkeeper will enter the receipts to the appropriate SAA subsidiary account in the accounting software to assure that receipts are posted promptly to reflect correct and updated balances in the subsidiary account.
6. The student activity bookkeeper shall deliver the *Schedule of Departmental Payments to the Treasurer* and the cash/checks to the Treasurer's office on a daily basis (if cash/checks have been received).
7. The student activity bookkeeper shall also deliver a copy of each *Schedule of Departmental Payments to the Treasurer* to the Town Accountant, as the student activity funds are receipts of the agency fund on the Town's general ledger. The Town Accountant's copy of the *Schedule of Departmental Payments to the Treasurer* provides a source document for reconciliation of student activity receipts posted to the agency fund on the Town's general ledger.
8. The treasurer or treasurer's office staff will count the cash/checks and provide a signed receipt to the student activity bookkeeper at the time of the turnover of the cash/checks.

### Invoice Processing and Payment

1. All items or services purchased by a student activity advisor with student activity funds should be invoiced to the student activity advisor.
2. Student activity advisors shall request approval of planned purchases from the Principal for all items in excess of \$10,000 using the SAA Purchase Request Approval Form (see Form C). This request for approval shall be signed by both the student activity advisor and by the school business manager.
3. After receipt of goods and services, the student activity advisor should sign the invoice as evidence of receipt of the goods. The student activity advisor should request that the invoices be paid, by attaching the invoices to *Schedule of SAA Bills Payable* (see Form D). This schedule shall list all bills authorized for payment that week and shall be signed by the student activity advisor.
4. The student activity advisor shall submit the *Schedule of SAA Bills Payable* to the student activity bookkeeper no later than Friday of each week.
5. The principal's office will review invoices for the following:
  - Assure that the purchase is appropriate/consistent with the student activity
  - Verify that there is a signature indicating that the goods/services were received
  - Verify that sales tax has been excluded
  - Verify that item extensions, subtotals and totals are accurate
6. The student activity bookkeeper will review the balances in the specific student activity accounts to assure that there are sufficient funds in the subsidiary account to pay the invoice. No invoice will be processed for payment if there is an insufficient balance in the subsidiary account. Note: It is irrelevant if there are sufficient funds in the checking account; the respective student activity account (subsidiary) must have adequate funds to pay for its activities.
7. The student activity bookkeeper shall summarize all invoices for the week using the software and provide the invoices and the register summary for the principal to sign.
8. After the principal has signed the summary sheet the secretary will prepare checks for each vendor. The principal will then sign the checks.
9. All checks will be mailed to the vendor to the address indicated on the invoice.
10. All payment checks will be posted to the ledgers.

### **SAA Reporting**

To assure the sound financial administration of each student activity account, the principal's office shall assure that there is adequate reporting of account activity according to the following procedures:

#### **Monthly Financial Reports to Student activity advisors**

At the end of each month the student activity bookkeeper should run *Itemized Categories Reports* for each student activity account's financial activity through the last day of the month.

The *Itemized Categories Report* for each student activity should be distributed to the respective student activity advisor.

The student activity advisor should review the deposits posted to the student activity account and review the expenditures charged to the student activity account during the preceding month. By the 15<sup>th</sup> of the month the student activity advisor shall notify the student activity bookkeeper of any issues or errors that need to be adjusted.

The student activity bookkeeper shall review the adjustment/correction requested by the student activity advisor. If there was an error the adjustment should be made and a transfer to the correct account should be done.

### **Reconciliation and Reporting**

The town of Mashpee maintains a savings account and a checking account for the student activity accounts of each of its three schools. All student activity receipts are deposited into the savings account maintained at the bank recommended by the Town Treasurer. No disbursements will be made from the savings account. The savings account will be an interest bearing account and each month the statement will indicate the specific school's interest earnings for that period. One checking account will be maintained for each of the schools with the exception of the High School which will have one for the High and one for the Middle School following maximum established limits. All disbursements will be made from the school's checking account.

#### **Reconciliation to Monthly Bank Statements (Overview)**

Monthly, the Treasurer/Collector will mail the bank statements (both the checking and savings account for the respective school) to the principal of each school. The principal is responsible to provide monthly (initially) bank reconciliation's to the Treasurer/Collector. The principal may delegate this responsibility but is ultimately responsible for all student activity accounts within his or her school and must sign the monthly reconciliation.

The principal shall reconcile the school's SAA records to the bank statements by following dates and completing the reconciliation steps outlined below.

The principal shall mail or hand carry the reconciled bank statement, including the outstanding check list, to the Treasurer/Collector so that the Treasurer/Collector shall receive the reconciled bank statement within seven days of the receipt of the bank statements by the principal. Also, the principal shall file the reconciliation with the school business manager. Relevant dates by school follow.

School	Closing Date of Bank Statement	Date Bank Statement Mailed by Treasurer	Date Reconciled Statement Due to Treasurer and SBA
High School	30 <sup>th</sup> , 31 <sup>st</sup> of the month	3 days later	7 days later
Middle School	30 <sup>th</sup> , 31 <sup>st</sup> of the month	3 days later	7 days later
Elementary	20 <sup>th</sup> of the month	3 days later	7 days later

**Reconciliation Procedures**

The student activity bookkeeper will reconcile the school's Student Activity Account ending balance to the combined ending balance of the specific school's Bank checking account and savings account statements. It is important to remember that all financial records in the software represent all financial activity to date; therefore the SSA balances must be reconciled to the combined balances of the checking account and savings account at the end of the month (period) in order to balance. The only reconciling items will be a check or deposit that has not cleared the bank.

**Annual Reporting**

By August 15<sup>th</sup> of each year the principal will file an annual report of financial activity for the student accounts for the prior fiscal year (July 1 to June 30) with the School Business Manager.

The year-end report will include the following information:

- A Register Report for the fiscal year for each student activity
- Evidence of reconciliation of subsidiary accounts through June 30.  
Identification of inactive accounts and balances, including a written statement from the student activity advisor that the particular activity has ceased.

### **Funds for Checking Account**

The following procedures will be followed to reauthorize additional funds to the account.

1. The student activity bookkeeper shall prepare and submit a copy of all invoices and receipts as documentation with *Student Activity Account Reauthorization Request*. (Form E). The principal shall sign the schedule. This documentation shall be submitted by the student activity bookkeeper to the School Business Manager.
2. The School Business Office shall review all payments and documentation from the first authorization to assure that expenditures were appropriate and consistent with the intent of each activity.
3. If all documentation is appropriate, the School Business Administrator shall include the documentation on the School Department's *Schedule of Bills Payable* for signature by the superintendent.
4. The School Department's *Schedule of Bills Payable* shall be submitted to the Town Accountant. The Town Accountant reviews all school payables for appropriateness and all documentation related to the student activity accounts shall be subject to review of the Town Accountant.
5. If all documentation is appropriate the Town Accountant shall authorize and include the request for reimbursement on the Town's warrant within 7 days. After signature of the Town warrant by the Town Accountant and a majority of the Board of Selectmen, the Treasurer is authorized to issue a check from the agency account for deposit into the student activity account.

### **Audits and Reviews**

#### **Periodic Reviews**

The School Business Administrator or his designee should conduct periodic reviews of the student activity accounts to determine if the procedures are being followed and to check for such items as:

- Timeliness of transfer to receipts by student activity advisor to student activity bookkeeper
- Storage/safeguarding of receipts by student activity advisors
- Use of approved forms, appropriate signatures
- Monthly reconciliation (note: monthly reconciliation's are to be filed with School Business Office, per above Procedures)
- Timeliness of deposit of receipts by principal's office to Town Treasurer
- Appropriate documentation and authorization for payments



- 62.
- Distribution of monthly financial reports to student activity advisors (Register Reports)

### **Audits**

On an annual basis the Town Accountant or School Business Administrator will conduct an audit of the school activity accounts to review:

- The year-end reconciliation
- The appropriateness of charges to accounts
- Verification that all accounts have been authorized by the School Committee
- Adequacy of cash controls and safeguards of cash

Every three years, the annual student activity account audit should be conducted by an independent certified public accountant.

### **Required Forms (Forms attached)**

The sound administration and control of the student activity funds requires that appropriate forms with appropriate signature requirements and authorizations be used to document various transactions. The use of the forms has been detailed in the *Procedures Section* of this report. A listing of the forms appears below and is attached.

- A. **SAA Schedule of Receipts to the Principal**
- B. Schedule of Departmental Payments to the Treasurer
- C. Purchase Request Approval Form
- D. Schedule of SAA Bills Payable
- E. **Student Activity Account Reauthorization Request**
- F. **Fund Raiser Event Report**
- G. Event Financial Report
- H. Deposit Slip
- I. Withdrawal Slip

63.

FORM A

MASHPEE PUBLIC SCHOOLS

STUDENT ACTIVITY ACCOUNTS

SCHEDULE OF RECEIPTS TO THE PRINCIPAL

School: \_\_\_\_\_

Date: \_\_\_\_\_

Student Activity: \_\_\_\_\_

Cash: \_\_\_\_\_

Checks: \_\_\_\_\_

Other: \_\_\_\_\_

Total: \_\_\_\_\_

To the Principal:

The above is a listing of monies collected by which I have paid to the Principal. The source of this money is as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Activity Advisor

\_\_\_\_\_  
Principal

**TOWN OF MASHPEE**

### Schedule of Departmental Payments To Treasurer

Dept \_\_\_\_\_

Break down of licenses, permits, fees

Date \_\_\_\_\_

Amount

Amount

No

Received of \_\_\_\_\_

**For**

**Cash**

### Check

Date \_\_\_\_\_

Total cash

Total checks

**Total Payment**

**To the officer making payment:**

Received of \_\_\_\_\_

**the sum of** \_\_\_\_\_ **Dollars**

for collection as per schedule of this date filed in my office.

**Town Treasurer**

65.

Form C

MASHPEE PUBLIC SCHOOLS

**STUDENT ACTIVITY ACCOUNTS**

**PURCHASE REQUEST APPROVAL FORM (Over \$10,000)**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Student Activity: \_\_\_\_\_

Item(s) To Be Purchased:

\_\_\_\_\_  
\_\_\_\_\_

Reason for Purchase:

\_\_\_\_\_  
\_\_\_\_\_

Amount of Purchase:

\$ \_\_\_\_\_

Please attach Chapter 30B quote sheet if purchase is between \$10,000 and \$35,000.  
Attach bid specifications if purchase price is over \$35,000.

To the School Business Manager:

This is a request to make a purchase in excess of \$10,000.00.

\_\_\_\_\_  
Student Activity Advisor

\_\_\_\_\_  
Principal

APPROVED:            YES            NO \_\_\_\_\_

\_\_\_\_\_  
School Business Manager

\_\_\_\_\_  
Date

DEPT: \_\_\_\_\_

DEPT. HD. SIGN. \_\_\_\_\_

WARRANT NO. \_\_\_\_\_

ACCT TITLE: \_\_\_\_\_

**SIGN.** \_\_\_\_\_

VOUCHER NO. \_\_\_\_\_

**SIGN.** \_\_\_\_\_

WARRANT DATE: \_\_\_\_\_

**SIGN.** \_\_\_\_\_

ACCOUNT APPROVED: \_\_\_\_\_

ACCOUNT NO.

SIGN. \_\_\_\_\_

DATE: \_\_\_\_\_

[illegible]

VOUCHER APPROVED FOR

66.

67.

**Form F**

**MASHPEE PUBLIC SCHOOLS  
STUDENT ACTIVITY ACCOUNTS  
FUND RAISER EVENT REPORT**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Student Activity: \_\_\_\_\_

Fund Raiser Event: \_\_\_\_\_

Purpose of Fund Raiser Event:  
\_\_\_\_\_  
\_\_\_\_\_

To the Principal:

This is a request to hold a Fundraising Event to raise money for \_\_\_\_\_  
Student Activity

\_\_\_\_\_  
Student Activity Advisor

\_\_\_\_\_  
Principal

**Form G**

**STUDENT ACTIVITY ACCOUNT**

**EVENT FINANCIAL REPORT**

To be completed for all fund raisers, activities, etc. at completion.

CLUB/CLASS \_\_\_\_\_ DATE \_\_\_\_\_

EVENT \_\_\_\_\_ DATES \_\_\_\_\_

DEPOSIT DATE \_\_\_\_\_ SOURCE \_\_\_\_\_ AMOUNT \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**TOTAL INCOME**     \$ \_\_\_\_\_

**EXPENDITURES:**

ITEM \_\_\_\_\_ CHECK# \_\_\_\_\_ AMOUNT \_\_\_\_\_

ITEM \_\_\_\_\_ CHECK# \_\_\_\_\_ AMOUNT \_\_\_\_\_

ITEM \_\_\_\_\_ CHECK# \_\_\_\_\_ AMOUNT \_\_\_\_\_

ITEM \_\_\_\_\_ CHECK# \_\_\_\_\_ AMOUNT \_\_\_\_\_

**TOTAL EXPENSES**     \$ \_\_\_\_\_

**PROFIT/LOSS**     \$ \_\_\_\_\_

SUBMITTED BY \_\_\_\_\_ DATE \_\_\_\_\_

REVIEWED BY \_\_\_\_\_ DATE \_\_\_\_\_

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Form H

STUDENT ACTIVITY ACCOUNT

DEPOSIT SLIP

CLASS/CLUB: \_\_\_\_\_ DATE \_\_\_\_\_

SOURCE OF MONEY \_\_\_\_\_

AMOUNT OF MONEY TO BE DEPOSITED \_\_\_\_\_

BILLS \_\_\_\_\_ FACULTY ADVISOR \_\_\_\_\_

COINS \_\_\_\_\_ STUDENT TREASURER \_\_\_\_\_

CHECKS \_\_\_\_\_ BOOKKEEPER \_\_\_\_\_

TOTAL \_\_\_\_\_

(TO BE PREPARED IN DUPLICATE COPIES; 1 TO OFFICE WITH DEPOSIT; 1 TO CLASS/CLUB)

If the activity is an event that uses a ticket for admission please tear off the first numbered ticket and the last ticket, then staple it to this form. If there more than one ticket (ie student/adult) the procedure must be used for both tickets.



Form I

STUDENT ACTIVITY FUND  
WITHDRAWAL SLIP

ORGANIZATION

CLUB/CLASS: \_\_\_\_\_ DATE \_\_\_\_\_

MAKE CHECKS PAYABLE TO: \_\_\_\_\_ AMOUNT \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PURPOSE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHICH OF THE FOLLOWING IS ATTACHED: \_\_\_\_\_ BILL (NOT YET PAID)

INDIV) \_\_\_\_\_ RECEIPTS (PAID BY ABOVE

REQUESTED BY: FACULTY ADVISOR: \_\_\_\_\_

STUDENT TREASURER \_\_\_\_\_

APPROVED BY: \_\_\_\_\_

\* \* \* \* \*

CHECK \_\_\_\_\_ CHECK DATE \_\_\_\_\_ ISSUED BY \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**FY 2019 Approved List of Student Activity Accounts**

<b>Account</b>	<b>Description</b>	<b>Source of Funds</b>	<b>Current Balance</b>
100			
101			
106			
108			
110			
111			
115			
119			
120			
122			
125			
127			
131			
132			
133			
136			
138			
139			
142			
143			
144			
148			
149			
151			
200			
201			
204			
208			
210			
211			
212			
213			
221			
225			
229			
230			
231			
233			
238			
240			
241			
242			

**TOWN OF MASHPEE**

**Schedule of Departmental Payments to Treasurer**

Acct	Amount	Acct.	Amount

Date: \_\_\_\_\_

### The Sum Of:

TOWN  
ACCOUNTANT'S  
COPY - White

**YOUR Copy Pink**

TREASURER'S COPY -  
Yellow

**FY18 BUDGET TO ACTUAL  
AS OF 5/17/2018**

<b>FY18 School Budget</b>									
	<b>FY2017</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>
	<b>YTD EXPEND</b>	<b>Original Budget</b>	<b>Transfers</b>	<b>Revised Budget</b>	<b>YTD Expenditures</b>	<b>Encumbrances</b>	<b>Balance</b>		
<b>Summary Salaries</b>									
<b>Line item:</b>									
1	859,768.29	812,854.00	0.00	812,854.00	683,352.22	0.00	129,501.78		
2	2,641,279.99	2,763,511.00	0.00	2,763,511.00	2,051,251.74	0.00	712,259.26		
3	3,340,761.43	3,312,488.00	0.00	3,312,488.00	2,408,344.02	0.00	904,143.98		
4	1,332,866.45	1,416,350.00	0.00	1,416,350.00	1,012,852.61	0.00	403,497.39		
5	4,023,951.09	4,197,101.00	0.00	4,197,101.00	3,101,923.38	0.00	1,095,177.62		
6	522,413.39	572,013.00	0.00	572,013.00	490,904.49	0.00	81,108.51		
7	3,493,462.18	3,678,699.00	0.00	3,678,699.00	2,645,365.78	0.00	1,033,333.22		
8	239,547.49	261,068.00	0.00	261,068.00	212,919.20	0.00	48,148.80		
<b>Total Salaries</b>	<b>16,454,050.31</b>	<b>17,014,084.00</b>	<b>0.00</b>	<b>17,014,084.00</b>	<b>12,606,913.44</b>	<b>0.00</b>	<b>4,407,170.56</b>		
	<b>FY2017</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>	<b>FY2018</b>
	<b>YTD EXPEND</b>	<b>Original Budget</b>	<b>Transfers</b>	<b>Revised Budget</b>	<b>YTD Expenditures</b>	<b>Encumbrances</b>	<b>Balance</b>		
<b>Summary Expenses</b>									
<b>Line item:</b>									
9	240,239.57	192,500.00	0.00	192,500.00	139,759.17	53,327.58	-586.75		
10	69,339.03	96,880.00	0.00	96,880.00	89,226.53	2,839.67	4,813.80		
11	116,653.53	109,120.00	0.00	109,120.00	82,917.60	97,584.63	-71,382.23		
12	32,709.06	42,130.00	0.00	42,130.00	20,408.51	7,016.33	14,705.16		
13	159,606.92	147,638.00	0.00	147,638.00	118,412.79	22,282.12	6,943.09		
14	600,404.01	199,300.00	1,275.00	200,575.00	188,497.16	68,801.95	-56,724.11		
15	83,756.40	108,002.00	0.00	108,002.00	60,310.83	18,712.01	28,979.16		
16	1,009,692.26	1,172,698.00	0.00	1,172,698.00	914,720.91	290,784.89	-32,807.80		
17	1,439,796.60	1,448,000.00	0.00	1,448,000.00	1,144,969.20	262,272.78	40,758.02		
18	14,507.92	13,700.00	0.00	13,700.00	14,929.22	2,036.67	-3,265.89		
19	198,442.55	195,403.00	0.00	195,403.00	175,199.27	14,494.75	5,708.98		
20	122,257.39	130,928.00	-1,275.00	129,653.00	122,681.66	24,188.23	-17,216.89		
<b>Total Expenses</b>	<b>4,087,405.24</b>	<b>3,856,299.00</b>	<b>0.00</b>	<b>3,856,299.00</b>	<b>3,072,032.85</b>	<b>864,341.61</b>	<b>-80,075.46</b>		
<b>Grand Total: Expenses + Salaries</b>	<b>20,541,455.55</b>	<b>20,870,383.00</b>	<b>0.00</b>	<b>20,870,383.00</b>	<b>15,678,946.29</b>	<b>864,341.61</b>	<b>4,327,095.10</b>		

23.

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: K.C. COOMBS INSTRUCTIONAL EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
KC COOMBS INSTRUCTIONAL EXPENSES									
10111 5400 2420	KC Coombs Instructional Equip	9,304.85	9,454.00		9,454.00	8,789.52	17.00	647.48	93.15%
10111 5500 2410	KC Coombs Textbooks	14,068.40	38,198.00	-8,100.00	30,098.00	27,419.52	294.37	2,384.11	92.08%
10111 5500 2415	KC Coombs Instructional Materials	8,282.61	2,428.00		2,428.00	1,986.10	0.00	441.90	81.80%
10111 5500 2430	KC Coombs General Supplies	28,159.92	33,000.00	7,600.00	40,600.00	41,809.21	1,937.77	-3,146.98	107.75%
10111 5500 2455	KC Coombs Software	1,000.00	5,000.00	500.00	5,500.00	5,436.24	0.00	63.76	98.84%
10111 5500 2720	Testing & Assessment	4,712.86	5,800.00		5,800.00	1,223.74	0.00	4,576.26	21.10%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		65,528.64	93,880.00	0.00	93,880.00	86,664.33	2,249.14	4,966.53	4.95
KC COOMBS INSTRUCTIONAL EXPENSES									
10181 5400 2210	Contractual Services				0.00			0.00	
10181 5500 2210	Principal Office Supplies	1,495.08	1,500.00	-250.00	1,250.00	1,026.26	114.00	109.74	91.22%
10181 5600 2210	KC Coombs Other	2,315.31	1,500.00	250.00	1,750.00	1,535.94	476.53	-262.47	115.00%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		3,810.39	3,000.00	0.00	3,000.00	2,562.20	590.53	-152.73	105.09%
TOTAL KC COOMBS INSTRUCTIONAL EXPENSES		69,339.03	96,880.00	0.00	96,880.00	89,226.53	2,839.67	4,813.80	95.03%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: QUASHNET INSTRUCTIONAL EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
10212 QUASHNET INSTRUCTIONAL									
10212 5400 2420	Quashnet Instructional Equipment	19,905.75	6,350.00		6,350.00	4,467.72	94,692.56	-92,810.28	1561.58%
10212 5500 2410	Quashnet Texts	10,517.00	9,905.00		9,905.00	9,128.06	308.90	468.04	95.27%
10212 5500 2415	Quashnet Instructional Materials	41,393.57	37,640.00		37,640.00	31,985.61	592.37	5,062.02	86.55%
10212 5500 2430	Quashnet General Supplies	27,830.74	25,100.00		25,100.00	20,065.65	1,132.21	3,902.14	84.45%
10212 5500 2455	Quashnet Software	8,906.47	23,000.00		23,000.00	10,805.24		12,194.76	46.98%
10212 5500 2710	Quashnet Guidance Supplies				0.00				
QUASHNET INSTRUCTIONAL		108,553.53	101,995.00	0.00	101,995.00	76,452.28	96,726.04	-71,183.32	169.79%
10282 5400 2210	Quashnet Principal Contractual				0.00			0.00	
10282 5500 2210	Quashnet Principal Supplies	2,830.66	2,225.00		2,225.00	729.17	558.59	937.24	57.88%
10282 5600 2210	Quashnet Principal Other	5,269.34	4,900.00		4,900.00	5,736.15	300.00	-1,136.15	123.19%
TOTAL QUASHNET INSTRUCTIONAL		8,100.00	7,125.00	0.00	7,125.00	6,465.32	858.59	-198.91	102.79%
		116,653.53	109,120.00	0.00	109,120.00	82,917.60	97,584.63	-71,382.23	165.42%

75.

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE HIGH SCHOOL INSTRUCTIONAL EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
10313 MASHPEE HIGH SCHOOL INSTRUCTIONAL									
10313 5400 2420	High School Instructional Equip.	12,082.17	8,804.00		8,804.00	5,308.06	244.18	3,251.76	63.06%
10313 5400 2710	High School Guidance Cont	4,040.81	4,779.00	500.00	5,279.00	5,278.57	879.00	-878.57	116.64%
10313 5400 2720	High School Testing	11,591.00	4,300.00		4,300.00	6,464.00	2,800.00	-4,964.00	215.44%
10313 5500 2415	High School Instructional Materials	40,055.55	37,539.00		37,539.00	33,093.31	8,467.76	-4,022.07	110.71%
10313 5500 2430	High School General Supplies	21,539.51	25,000.00	-7,115.00	17,885.00	13,533.27	4,250.70	101.03	99.44%
10313 5500 2455	High School Software	21,596.35	11,500.00	-6,260.00	5,240.00	5,212.99	0.00	27.01	99.48%
10313 5500 2710	High School Guidance Supplies	913.30	1,000.00		1,000.00	331.17	467.75	201.08	79.89%
10313 5500 2720	High School Testing Supplies							0.00	0.00%
10313 5600 2410	High School Texts	32,152.09	30,946.00	12,875.00	43,821.00	40,387.66	1,088.69	2,344.65	94.65%
TOTAL SCHOOL INSTRUCTIONAL		143,970.78	123,868.00	0.00	123,868.00	109,609.03	18,198.08	-3,939.11	103.18%
10383 SCHOOL INSTRUCTIONAL									
10383 5400 2210	High School Principal Contractual	3,486.83	3,800.00	-800.00	3,000.00	119.22		2,880.78	3.97%
10383 5400 3520	High School Extra Curricula	3,830.42	7,000.00		7,000.00	695.00	255.00	6,050.00	13.57%
10383 5500 2210	High School Principal Supplies	415.00	2,000.00		2,000.00	57.94		1,942.06	2.90%
10383 5600 1100	High School Dues/Membership	890.00	1,470.00		1,470.00	400.00		1,070.00	27.21%
10383 5600 2210	High School Principal Other	7,013.89	9,500.00	800.00	10,300.00	7,531.60	3,829.04	-1,060.64	110.30%
TOTAL HIGH SCHOOL INSTRUCTIONAL		15,636.14	23,770.00	0.00	23,770.00	8,803.76	4,084.04	10,882.20	54.22%
TOTAL HIGH SCHOOL INSTRUCTIONAL EXPENSES		159,606.92	147,638.00	0.00	147,638.00	118,412.79	22,282.12	6,943.09	95.30%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET DETAIL									
ACCOUNTS FOR: MASHPEE MIDDLE SCHOOL INSTRUCTIONAL EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
10414 MIDDLE SCHOOL INSTRUCTIONAL									
10414 5400 2420	Middle School Instructional Equip	762.08	3,490.00		3,490.00	167.54	4,857.46	-1,535.00	143.98%
10414 5500 2415	Middle School Instructional Materials	3,289.90	6,194.00		6,194.00	4,162.25	989.54	1,042.21	83.17%
10414 5500 2430	Middle School General Supplies	16,456.31	12,000.00		12,000.00	4,413.09	272.33	7,314.58	39.05%
10414 5500 2455	Middle School Software	3,885.00	5,685.00		5,685.00	4,440.25	0.00	1,244.75	78.10%
10414 5600 2410	Middle School Textbooks	1,976.83	9,761.00		9,761.00	5,801.18		3,959.82	59.43%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL		26,370.12	37,130.00	0.00	37,130.00	18,984.31	6,119.33	12,026.36	67.61%
10484 MIDDLE SCHOOL INSTRUCTIONAL									
10484 5400 2210	Middle School Principal Cont.		1,000.00		1,000.00	295.00		705.00	29.50%
10484 5500 2210	Middle School Principal Supplies	1,062.34	1,500.00		1,500.00			1,500.00	0.00%
10484 5600 2210	Middle School Principal Other	5,276.60	2,500.00		2,500.00	1,129.20	897.00	473.80	81.05%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL		6,338.94	5,000.00	0.00	5,000.00	1,424.20	897.00	2,678.80	46.42%
TOTAL MIDDLE SCHOOL INSTRUCTIONAL EXPENSES		32,709.06	42,130.00	0.00	42,130.00	20,408.51	7,016.33	14,705.16	65.10%



TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL										
ACCOUNTS FOR:		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED	
DISTRICT WIDE INSTRUCTIONAL EXPENSES										
12019 DISTRICT WIDE INSTRUCTIONAL										
12019	5400 2310 Outside Tutors		2,000.00		2,000.00			2,000.00	0.00%	
12019	5500 2110 Assistant Superintendent Supplies	1,893.80	1,500.00		1,500.00	1,513.38	0.00	-13.38	100.89%	
12019	5500 2440 Volunteer Office Supplies	2,691.78	1,500.00		1,500.00	1,586.69	45.97	-132.66	108.84%	
12019	5600 2110 Assistant Superintendent Other	2,156.00	1,500.00		1,500.00	1,206.20		293.80	80.41%	
12019	5600 2440 Instructional Service Other	73,175.93	25,000.00		25,000.00	23,800.46	3,719.46	-2,519.92	110.08%	
TOTAL DISTRICT WIDE INSTRUCTIONAL		79,917.51	31,500.00	0.00	31,500.00	28,106.73	3,765.43	-372.16	101.18%	

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE PROFESSIONAL DEVELOPMENT		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
12381 PROFESSIONAL DEVELOPMENT-KC COOMBS									
12381 5600 2210	KC Coombs Pro Dev Principal	2,676.95	2,000.00		2,000.00	2,369.00	0.00	-369.00	118.45%
12381 5600 2215	KC Coombs Pro Dev Asst Prin	1,062.21	1,000.00		1,000.00		0.00	1,000.00	0.00%
12381 5600 2357	KC Coombs Pro Dev				0.00				
TOTAL PROFESSIONAL DEVELOPMENT-KC COOMBS		3,739.16	3,000.00	0.00	3,000.00	2,369.00	0.00	631.00	78.97%
12382 PROFESSIONAL DEVELOPMENT-QUASHNET									
12382 5600 2210	Quashnet Pro Dev Prin	1,739.00	2,000.00		2,000.00	1,151.84		450.16	77.49%
12382 5600 2215	Quashnet Pro Dev Asst Principal	288.00	1,000.00		1,000.00	1,004.38		-4.38	100.44%
12382 5600 2357	Quashnet Pro Dev				0.00				
TOTAL QUASHNET PROFESSIONAL DEVELOPMENT		2,027.00	3,000.00	0.00	3,000.00	2,156.22	398.00	445.78	85.14%
12383 PROFESSIONAL DEVELOPMENT MASHPEE HIGH SCHOOL									
12383 5600 2210	High School Pro Dev Principal	1,471.15	2,000.00		2,000.00	2,391.61		-789.61	139.48%
12383 5600 2215	High School Pro Dev Asst Prin	0.00	1,000.00		1,000.00	585.00		415.00	58.50%
12383 5600 2357	High School Pro Dev				0.00				
TOTAL PROFESSIONAL DEVELOPMENT HIGH SCHOOL		1,471.15	3,000.00	0.00	3,000.00	2,976.61	398.00	-374.61	112.49%
12384 PROFESSIONAL DEVELOPMENT-MASHPEE MIDDLE SCHOOL									
12384 5600 2210	Middle Sch Pro Dev Asst Principal	1,712.15	1,000.00		1,000.00	130.00		870.00	13.00%
12384 5600 2357	Middle School Pro Dev				0.00			0.00	
TOTAL PROFESSIONAL DEVELOPMENT MIDDLE SCHOOL		1,712.15	1,000.00	0.00	1,000.00	130.00	0.00	870.00	13.00%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE PROFESSIONAL DEVELOPMENT		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
12389 PROFESSIONAL DEVELOPMENT-SYSTEMWIDE									
12389 5100 2305	System Profess. Devel Salaries	14,654.76	10,500.00		10,500.00	7,253.38		3,246.62	69.08%
12389 5400 2357	System Professional Development	78,933.17	85,000.00		85,000.00	62,977.07	19,632.52	2,390.41	97.19%
12389 5600 1100	School Committee Pro Dev	4,069.06	15,800.00		15,800.00	4,016.50		11,783.50	25.42%
12389 5600 2110	Curriculum Director Pro Dev	3,624.30	2,500.00		2,500.00	4,746.68	595.00	-2,841.68	213.67%
12389 5600 2351	System Wide Pro Dev	5,522.81			0.00			0.00	
12389 5600 2357	Tuition Reimbursement	32,669.61	43,000.00		43,000.00		35,000.00	8,000.00	81.40%
12389 5600 2800	SPED Professional Development	818.44	1,000.00		1,000.00	600.29	0.00	399.71	60.03%
TOTAL PROFESSIONAL DEVELOPMENT SYSTEMWIDE		140,292.15	157,800.00	0.00	157,800.00	79,593.92	55,227.52	22,978.56	85.44%
TOTAL PROFESSIONAL DEVELOPMENT		149,241.61	167,800.00	0.00	167,800.00	87,225.75	56,023.52	24,550.73	85.37%
12489 DISTRICT WIDE INFORMATION TECHNOLOGY-SYSTEMWIDE									
12489 5400 1450	Information Management Contr	78,416.37		1,275.00	1,275.00	10,345.16	9,013.00	-18,083.16	
12489 5400 2453	System Instructional Hardware	17,632.00			0.00			0.00	
12489 5500 2250	System Building Technology	25,645.47			0.00	369.19		-369.19	
12489 5500 2453	System Instructional Hardware	152,715.75			0.00			0.00	
12489 5500 2451	Instructional Technology	88,855.69			0.00	62,450.33		-62,450.33	
12489 5500 4450	Technology Maintenance	7,979.61			0.00			0.00	
TOTAL DISTRICT WIDE INFORMATION TECHNOLOGY		371,244.89	0.00	1,275.00	1,275.00	73,164.68	9,013.00	-80,902.68	

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE INSURANCE/HEALTH		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
13089 SYSWIDE NON-INSTRUCTIONAL-SYSTEMWIDE									
13089 5600 5100 MTRS Retirement Contribution								0.00	
13089 5600 5200 S Employee Insurance		15,910.72	15,928.00		15,928.00	12,633.20		3,294.80	79.31%
TOTAL SYSTEMWIDE NON-INSTRUCTIONAL		15,910.72	15,928.00		15,928.00	12,633.20	0.00	3,294.80	79.31%
13281 MEDICAL HEALTH SERVICE-KC COOMBS									
13281 5500 3200 KC Coombs Health Supplies		1,430.21	2,100.00		2,100.00	2,213.51	650.17	-763.68	136.37%
TOTAL HEALTH SERVICE KC COOMBS		1,430.21	2,100.00	0.00	2,100.00	2,213.51	650.17	-763.68	136.37%
13282 MEDICAL HEALTH SERVICE-QUASHNET									
13282 5500 3200 Quashnet Health Supplies		543.16	2,100.00		2,100.00	2,383.20	36.50	-319.70	115.22%
TOTAL HEALTH SERVICE QUASHNET		543.16	2,100.00	0.00	2,100.00	2,383.20	36.50	-319.70	115.22%
13283 MEDICAL HEALTH SERVICE-MASHPEE HIGH SCHOOL									
13283 5500 3200 High Health Supplies		6,534.55	3,500.00		3,500.00	4,932.51	750.00	-2,182.51	162.36%
TOTAL HEALTH SERVICE HIGH SCHOOL		6,534.55	3,500.00	0.00	3,500.00	4,932.51	750.00	-2,182.51	162.36%
13289 SYSTEMWIDE HEALTH/DR. FEES									
13289 5400 3200 Systemwide Dr Fee		6,000.00	6,000.00	0.00	6,000.00	5,400.00	600.00	0.00	100.00%
TOTAL SYSTEMWIDE DR FEES		6,000.00	6,000.00	0.00	6,000.00	5,400.00	600.00	0.00	100.00%
TOTAL HEALTH SERVICE		14,507.92	13,700.00	0.00	13,700.00	14,929.22	2,036.67	-3,265.89	123.84%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT WIDE TRANSPORTATION		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
13319 DAILY TRANSPORTATION-REGULAR DAY-SYSTEMWIDE									
13319	5400 3300 Regular Day Transportation	836,709.56	810,000.00	-22,000.00	788,000.00	681,939.09	75,783.07	30,277.84	96.16%
TOTAL DAILY TRANSPORTATION-REGULAR DAY		836,709.56	810,000.00	-22,000.00	788,000.00	681,939.09	75,783.07	30,277.84	96.16%
13329 SPECIAL EDUCATION-SYSEMWIDE									
13329	5400 3300 SPED Transportation	526,647.97	570,000.00	20,000.00	590,000.00	434,903.09	150,978.95	4,117.96	98.30%
13329	5600 3300 Transportation Other	3,048.59	6,000.00		6,000.00	1,446.24	101.54	4,452.22	25.80%
TOTAL DAILY TRANS.-SPED EDUCATIONAL		529,696.56	576,000.00	20,000.00	596,000.00	436,349.33	151,080.49	8,570.18	98.56%
13389 DAILY TRANSPORTATION-SYSWIDE									
13389	5600 3300 McKinney Vento Transportation	73,390.48	62,000.00	2,000.00	64,000.00	26,680.78	35,409.22	1,910.00	97.02%
TOTAL DAILY TRANSPORTATION-SYSTEMWIDE		73,390.48	62,000.00	2,000.00	64,000.00	26,680.78	35,409.22	1,910.00	
TOTAL DAILY TRANSPORTATION		1,439,796.60	1,448,000.00	0.00	1,448,000.00	1,144,969.20	262,272.78	40,758.02	97.19%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE HIGH SCHOOL ATHLETICS		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
13583 ATHLETICS-MASHPEE HIGH SCHOOL									
13583	5400 3510 Officials	36,895.60	26,263.00		26,263.00	31,419.50		-5,156.50	119.63%
13583	5500 3510 Athletic Supplies	12,711.77	15,820.00		15,820.00	12,633.19		3,186.81	79.86%
13583	5481 3510 Athletic Transportation	74,034.22	65,520.00	-2,002.00	63,518.00	47,466.90	1,734.00	14,317.10	77.46%
13583	5450 3510 Athletic Insurance	8,388.00	6,500.00	2,002.00	8,502.00	8,502.00		0.00	100.00%
13583	5600 3510 Athletic Other	53,776.27	56,800.00	7,906.00	64,706.00	58,583.36	8,602.75	-2,480.11	103.83%
13583	5600 3511 Non Employee Compensation				0.00			0.00	
13583	5650 3510 Athletic Dues/Conferences	12,636.69	24,500.00	-7,906.00	16,594.00	16,594.32	4,158.00	-4,158.32	125.06%
TOTAL MASHPEE HIGH SCHOOL ATHLETICS		198,442.55	195,403.00	0.00	195,403.00	175,199.27	14,494.75	5,708.98	97.08%
TOTAL MASHPEE HIGH ATHLETICS		198,442.55	195,403.00	0.00	195,403.00	175,199.27	14,494.75	5,708.98	97.08%
14189 IES-SYSWIDE									
14189	5500 4132 System Telephones	106,346.67	115,000.00	-2,622.00	112,378.00	90,900.23	24,188.23	-2,710.46	102.41%
TOTAL UTILITIES SYSTEMWIDE		106,346.67	115,000.00	-2,622.00	112,378.00	90,900.23	24,188.23	-2,710.46	102.41%
TOTAL UTILITIES		106,346.67	115,000.00	-2,622.00	112,378.00	90,900.23	24,188.23	-2,710.46	102.41%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: MASHPEE MAINTENANCE		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
14081	5400 3600 KCC Bldg. Maintenance	8,579.79			1,347.00	1,347.00		0.00	
14082	5400 3600 Quashnet Bldg. Maintenance	79,939.00			0.00	12,421.37		-12,421.37	0.00%
14083	5500 3600 High School Bldg. Maintenance	53,018.10			0.00	5,379.86	0.00	-5,379.86	
		141,536.89	0.00	1,347.00	1,347.00	19,148.23	0.00	-17,801.23	

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: DISTRICT ADMINISTRATION WAGES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15089 ADMIN WAGE-UNDIST-SYSWIDE									
15089	510010 1210 Superintendent	350,577.12	165,000.00		165,000.00	145,961.43		19,038.57	88.46%
15089	510010 2115 Assistant Superintendent	0.00	107,500.00		107,500.00	75,989.25		31,510.75	70.69%
15089	510010 1410 Business Manager	60,112.50	75,000.00		75,000.00	57,245.00		17,755.00	76.33%
15089	510010 2215 Career Guidance and Testing	109,404.00	111,599.00		111,599.00	97,306.79		14,292.21	87.19%
15089	510020 1110 SC Clerk	3,625.00	2,720.00		2,720.00	2,600.00		120.00	95.59%
15089	510020 1210 Superintendent Clerk	76,821.35	83,201.00		83,201.00	72,937.41		10,263.59	87.66%
15089	510020 1410 Business Clerk	128,422.22	130,756.00		130,756.00	114,209.28		16,546.72	87.35%
15089	510020 1420 Personnel Clerk	122,604.10	128,256.00		128,256.00	110,930.56		17,325.44	86.49%
15089	510021 1420 Substitute Caller	4,562.00	4,618.00		4,618.00	3,472.50		1,145.50	75.19%
15089	510300 1210 Mail Courier	3,640.00	4,204.00		4,204.00	2,700.00		1,504.00	64.22%
TOTAL ADMINISTRATION WAGES		859,768.29	812,854.00	0.00	812,854.00	683,352.22	0.00	129,501.78	84.07%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES KC COOMBS		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15111 REG DAY WAGES KC COOMBS									
15111 510010 2220	KC Coombs Obligation		72,382.00		72,382.00	66,879.09		5,502.91	92.40%
15111 510010 2305	KC Coombs Teachers	1,734,961.15	1,833,662.00		1,833,662.00	1,356,226.91		477,435.09	73.96%
15111 510010 2340	KC Coombs Librarian	71,276.92	75,610.00		75,610.00	55,253.52		20,356.48	73.08%
15111 510010 2710	KC Coombs Guidance	120,852.28	119,451.00		119,451.00	86,941.30		32,509.70	72.78%
15111 510016 2315	KC Coombs Chairperson	14,988.00	15,288.00		15,288.00	11,514.00		3,774.00	75.31%
15111 510018 2325	KC Coombs Substitute Teachers	29,745.57	48,000.00		48,000.00	16,274.72		31,725.28	33.91%
15111 510020 2710	KC Coombs Guidance Clerk	28,009.46	28,216.00		28,216.00	17,701.20		10,514.80	62.73%
15111 510300 2330	KC Coombs Paraprofessionals	253,266.63	163,618.00		163,618.00	116,333.32		47,284.68	71.10%
15111 510308 2330	KC Coombs Sub Paraprofessional	4,845.14	8,000.00		8,000.00	5,625.64		2,374.36	70.32%
TOTAL WAGES KC COOMBS INSTRUCTIONAL DAY		2,257,945.15	2,364,227.00	0.00	2,364,227.00	1,732,749.70	0.00	631,477.30	73.29%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL								
ACCOUNTS FOR: REGULAR DAY INSTRUCTIONAL WAGES QUASHNET	2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15112 REGULAR DAY INSTRUCTIONAL-QUASHNET								
15112 510010 2220 Obligations		25,998.00		25,998.00			25,998.00	
15112 510010 2305 Quashnet Teachers	2,457,987.80	2,330,957.00		2,330,957.00	1,702,328.77		628,628.23	73.03%
15112 510010 2340 Quashnet Librarian	90,014.96	91,859.00		91,859.00	65,958.50		25,900.50	71.80%
15112 510010 2710 Quashnet Guidance	258,847.14	264,024.00		264,024.00	192,940.63		71,083.37	73.08%
15112 510016 2315 Quashnet Chairperson	18,255.00	22,232.00		22,232.00	9,507.50		12,724.50	42.76%
15112 510018 2325 Quashnet Substitute Teachers	25,061.24	61,000.00		61,000.00	38,902.00		22,098.00	63.77%
15112 510300 2330 Quashnet Paraprofessional	39,004.01	52,200.00		52,200.00	41,447.34		10,752.66	79.40%
15112 510308 2330 Quashnet Sub Paraprofessionals	2,015.00	6,100.00		6,100.00	420.00		5,680.00	6.89%
TOTAL INSTRUCTIONAL WAGES QUASHNET	2,891,185.15	2,854,370.00	0.00	2,854,370.00	2,051,504.74	0.00	802,865.26	71.87%
15113 REGULAR DAY INSTRUCTIONAL HIGH SCHOOL								
15113 510010 2220 Obligations	60,000.00	52,558.00		52,558.00	35,725.00		16,833.00	67.97%
15113 510010 2305 High School Teachers	2,717,907.54	2,963,498.00		2,963,498.00	2,118,418.95		845,079.05	71.48%
15113 510010 2340 High School Librarian	85,051.98	86,753.00		86,753.00	63,396.35		23,356.65	73.08%
15113 510010 2710 High School Guidance	249,087.96	260,528.00		260,528.00	187,353.11		73,174.89	
15113 510016 2315 High School Team Leaders	22,602.00			0.00	15,632.00		-15,632.00	#DIV/0!
15113 510018 2325 High School Substitute Teachers	112,153.81	45,000.00		45,000.00	64,523.53		-19,523.53	143.39%
15113 510020 2710 High School Guidance Clerk	53,593.74	55,751.00		55,751.00	50,961.71		4,789.29	91.41%
15113 510300 2330 High School Paraprofessionals	0.00			0.00			0.00	
15113 510308 2330 High School Sub Parapro	0.00			0.00			0.00	
TOTAL INSTRUCTIONAL WAGES HIGH SCHOOL	3,300,397.03	3,464,088.00	0.00	3,464,088.00	2,536,010.65	0.00	928,077.35	73.21%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES MASHPEE MIDDLE SCHOOL		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15114 MASHPEE MIDDLE SCHOOL REGULAR DAY WAGES									
15114 510010 2220 Middle School Retirement		1,200,083.35	24,480.00		24,480.00	891,312.55		24,480.00	71.31%
15114 510010 2305 Middle School Teachers		49,526.08	1,249,956.00		1,249,956.00	38,393.11		358,643.45	73.08%
15114 510010 2710 Middle School Guidance		14,412.46	52,538.00		52,538.00	27,978.43		14,144.89	186.52%
15114 510018 2325 Middle School Substitute Teachers		35,658.93	15,000.00		15,000.00	31,467.02		-12,978.43	86.09%
15114 510020 2710 Middle School Guidance Clerk			36,551.00		36,551.00			5,083.98	
15114 510308 2330 Middle School Paraprofessional					0.00			0.00	
TOTAL MASHPEE MIDDLE SCHOOL WAGES		1,299,680.82	1,378,525.00	0.00	1,378,525.00	989,151.11	0.00	389,373.89	71.75%
15119 REGULAR DAY INSTRUCTIONAL-SYSTEMWIDE									
15119 510010 2340 Media Arts		0.00			0.00	0.00			
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		104,999.90	107,000.00		107,000.00	94,653.73		12,346.27	88.46%
15181 510010 2215 KC Coombs Assistant/Principal		96,373.94	102,000.00		102,000.00	82,726.75		19,273.25	81.10%
15181 510010 3200 KC Coombs Nurse		90,176.06	91,980.00		91,980.00	67,216.11		24,763.89	73.08%
15181 510016 3520 KC Coombs Extra Cur Stipend		5,312.00	12,560.00		12,560.00	625.00		11,935.00	4.98%
15181 510020 2210 KC Coombs Principal Clerk		68,362.56	69,858.00		69,858.00	62,697.59		7,160.41	89.75%
15181 510020 3200 KC Coombs Health Clerk		13,475.38	14,108.00		14,108.00	7,142.86		6,965.14	50.63%
15181 510308 3200 KC Coombs Substitute RN		4,635.00	1,778.00		1,778.00	3,440.00		-1,662.00	193.48%
TOTAL INSTRUCTIONAL KC COOMBS WAGES		383,334.84	399,284.00	0.00	399,284.00	318,502.04	0.00	80,781.96	79.77%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: REGULAR DAY WAGES QUASHNET		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15182 REGULAR DAY WAGE QUASHNET									
15182 510010 2210	Quashnet Principal	111,774.88	117,363.00		117,363.00	102,405.66		14,957.34	87.26%
15182 510010 2215	Quashnet Assistant/Principal	104,221.04	114,212.00		114,212.00	92,264.50		21,947.50	80.78%
15182 510010 3200	Quashnet Nurse	58,401.56	59,441.00		59,441.00	44,813.39		14,627.61	75.39%
15182 510016 3520	Quashnet Extra Curricula Stipend	31,835.00	32,229.00		32,229.00	9,486.00		22,743.00	29.43%
15182 510020 2210	Quashnet Principal Clerk	113,492.07	114,819.00		114,819.00	92,736.56		22,082.44	80.77%
15182 510020 3200	Quashnet Health Clerk	17,841.01	18,276.00		18,276.00	13,293.17		4,982.83	72.74%
15182 510308 3200	Quashnet Substitute RN	12,010.72	1,778.00		1,778.00	1,840.00		-62.00	103.49%
TOTAL INSTRUCTIONAL WAGES QUASHNET		449,576.28	458,118.00	0.00	458,118.00	356,839.28	0.00	101,278.72	77.89%
15183 REGULAR DAY WAGE-MASHPEE HIGH SCHOOL									
15183 510010 2210	High School Principal	118,125.02	124,031.00		124,031.00	109,719.66		14,311.34	88.46%
15183 510010 2215	High School Assistant/Principal	217,283.00	221,599.00		221,599.00	175,416.76		46,182.24	79.16%
15183 510010 3200	High School Nurse	80,880.02	82,498.00		82,498.00	60,287.00		22,211.00	73.08%
15183 510010 3510	Athletic Director	90,014.96	106,459.00		106,459.00	76,627.76		29,831.24	71.98%
15183 510016 3510	High School Coaching	239,547.49	261,068.00		261,068.00	212,919.20		48,148.80	81.56%
15183 510016 3520	High Extra Curricula Stipend	67,173.38	59,846.00		59,846.00	33,897.00		25,949.00	56.64%
15183 510020 2210	High School Principal Clerk	127,831.59	118,204.00		118,204.00	93,231.37		24,972.63	78.87%
15183 510020 3200	High School Health Clerk	19,686.09	18,276.00		18,276.00	13,133.18		5,142.82	71.86%
15183 510308 3200	High School Substitute RN	2,560.00	2,100.00		2,100.00	3,600.00		-1,500.00	171.43%
TOTAL WAGES MASHPEE HIGH SCHOOL		963,101.55	994,081.00	0.00	994,081.00	778,831.93	0.00	215,249.07	78.35%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL								
ACCOUNTS FOR: WAGES	2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
15184 MASHPEE MIDDLE SCHOOL WAGES								
15184 510016 3520 Middle School Extra Curr Stipend	7,823.76	10,294.00		10,294.00			10,294.00	0.00%
15184 510020 2210 Mashpee Middle School Clerk	25,361.87	27,531.00		27,531.00	23,701.50		3,829.50	86.09%
TOTAL REGULAR DAY WAGES MIDDLE SCHOOL	33,185.63	37,825.00	0.00	37,825.00	23,701.50	0.00	14,123.50	62.66%
15189 REGULAR DAY WAGES-SYSTEMWIDE								
15189 510010 4400 Network Administrator	276,440.05	280,187.00		280,187.00	252,603.70		27,583.30	90.16%
15189 510018 2357 Professional Dev Subs	45,608.60	24,315.00		24,315.00	20,217.52		4,097.48	83.15%
15189 510020 2351 ELL Systemwide Tutors	39,512.98	45,603.00		45,603.00	20,460.00		25,143.00	44.87%
15189 510300 1450 Academic Tutors	23,040.00	10,000.00		10,000.00	25,140.00		-15,140.00	251.40%
15189 510300 2353 ELL Director	56,000.10	106,074.00		106,074.00	79,436.14		26,637.86	74.89%
15189 510300 4400 Network Support	81,811.66	105,834.00		105,834.00	93,047.13		12,786.87	87.92%
TOTAL REGULAR DAY WAGES SYSTEMWIDE	522,413.39	572,013.00	0.00	572,013.00	490,904.49	0.00	81,108.51	85.82%
TOTAL REGULAR DAY WAGES	12,100,819.84	12,522,531.00	0.00	12,522,531.00	9,278,195.44	0.00	3,244,335.56	74.09%

TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
18021 SPED INST EXP-SPEC EDU-KCC									
18021 5400 2310	KC Coombs SPED Tutor		2,600.00		2,600.00	385.76	114.24	2,100.00	19.23%
18021 5400 2320	KC Coombs Therapeutic	3,417.27	7,150.00		7,150.00	7,020.64	90.00	39.36	99.45%
18021 5500 2430	KC Coombs SPED General Sup	3,859.02	3,017.00		3,017.00	1,772.60	566.43	677.97	77.53%
TOTAL INSTRUCTIONAL EXPENSES SPED KCC		7,276.29	12,767.00	0.00	12,767.00	9,179.00	770.67	2,817.33	77.93%
18022 SPED INST EXP-SPEC EDU-QUASH									
18022 5400 2310	Quashnet SPED Tutor		3,000.00		3,000.00			3,000.00	0.00%
18022 5400 2320	Quashnet Therapeutic	16,700.50	17,500.00		17,500.00	9,733.79	7,083.54	682.67	96.10%
18022 5500 2430	Quashnet SPED General Supplies	4,735.16	6,307.00		6,307.00	2,165.76	451.45	3,689.79	41.50%
TOTAL INSTRUCTIONAL EXPENSES SPED QUASHNET		21,435.66	26,807.00	0.00	26,807.00	11,899.55	7,534.99	7,372.46	72.50%
18023 SPED INSTRUCTIONAL EXPENSES-MASHPEE HIGH SCHOOL									
18023 5400 2310	High School SPED Tutor	3,252.77	4,800.00		4,800.00	1,446.38	353.62	3,000.00	37.50%
18023 5400 2320	High School Therapeutic	3,804.92	7,625.00		7,625.00	1,071.71	3,377.00	3,176.29	58.34%
18023 5500 2430	High School SPED General Supplies	5,132.00	6,853.00		6,853.00	2,153.20	638.80	4,061.00	40.74%
TOTAL SPED INSTRUCT EXPENSES-- HIGH SCHOOL		12,189.69	19,278.00	0.00	19,278.00	4,671.29	4,369.42	10,237.29	46.90%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION EXPENSES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
18029 P-SPEC EDU-SYSWIDE									
18029	5400 1430 SPED LEGAL	7,358.96	8,000.00		8,000.00	3,784.48	2,965.52	1,250.00	84.38%
18029	5400 2110 SPED Director Contractual	2,047.66	2,000.00		2,000.00	2,000.00		0.00	100.00%
18029	5400 2420 SPED Instructional Equipment	1,126.24	650.00		650.00	559.98	90.02	0.00	100.00%
18029	5400 2440 SPED Instructional Services	6,854.31	11,000.00		11,000.00	9,453.86	365.41	1,180.73	89.27%
18029	5400 2800 Systemwide-Psychologist	7,690.62	7,000.00		7,000.00	6,572.87	66.00	361.13	94.84%
18029	5500 2110 SPED Director Supplies	7,581.33	9,436.00		9,436.00	3,887.01		5,548.99	41.19%
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	10,195.64	11,064.00		11,064.00	8,302.79	2,549.98	211.23	98.09%
TOTAL SPED SYSTEMWIDE		42,854.76	49,150.00	0.00	49,150.00	34,560.99	6,036.93	8,552.08	82.60%
TOTAL SPED EXPENSE SYSTEMWIDE		83,756.40	108,002.00	0.00	108,002.00	60,310.83	18,712.01	28,979.16	73.17%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION WAGES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
18121 SPED WAGES-KC COOMBS									
18121 510010 2305	KC Coombs SPED Teachers	494,342.11	490,790.00		490,790.00	299,633.71		191,156.29	61.05%
18121 510011 2320	KC Coombs Therapeutic	153,566.96	159,464.00		159,464.00	115,014.98		44,449.02	72.13%
18121 510018 2325	KC Coombs SPED Substitutes	4,655.00	9,200.00		9,200.00	12,116.54		-2,916.54	131.70%
18121 510300 2330	KC Coombs SPED Parapro	144,162.98	155,857.00		155,857.00	164,190.58		-8,333.58	105.35%
18121 510308 2330	KC Coombs SPED Sub Parapro	15,391.24	12,000.00		12,000.00	9,140.45		2,859.55	76.17%
TOTAL SPED WAGES KC COOMBS		812,118.29	827,311.00	0.00	827,311.00	600,096.26	0.00	227,214.74	72.54%
18122 SPED WAGES QUASHNET									
18122 510010 2305	Quashnet SPED Teachers	588,254.88	613,400.00		613,400.00	438,362.68		175,037.32	71.46%
18122 510011 2320	Quashnet Therapeutic	178,307.88	182,454.00		182,454.00	130,299.15		52,154.85	71.41%
18122 510018 2325	Quashnet SPED Substitute	5,712.50	11,000.00		11,000.00	3,265.72		7,734.28	29.69%
18122 510300 2330	Quashnet SPED Parapro	230,733.05	226,178.00		226,178.00	162,109.34		64,068.66	71.67%
18122 510308 2330	Quashnet SPED Sub Parapro	17,958.20	10,000.00		10,000.00	4,944.30		5,055.70	49.44%
TOTAL SPED WAGES QUASHNET		1,020,966.51	1,043,032.00	0.00	1,043,032.00	738,981.19	0.00	304,050.81	70.85%
18123 SPED WAGES MHS									
18123 510010 2305	High School SPED Teacher	253,942.56	321,503.00		321,503.00	253,076.96		68,426.04	78.72%
18123 510018 2325	High School SPED Substitute	3,961.25	10,000.00		10,000.00	2,735.25		7,264.75	27.35%
18123 510300 2330	High School SPED Paras	138,524.49	195,766.00		195,766.00	117,182.08		78,583.92	59.86%
18123 510308 2330	High School SPED Sub Parapro	11,335.00	10,000.00		10,000.00	4,955.00		5,045.00	49.55%
TOTAL SPED WAGES MASHPEE HIGH SCHOOL		407,763.30	537,269.00	0.00	537,269.00	377,949.29	0.00	159,319.71	70.35%

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TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL									
ACCOUNTS FOR: SPECIAL EDUCATION WAGES		2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
18124 MASHPEE MIDDLE SCHOOL SPED WAGES									
18124 510010 2305	Middle School SPED Teacher	426,360.89	439,263.00		439,263.00	317,144.96		122,118.04	72.20%
18124 510018 2325	Middle School SPED Substitutes	1,482.25	5,000.00		5,000.00	1,015.00		3,985.00	20.30%
18124 510300 2330	Middle School SPED Parapro	74,742.12	76,456.00		76,456.00	48,020.18		28,435.82	62.81%
18124 510308 2330	Middle School SPED Sub Parapro	155.00	5,000.00		5,000.00	80.00		4,920.00	1.60%
TOTAL MIDDLE SCHOOL WAGES		502,740.26	525,719.00	0.00	525,719.00	366,260.14	0.00	159,458.86	69.67%
18129 SPED WAGES SYSTEMWIDE									
18129 510010 2115	SPED Obligations		14,419.00		14,419.00			14,419.00	
18129 510010 2110	SPED Director	125,867.54	118,000.00		118,000.00	104,384.58		13,615.42	88.46%
18129 510010 2115	SPED Team Chair				0.00			0.00	
18129 510010 2320	THERAPISTS	231,916.93	215,167.00		215,167.00	159,013.40		56,153.60	73.90%
18129 510010 2800	Psychologist	272,288.59	277,660.00		277,660.00	202,905.37		74,754.63	73.08%
18129 510020 2110	SPED Clerk	119,800.76	120,122.00		120,122.00	95,775.55		24,346.45	79.73%
TOTAL WAGE SPED SYSTEMWIDE		749,873.82	745,368.00	0.00	745,368.00	562,078.90	0.00	183,289.10	75.41%
TOTAL SPED WAGES		3,493,462.18	3,678,699.00	0.00	3,678,699.00	2,645,365.78	0.00	1,033,333.22	71.91%
19029 OUT DIST TUITION-SPED-SYSTEMWIDE									
19029 5600 9100	MA Pub Sch	87,516.34	63,000.00	5,260.00	68,260.00	65,216.32	24,359.60	-21,315.92	131.23%
19029 5600 9200	Out St Sch				0.00			0.00	0.00%
19029 5600 9300	Private Sc	670,845.87	647,465.00	100,160.00	747,625.00	547,938.52	266,425.29	-66,738.81	108.93%
19029 5600 9400	MemCollabs	251,330.05	462,233.00	-105,420.00	356,813.00	301,566.07		55,246.93	84.52%
TOTAL TUITIONS SPED-SYSTEMWIDE		1,009,692.26	1,172,698.00	0.00	1,172,698.00	914,720.91	290,784.89	-32,807.80	102.80%



TOWN OF MASHPEE CURRENT YEAR BUDGET ANALYSIS 2018 FY SCHOOL BUDGET IN DETAIL								
ACCOUNTS FOR: ADMINISTRATION EXPENSES	2017 YTD EXPEND	2018 BUDGET	2018 TRANSFERS	2018 REVISED BUDGET	2018 EXPEND YTD	2018 ECUM	2018 BALANCE	PCT USED
19900 ADMINISTRATION EXPENSES								
19900 5400 5500 Medicaid Billing	15,750.00	16,000.00		16,000.00	1,651.11	14,348.89	0.00	100.00%
19900 5400 7400 Copiers	81,083.05	81,500.00		81,500.00	68,481.74	7,185.33	5,832.93	92.84%
19900 5600 1210 Postage	10,409.29	5,000.00		5,000.00	11,908.65		-6,908.65	238.17%
19900 5600 1420 HRAdvertis	2,691.32	6,000.00		6,000.00	1,662.90	4,653.75	-316.65	105.28%
TOTAL ADMINISTRATION EXPENSES	109,933.66	108,500.00	0.00	108,500.00	83,704.40	26,187.97	-1,392.37	101.28%
19989 ADMINISTRATION-SYSTEMWIDE								
19989 5400 1210 Superintendent Contractual	22,287.43	10,000.00		10,000.00	8,331.21	4,976.40	-3,307.61	133.08%
19989 5400 1410 Business & Finance Contractual	5,950.00	5,500.00		5,500.00	5,000.00		500.00	90.91%
19989 5400 1430 Legal Services	59,629.11	42,000.00		42,000.00	13,544.43	13,655.57	14,800.00	64.76%
19989 5500 1210 Superintendent Supplies	14,624.49	7,500.00		7,500.00	4,811.39	7,126.99	-4,438.38	159.18%
19989 5600 1100 School Committee Other	6,289.14	3,000.00		3,000.00	9,297.09	0.00	-6,297.09	309.90%
19989 5600 1210 Superintendent other	10,491.49	11,000.00		11,000.00	9,729.29	1,380.65	-109.94	101.00%
19989 5600 1410 Business Other	11,034.25	5,000.00		5,000.00	5,341.36		-341.36	106.83%
TOTAL ADMINSTRATIVE SYSTEMWIDE	130,305.91	84,000.00	0.00	84,000.00	56,054.77	27,139.61	805.62	99.04%
TOTAL ADMINISTRATION	240,239.57	192,500.00	0.00	192,500.00	139,759.17	53,327.58	-586.75	100.30%
GRAND TOTAL	20,682,992.44	20,870,383.00	0.00	20,870,383.00	15,678,946.29	864,341.61	4,327,095.10	79.27%

**FY18 GRANTS**

	DESE #	MUNIS #	End Date	\$ Amount Awarded	Total Revenue Received	Total Expenditures
1 Title I	305	200718	Fed 8/31	\$199,526	\$141,064	\$134,018
2 Title IIA	140	207718	Fed 8/31	\$42,308	\$42,308	\$42,308
3 Title IV	309		Fed 8/31	\$6,011	\$5,331	\$4,300
3 SPED Federal 94-142 Entitlement Project Adjust	240	201718	Fed 8/31	\$388,733	\$225,729	\$236,515
5 EC SPED Program Improvement	298	204818	Fed 8/31			
<b>Total DESE Federal Grants</b>				<b>\$636,578</b>	<b>\$414,432</b>	<b>\$417,141</b>

13 SPED Early Childhood Special Ed Allocation	262 ECC	204718	Fed 8/31	\$17,965	\$17,965	\$17,135
14 Inclusive Preschool Learning Environments	391 ECC	361718	State 6/30	\$36,212	\$36,212	\$36,212
15 Coordinated Family & Community Engagement Grant	237 ECC	361818	State 6/30	\$33,872	\$5,592	\$19,990
<b>Total</b>				<b>\$88,049</b>	<b>\$59,769</b>	<b>\$73,337</b>
17 Indian Ed	S060A092187	300718	Fed 6/30	\$50,851	\$32,882	\$32,882
<b>Total Grants</b>				<b>\$775,478</b>	<b>\$507,083</b>	<b>\$523,360</b>

Circuit Breaker Reimbursement FY18				\$467,172	\$233,586	\$0
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Medicaid Reimbursements Received by Town						
FY17 Reimbursement	302,436					
FY16 Reimbursement	249,054					
FY15 Reimbursement	237,473					
FY14 Reimbursements	226,840					
FY13 Reimbursements	\$236,763					
FY 12 Reimbursements	\$191,012					
FY11 Reimbursements	\$196,283					
FY 09 Reimbursements	\$214,342					
FY 08 Reimbursements	\$211,950					

REVOLVING ACCOUNTS/PRIVATELY FUNDED GRANTS

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Mashpee Public Schools		FY18	FY18		
Revolving Account Balances	Code	04/19/18	05/17/18	Difference (+/-)	
Community School/MHS	500	40,420	40,420	0	No Change
Athletic Gate Receipts/MHS	501	72,984	73,316	332	Receipts
Lost Book	502	8,390	8,415	25	Revenue from lost books
Pre-School/SPED	506	76,120	77,215	1,095	Revenue
Facility Rentals/Admin	508	10,661	13,872	3,211	Revenue from Rentals
School Choice	510	534,124	580,287	46,163	See Attached
Non Resident Tuition	511	8,580	8,580	0	No Change
<b>Privately Funded Grants</b>					
Cape Cod Five	564	8,612	8,612	0	Purchase of Grant Mat.
Quashnet	569	3,632	1,491	(2,141)	Tech expenditures
Media Ed. Access	570	622	622	0	No Change
School to Career	573	4,465	1,208	(3,257)	CTE Expenditures
KCC Donation	574	1,208	1,208	0	No Change
<b>Total</b>		<b>769,818</b>	<b>815,246</b>	<b>45,428</b>	

DATE	REFERENCE	BEG. BAL	RECEIPTS	EXPENSES	PAYROLLS	DESCRIPTION
7/1/17	Balance Forward	626,052.46				Balance FY18
7/31/17	Payment		31,332.00			
8/31/17	Payment		31,332.00			
9/15/17	Void		100.00			
9/30/17	Payment		31,332.00			
10/31/17	Payment		31,332.00			
11/30/17	Payment		31,332.00			
12/31/17	Payment		57,504.00			
1/31/82018	Payment		57,504.00			
2/28/18	Payment		57,504.00			
3/31/18	Payment		57,504.00			
4/20/18	Due to Line		270.00			
4/30/18	Payment		57,504.00			
7/7/17	WB Mason			492.62		Camp Falcon
7/21/17	WB Mason			17.84		Camp Falcon
7/21/17	Carousel Industries			3,436.44		Software District Wide
8/11/17	WB Mason			71.36		Camp Falcon
8/11/17	Penney, Kathleen			75.40		Camp Falcon
8/11/17	Clear Pond Tech			4,263.00		Technology
8/11/17	Smith, Megan			25.97		Camp Falcon
8/11/17	Milano Virginia			62.78		Camp Falcon
8/11/17	CDW Government			6,206.50		Technology
8/11/17	WB Mason			23.81		Camp Falcon
8/11/17	Woods, Jessica			96.31		Camp Falcon
8/11/17	Grover, Julia			265.35		Camp Falcon
8/11/17	Amazon			110.29		Camp Falcon
8/11/17	Lexia Learning			36,420.00		Software District Wide
8/11/17	Penney, Kathleen			21.68		Camp Falcon
8/11/17	Neverware			590.00		Software District Wide
8/18/17	Brown, Christine			214.09		Camp Falcon
8/18/17	Milano Virginia			221.63		Camp Falcon
8/18/17	Woods, Jessica			59.06		Camp Falcon
8/18/17	Grover, Julia			99.31		Camp Falcon
8/18/17	CDW Government			1,373.35		Technology
8/18/17	HUB Technical			16,906.06		Technology
9/15/17	Mashpee Food Service			398.25		Camp Falcon
9/15/17	HP Inc			12,355.00		Computers Upgrades High School
9/15/17	HP Inc			19,947.20		Computers Upgrades High School
9/15/17	Grover, Julia			64.69		Camp Falcon
9/22/17	Mass.			270.00		Technology
9/22/17	Ronco Communication			3,646.45		Technology
10/13/17	CDW Government			1,660.68		Technology
10/13/17	HUB Technical			20,688.13		Technology
10/13/17	Ockers Company			84,762.80		Technology/Clear Touch
10/13/17	Conacchioli Ro			4,000.00		Technology
10/13/17	PCM Sales			3,371.96		Technology
10/20/17	Newsela			13,200.00		Software District Wide
10/27/17	Myservice Solution			4,026.00		Tech Supplies
11/10/17	Crockett			4,300.10		Supplies
11/10/17	Carousel Industries			27,481.80		Software District Wide
12/8/17	CDW Government			8,084.00		Technology
12/8/17	Trebron Company			4,800.00		Technology
12/8/17	HUB Technical			18,704.85		Technology
12/8/17	HUB Technical			22,164.50		Technology
12/22/17	HUB Technical			21,058.75		Technology
12/29/17	HUB Technical			4,527.52		Technology
12/8/17	Crockett			1,995.27		Moving of SPED Offices
12/8/17	PCG			56,000.00		Software platform
12/15/17	Moroney			60.76		Reimbursement
12/29/17	Ockers Company			9,975.00		Technology
1/12/18	Connecticut Business			4,455.00		Technology
1/12/18	CDW Government			37.39		Technology

**SCHOOL CHOICE EXPENDITURES FY18**

98.

1/12/18	CDW Government	57.19	Technology
1/12/18	CDW Government	20.98	Technology
1/19/18	Power School	3,677.10	Technology
1/26/18	CDW Government	43.88	Technology
1/26/18	Crockett	210.00	Technology
1/26/18	CDW Government	21.94	Technology
1/26/18	CDW Government	1,029.06	Technology
1/26/18	Crockett	105.00	Technology
1/26/18	Crockett	183.75	Technology
1/26/18	Crockett	4,737.15	Technology
1/26/18	Netchemia	1,653.75	Technology
1/26/18	Eschool Solution	3,000.00	Technology
2/2/18	PCM-G	5,560.47	Technology
2/9/18	HUB Technical	350.00	Technology
5/4/18	HUB Technical	700.00	Technology
5/4/18	West Interactive	330.00	Technology
5/4/18	Crockett	433.65	Technology
5/4/18	Crockett	4,251.80	Technology
5/4/18	Carousel Industries	358.44	Technology
5/4/18	Follett School	1,242.75	Library
7/7/17	Warrant 1803s		6,705.00 Camp Falcon
8/4/17	Warrant 1805s		14,713.20 Camp Falcon
8/18/17	Warrant 1807s		12,142.60 Camp Falcon
9/1/17	Warrant 1809s		207.20 Camp Falcon
9/29/17	Warrant 1813s		207.20 Camp Falcon
TOTAL		626,052.46	444,550.00 451,055.86 33,975.20
CURRENT BALANCE		580,287.03	
Encumbrances		2,170.00	
FY18 Balance		578,117.03	
Less FY18 Receipts		-444,550.00	
Balance FY18		133,567.03	

## 99

Copy to Acctg:

**TRANSFER # 18 - 04**

**Use this form to increase/decrease the budgetary appropriation for an account whenever priorities or availability of funds change**

## BUDGET DECREASES

Account #	Description	Amount
15113-510010-2305	MHS Classroom Teachers	\$ 78,016.00
18124-510300-2330	MMS SPED Paraprofessional	\$ 14,984.00

Total Decreases this page:	\$	93,000.00
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## BUDGET INCREASES

Account #	Description	Amount
10212-5400-2420	Quashnet Instructional Equipment	\$ 93,000.00

Total Increases this page:	\$	93,000.00
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Net Change to Budget:	0.00
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**RATIONALE:**

Transfers to cover accounts in deficits

## Business Office

[illegible]

### Business Administrator's Authorization

**Mashpee Public Schools**  
**FY'18 BUDGET TRANSFER REQUEST**  
**for School Comm Approval 5/17/2018**

Batch # _____
Date Posted: _____
Copy to Acctg: _____

**TRANSFER # 18 - 05**

Use this form to increase/decrease the budgetary appropriation for an account whenever priorities or availability of funds change

**BUDGET DECREASES**

Account #	Description	Amount
10111-5500-2720	KCC Testing & Assessment	\$ 3,200.00
10212-5500-2455	Quashnet Instructional Software	\$ 1,200.00
10383-5400-3520	MHS Extra Curricular	\$ 6,000.00
10313-5400-2420	MHS Instructional Equipment	\$ 3,000.00
10313-5600-2410	MHS Textbooks	\$ 2,500.00
10383-5600-2210	MHS Dues/Membership	\$ 1,060.00
12019-5400-2310	Outside Tutors	\$ 2,000.00
12389-5600-2357	Tuition Reimbursement	\$ 3,000.00
13583-5481-3510	Athletic Transportatio	\$ 6,700.00

Total Decreases this page: \$ 28,660.00

**BUDGET INCREASES**

Account #	Description	Amount
10111-5500-2415	KCC General Supplies	\$ 3,200.00
10282-5600-2210	Quashnet Principal Office Other	\$ 1,200.00
10313-5400-2710	MHS Testing/Assessment	\$ 5,000.00
10313-5400-2710	Guidance Contractual	\$ 1,000.00
10313-5500-2410	MHS Textbooks/workbooks	\$ 1,400.00
10313-5500-2415	MHS Instructural Materials	\$ 4,100.00
10383-5600-2210	MHS Principal Office Other	\$ 1,060.00
12019-5600-2440	Systemwide Other	\$ 2,000.00
12389-5600-2357	Professional Developmen Asst Superintendent	\$ 3,000.00
13583-5600-3510	Athletic Other	\$ 2,500.00
13583-5650-3510	Athletic Dues/Conferences	\$ 4,200.00

Total Increases this page: \$ 28,660.00

Net Change to Budget: 0.00

**RATIONALE:**

Transfers to cover accounts in deficits

**Business Office**

\_\_\_\_\_  
 Spending Authority / School or Dept.

Business Administrator's Authorization

## 2018-2019 SCHOOL COMMITTEE MEETINGS

*\*All meetings to begin at 6:30pm in the Quashnet Library- unless otherwise noted*

Regular Meetings	Finance Meetings
Wednesday, July 25, 2018 (combined)	<i>*Meeting in MMHS library</i>
Wednesday, August 22, 2018 (combined)	<i>*Meeting in MMHS library</i>
Wednesday, September 12, 2018(combined)	Combined meeting on September 12, 2018
Wednesday, October 10, 2018	Wednesday, October 24, 2018
Wednesday, November 14, 2018(combined)	Combined meeting on November 14, 2018
Wednesday, December 12, 2018(combined)	Combined meeting on December 12, 2018
Wednesday, January 2, 2019	Wednesday, January 16, 2019
Wednesday, February 6, 2019 (combined)	Combined meeting on February 6, 2019
Wednesday, March 6, 2019	Wednesday, March 20, 2019
Wednesday, April 3, 2019	Wednesday, April 24, 2019
Wednesday, May 8, 2019	Wednesday, May 22, 2019
Wednesday, June 5, 2019	Wednesday, June 19, 2019

Retreat	Location
Wednesday, August 8, 2018	<i>Location TBA</i>



# 2018 Mashpee Public Schools - Family Opinion Survey Results 6-2018 102.



## 2018 Survey Participants

<b>Electronic</b>	<b>82.4%</b>	<b>371</b>
<b>Mail</b>	<b>17.6%</b>	<b>79</b>
<b>Grand Total</b>		<b>450</b>

## Mail respondents asked whether they received e-survey

<b>Yes</b>	<b>68.4%</b>	<b>54</b>
<b>No</b>	<b>21.5%</b>	<b>17</b>
<b>Don't Know</b>	<b>1.3%</b>	<b>1</b>
<b>Refused</b>	<b>8.9%</b>	<b>7</b>
<b>Grand Total</b>		<b>79</b>

## Percent of Surveys Returned

Schools within Household	Count o..	Count of Re..	
<b>Coombs</b>	<b>214</b>	<b>83</b>	<b>38.79%</b>
<b>Coombs and Quashnet</b>	<b>95</b>	<b>53</b>	<b>55.79%</b>
<b>Coombs, MMHS and Quashnet</b>	<b>24</b>	<b>21</b>	<b>87.50%</b>
<b>MMHS</b>	<b>376</b>	<b>153</b>	<b>40.69%</b>
<b>MMHS and Coombs</b>	<b>36</b>	<b>22</b>	<b>61.11%</b>
<b>MMHS and Quashnet</b>	<b>127</b>	<b>60</b>	<b>47.24%</b>
<b>Quashnet</b>	<b>161</b>	<b>58</b>	<b>36.02%</b>
<b>Grand Total</b>	<b>1,033</b>	<b>450</b>	<b>43.56%</b>

## The Mashpee Public Schools have a positive public image (mean: 2.12)

<b>Strongly Agree/ Agree</b>	<b>74.9%</b>	<b>337</b>
<b>Strongly Disagree/ Disagree</b>	<b>8.2%</b>	<b>37</b>
<b>Neutral</b>	<b>16.4%</b>	<b>74</b>
<b>Refused</b>	<b>0.4%</b>	<b>2</b>
<b>Grand Total</b>		<b>450</b>

## I understand the role of the School Committee (mean: 2.36)

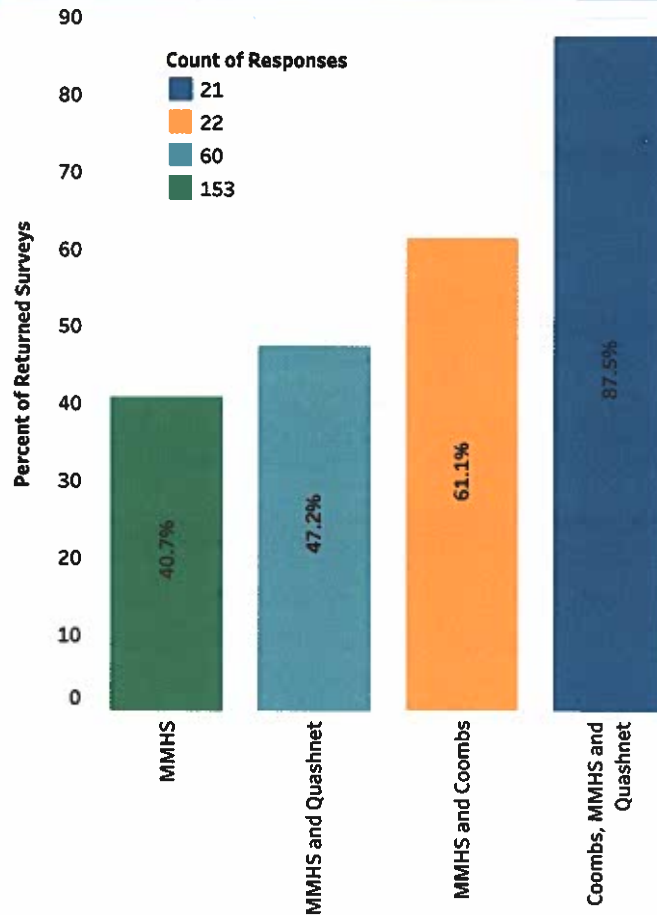
<b>Strongly Agree / Agree</b>	<b>62.7%</b>	<b>282</b>
<b>Strongly Disagree/Disagree</b>	<b>10.4%</b>	<b>47</b>
<b>Refused</b>	<b>1.1%</b>	<b>5</b>
<b>Neutral</b>	<b>25.8%</b>	<b>116</b>
<b>Grand Total</b>		<b>450</b>

2018 Mashpee Middle High School Satisfaction  
(Highest mean score = 1)

My child feels safe at MMHS (2.15)

Strongly Agree	23%	59
Agree	51%	129
Neutral	17%	43
Disagree	5%	13
Strongly Disagree	4%	9
Grand Total		253

MMHS Surveys Returned



Positive bus experience at MMHS (2.33)

Strongly Agree	17%	35
Agree	45%	91
Neutral	29%	58
Disagree	5%	11
Strongly Disagree	3%	7
Grand Total		202

Communicates curriculum goals (2.21)

Strongly Agree	17%	42
Agree	56%	142
Neutral	19%	48
Disagree	7%	17
Strongly Disagree	2%	4
Grand Total		253

Administrators/staff are welcoming (1.78)

Strongly Agree	40%	103
Agree	45%	115
Neutral	11%	29
Disagree	2%	5
Strongly Disagree	1%	3
Grand Total		255

Teacher knows/understand my child (2.15)

Strongly Agree	22%	57
Agree	51%	130
Neutral	19%	49
Disagree	5%	12
Strongly Disagree	3%	7
Grand Total		255

I know where to go with questions (2.16)

Strongly Agree	25%	64
Agree	50%	125
Neutral	17%	43
Disagree	6%	16
Strongly Disagree	1%	3
Grand Total		251

Staff are responsive (1.97)

Strongly Agree	29%	74
Agree	50%	127
Neutral	15%	39
Disagree	3%	8
Strongly Disagree	2%	4
Grand Total		252

2018 Quashnet School Satisfaction  
(Highest mean score = 1)

My child feels safe at Quashnet (2.02)

Strongly Agree	25%	45
Agree	57%	102
Neutral	12%	22
Disagree	3%	6
Strongly Disagree	3%	5
Grand Total		180

Positive bus experience at Quashnet (2.50)

Strongly Agree	14%	23
Agree	41%	68
Neutral	28%	47
Disagree	15%	25
Strongly Disagree	2%	3
Grand Total		166

Communicates curriculum goals (2.08)

Strongly Agree	22%	40
Agree	54%	97
Neutral	19%	34
Disagree	3%	6
Strongly Disagree	2%	3
Grand Total		180

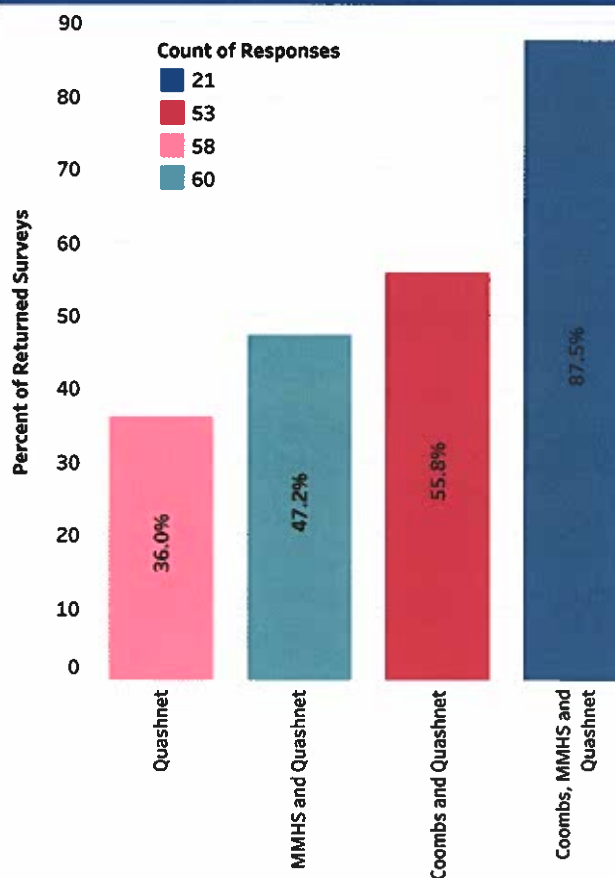
Administrators/staff are welcoming (1.61)

Strongly Agree	53%	93
Agree	35%	62
Neutral	11%	20
Disagree	1%	2
Grand Total		177

I know where to go with questions (1.73)

Strongly Agree	39%	70
Agree	50%	90
Neutral	9%	16
Disagree	2%	3
Grand Total		179

Quashnet Surveys Returned



Teacher knows/understand my child (1.77)

Strongly Agree	43%	77
Agree	41%	73
Neutral	13%	23
Disagree	3%	5
Strongly Disagree	1%	1
Grand Total		179

Staff are responsive (1.77)

Strongly Agree	40%	71
Agree	46%	83
Neutral	12%	22
Disagree	1%	2
Strongly Disagree	1%	1
Grand Total		179

2018 K. C. Coombs School Satisfaction  
(Highest mean score = 1)

My child feels safe at K.C. Coombs (1.78)

Strongly Agree	42%	71
Agree	46%	79
Neutral	7%	12
Disagree	2%	4
Strongly Disagree	3%	5
Grand Total		171

Positive bus experience at K.C. Coombs (2.19)

Strongly Agree	24%	30
Agree	47%	58
Neutral	18%	22
Disagree	8%	10
Strongly Disagree	3%	4
Grand Total		124

Communicates curriculum goals (2.04)

Strongly Agree	29%	49
Agree	48%	82
Neutral	17%	29
Disagree	4%	7
Strongly Disagree	2%	4
Grand Total		171

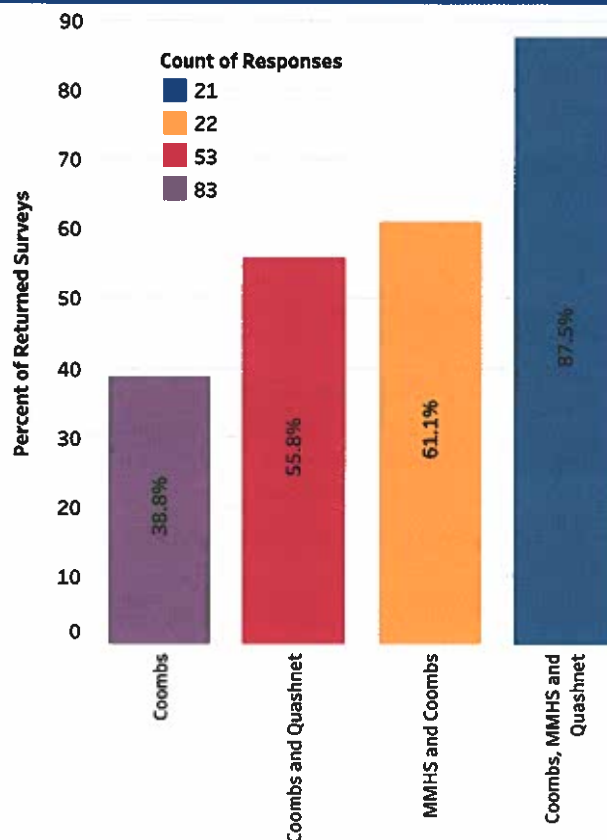
Administrators/staff are welcoming (1.88)

Strongly Agree	39%	67
Agree	44%	75
Neutral	11%	18
Disagree	2%	4
Strongly Disagree	4%	7
Grand Total		171

I know where to go with questions (1.76)

Strongly Agree	39%	67
Agree	50%	85
Neutral	8%	13
Disagree	2%	4
Strongly Disagree	1%	2
Grand Total		171

K.C. Coombs Surveys Returned



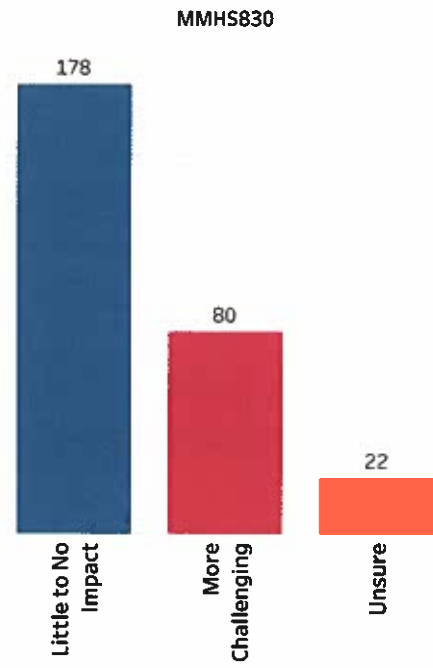
Teacher knows/understand my child (1.69)

Strongly Agree	49%	83
Agree	41%	70
Neutral	6%	10
Disagree	2%	4
Strongly Disagree	2%	4
Grand Total		171

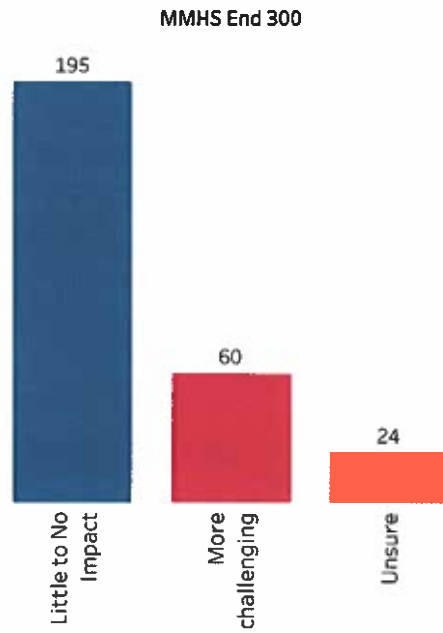
Staff are responsive (1.88)

Strongly Agree	38%	65
Agree	45%	77
Neutral	9%	15
Disagree	6%	11
Strongly Disagree	2%	3
Grand Total		171

Impact of 8:30 Start Time for MMHS		
Little to No Impact	63.6%	178
More Challenging	28.6%	80
Unsure	7.9%	22
Grand Total		280



Impact of 3:00PM End Time for MMHS		
Little to No Impact	69.9%	195
More challenging	21.5%	60
Unsure	8.6%	24
Grand Total		279



KCCQ730		
Little or No Impact	49.1%	135
More Challenging	47.3%	130
Unsure	3.6%	10
Grand Total		275

KCCQ905		
Little or No Impact	57.7%	153
More Challenging	37.7%	100
Unsure	4.5%	12
Grand Total		265

KCCQ200		
Little or No Impact	47.6%	131
More Challenging	45.1%	124
Unsure	7.3%	20
Grand Total		275

KCCQ335		
Little or No Impact	75.2%	203
More Challenging	18.1%	49
Unsure	6.7%	18
Grand Total		270

Participate in fee-based care (K.C. Coombs)		
No fee-based care	70.7%	118
Yes, after school	24.6%	41
Yes, before school	1.2%	2
Yes, both	3.6%	6
Grand Total		167

Participate in fee-based care (Quashnet)		
No fee-based care	69%	122
Yes, after school	26%	46
Yes, before school	2%	3
Yes, both	4%	7
Grand Total		178

Does your family have any flexibility to adjust work schedules?		
Flexible	38.0%	171
Yes, with Conditions	23.8%	107
No Flexibility	34.4%	155
N/A, Refused	3.8%	17
Grand Total		450