

# Town of Mashpee

# Town Clerk



16 Great Neck Road North  
Mashpee MA 02649  
Phone # 508-539-1400 ext. 561  
Fax # 508-539-2892  
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Date: March 31, 2017

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, April 5, 2017

Time of Meeting: 6:30pm

Place: Quashnet 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.*

**MASHPEE PUBLIC SCHOOLS  
SCHOOL COMMITTEE BUSINESS MEETING  
of April 5, 2017  
Quashnet School Library/6:30 pm  
Agenda \*\*\***

- I. Call Meeting to Order 6:30**
- II. Pledge of Allegiance 6:35**
- III. Public Comment 6:40**
- IV. ProStart Invitational State Championship– Lisa Holmes 6:50 (p.1-2)**
  - 4.1 \*Approval of Pro-Start Field Trip to South Carolina
- V. Special Topics-District/School Presentations 7:00**
  - 5.1 Quashnet School
- VI. Student Advisory Council -Frederick Hanna III 7:10**
- VII. \*Approval of Minutes 7:20 (p. 3-4)**
  - 7.1 Regular minutes of 3/15/17
  - 7.2 Executive minutes of 8/17/16, 12/21/16, 2/1/17
- VIII. Report of the Superintendent 7:25**
  - 8.1 Administration Reports (p. 5-10)
  - 8.2 Enrollments (p. 11)
  - 8.3 Calendar of Events (p. 12-13)
  - 8.4 MTSS Handbook(p. 14-20)
  - 8.5 Wopanaak Pasuq (1) course at MMHS(p.21)
  - 8.6 Job Description-School Nurse (p. 22-24)
- IX. Specifically Assigned/Unfinished Business 7:45**
- X. New Business 7:50**
  - 10.1 \*Tuition Waiver(s) for G.T. (gr. 3), D.B. (gr. 8), E.S. (gr.8), R.T.(Gr.5), B.S. (Gr. 1)
- XI. Committee Reports 8:00**
- XII. Items the Chairman did not reasonably know in advance of meeting (Other) 8:05**
- XIII. Public Comment 8:15**
- XIV. \*Adjournment 8:20**

Mashpee Public Schools

Field Trip Request Form

Date of Application 3/29/2017

Teacher(s) LISA M. Holmes / Fran Laporte Grade(s) 11/12

Date of Trip 4/27 - 5/1/2017 Substitute Needed X  
Yes No

Destination Charleston, SC

Time of Departure 8am (est.) Plan to Return Spm (est.)

Number of Students 5 Number of Teachers 2 Number of Chaperones 0

Approximate Mileage 2000 Admission price TBD  
(Round trip)

Vehicles to be used for transportation Possibly a van to the airport

Please list connection(s) to state or local curriculum standards:

This is a trip that is a direct connection to all the standards in the ProStart curriculum. These students won the state title for culinary arts and were invited to compete on a national level.

Signed [Signature]  
(Teacher)

Approved \_\_\_\_\_  
(Assistant Principal)

Approved [Signature]  
(Principal)

MASHPEE PUBLIC SCHOOLS

17 MAR 31 7:59AM

Approved [Signature]  
(Superintendent) 3/31/17

School Nurse Notified \_\_\_\_\_  
(School Nurse)

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

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



Patricia M. DeBoer  
Superintendent

# Mashpee Public Schools Mashpee Middle/High School

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

Mark L. Balestracci 2.  
Principal  
mbalestracci@mashpee.k12.ma.u

Kevin A. Turner  
Dean of Students Grades 10-12  
kturner@mashpee.k12.ma.us

Rewa J. Melby  
Dean of Students Grades 7-9  
rmelby@mashpee.k12.ma.us

## POLICY REGARDING FIELD TRIPS

Field trips form an important part of a student's educational program. At Mashpee Middle/High School, such trips are planned with the utmost care and parental help is sought in assuring safety at all times. Teachers insist upon good conduct and do everything they can to make the journey a worthwhile learning experience.

It sometimes develops that in spite of every precaution, an accident may occur. In such event, the teacher in charge and the parents serving as chaperones can be depended upon to use good judgment about getting immediate and proper care for you child.

Since trips have become a common and valuable process, we think that you should understand that in case an accident should occur, no one connected with the school system can assume any financial responsibility.

Neither the Town officials/School Administration, nor the teaching staff may be liable in cases of injuries or unforeseen accidents.

If you are willing for your child to make the trip under the policies and conditions as stated above, please sign this form and return it to the teacher.

TRIP: National ProStart Invitational

\_\_\_\_\_

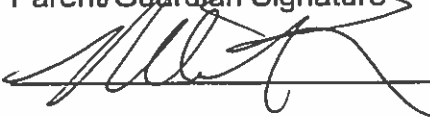
Student's Name

DESTINATION: Charleston, SC

\_\_\_\_\_

Parent/Guardian Signature

DATE: April 27 - May 1, 2017



Principal's Signature

DEPARTURE TIME: 8am (Estimated)

RETURN TIME PLANNED: 5pm (Estimated)

*Mashpee—A Connected Community*

*All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and to the full range of co-curricular/enrichment/sports programs offered by the Mashpee Public Schools.*

**School Committee Meeting  
March 15, 2017  
Minutes**

Present were: Don Myers, George Schmidt and Geoff Gorman. Also present was Patty DeBoer, Superintendent and Paul Funk, Business Manager

**I. Call Meeting to Order**

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

**II. Pledge of Allegiance**

**III. Public Comment**

None

**IV. \*Approval of Minutes of 2/1/17 & 3/1/2017**

Mr. Schmidt made a motion, seconded by Mr. Gorman to approve the minutes of 2/1/2017.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

Mr. Schmidt made a motion, seconded by Mr. Gorman to approve the minutes of 3/1/2017.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

**V. \*Request by a Unit A staff member for a one-year leave of absence for FY18**

Mr. Schmidt made a motion, seconded by Mr. Gorman to approve a one-year leave of absence for Unit A staff member.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

**VI. Report of the Business Manager**

**6.1 Status of FY17 budget report**

Mr. Funk reviewed the FY17 budget with the Committee.

**6.2 Status of grants, revolving accounts, lunch report**

Mr. Funk reviewed the grants, revolving accounts and lunch report.

**6.3 \*Budget transfers**

Mr. Schmidt made a motion, seconded by Mr. Gorman to approve budget transfer #17-06 as presented.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

**6.4 FY17 school choice expenditures**

A list of school choice expenditures is included in the packet.

**VII. Specifically Assigned/Unfinished Business**

**7.1 House Bill 610**

Mr. Schmidt made a motion, seconded by Mr. Gorman to table House bill 610 until more information is made available.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

7.2 \*FY18 calendar

Mr. Gorman made a motion, seconded by Mr. Schmidt to approve Draft C of the school calendar for school year 17/18.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

7.3 FY18 budget discussion

The Committee will continue to review the FY18 Budget.

**VIII. New Business**

None

**IX. Committee Reports**

None

**X. Items the Chairman did not reasonably know in advance of the meeting (Other)**

None

**XI. Public Comment**

None

**XII. \*Executive Session**

10.1 Strategy for collective bargaining with Units A, B & C

Mr. Myers made a motion, seconded by Mr. Schmidt to enter into the Executive Session at 7:25pm for the purpose of a strategy for collective bargaining with Units A, B & C.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent-Mr. McGee and Mr. Santos.

**XIII. \*Adjournment**

Mr. Schmidt made a motion, seconded by Mr. Gorman to adjourn the meeting at 8:30pm.

**Roll Call Vote:** In favor – Mr. Gorman, Mr. Schmidt and Mr. Myers; opposed – none; absent – Mr. McGee and Mr. Santos.

Respectfully submitted by,

Catherine E. Loyko  
School Committee Recording Secretary

KENNETH C. COOMBS SCHOOL  
PRINCIPAL REPORT - Paul LaBelle

5.

MARCH 2017

| Grade | Total | Class #1 | Class #2 | Class #3 | Class #4 | Class #5 | Class #6 | Class #7 | Multi-Age |
|-------|-------|----------|----------|----------|----------|----------|----------|----------|-----------|
| PS    | 100   | 15       | 16       | 13       | 17       | 18       | 18       |          | 3         |
| K     | 103   | 17       | 18       | 17       | 18       | 16       | 17       |          |           |
| 1     | 125   | 18       | 17       | 18       | 18       | 18       | 18       | 18       |           |
| 2     | 107   | 21       | 21       | 22       | 21       | 21       |          |          | 1         |
| Total | 435   |          |          |          |          |          |          |          | 4         |

Enrollment as of March 27, 2017

|    | Enrollment | Withdrawal |
|----|------------|------------|
| PS | 2          |            |
| K  | 1          | 1          |
| 1  |            | 2          |
| 2  | 1          |            |

Attendance for the month: 90%

**Acknowledgements:** Thank you to Meg Smith, Media Specialist, for *Dr. Seuss Family Night* on March 2. Thank you to Mrs. Mitchell, P Teacher, for organizing the Jump Rope for Heart fundraiser. Though all students participated in the jump rope PE classes, we had over 4 students and their families contribute to this cause. Thank you to the KCC PTO for sponsoring the Blacklight Dance, the original date February was cancelled due to the snowstorm and was rescheduled to March 31. We are also grateful for our PTO sponsoring the *Johnny the K* performance for all KCC students during *Read Across America Week*. Our Coast Guard friends with the *Crew Mates and Classmates* program continues to inspire our grade 2 students each month with great STEM activities. KCC students celebrated their third filling of Falcon Nest with BINGO at lunch celebration. Pre-schoolers had a special time slot so they could participate together. Students earn Falcon Eggs when "caught" observing the FALCON FIVE. Each time the nest gets filled, we have a school-wide celebration. Thank you to the KCC School Council that has been working on building a more focalized volunteerism program at KCC. Using Skyping technology, Media Specialist, Meg Smith, created some cross-country and international learning opportunities between some KCC students and classrooms in Texas and Poland. Math Curriculum Leader, Stephanie Souza, planned a very successful Math Night for our families. Students participated in many math activities and created 100th Day projects for our observation gallery.

Major Events

Upcoming Events

|  |   |
|--|---|
| March 1 - Read to Me Volunteers Visit Preschool              | April 3 - Early Release Day                       |
| March 1 - Wacky Wednesday - wear something WACKY!            | April 4 - Calmer Choice Course 4:15pm-6:30pm      |
| March 2 - KCC Jump Rope for Heart Fundraiser Begins          | April 10-April 14 - KCC PTO-sponsored Spirit Week |
| March 2 - Read Across America Day and Dr. Seuss Family Night | April 11 - Calmer Choice Course 4:15pm-6:30pm     |
| March 3 - Fox in Sox Day                                     | April 14 - Stepping into Spring School-wide Walk  |
| March 8 - PTO Meeting  | April 25 - Calmer Choice Course 4:15pm-6:30pm     |
| March 13 - KCC Marathon Monday                               |   |
| March 15 - Read to Me Volunteers Visit Preschool             |   |
| March 16 - Early Release Day                                 |   |
| March 17 - NO SCHOOL-PD DAY                                  |   |
| March 20 - Preschool and Kindergarten Registration Begins    |   |
| March 27 - Report Cards Issued                               |   |
| March 31 - PTO Blacklight Dance                              |   |

# Quashnet School Principal's Report March 2017 - MaryKate O'Brien

6.

## Enrollment

| Grade        | IN       | OUT      | TOTAL      | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 |
|--------------|----------|----------|------------|---------|---------|---------|---------|---------|---------|---------|
| 3            | 3        | 2        | 130        | 3AR—18  | 3BR—18  | 3FL—19  | 3KE—19  | 3PO—19  | 3SC—20  | 3ST—18  |
| 4            |          |          | 139        | 4FO—21  | 4GO—19  | 4KE—21  | 4LO—19  | 4MA—19  | 4MC—20  | 4ST—20  |
| 5            | 1        |          | 106        | 5BE—18  | 5BL—17  | 5DU—18  | 5MA—17  | 5PI—19  | 5WE—17  |         |
| 6            | 1        |          | 144        | 6BA—20  | 6BB—20  | 6GE—20  | 6GR—20  | 6JO—21  | 6MC—22  | 6SW—21  |
| <b>Total</b> | <b>3</b> | <b>2</b> | <b>519</b> |         |         |         |         |         |         |         |

Enrollment as of 3/28/17

519 students—27 Homerooms—Attendance Rate is 92.61%

### Acknowledgements:

Mrs. McBrien and Mrs. Jones organized a sixth and first grade read aloud for Dr. Seuss Day. Sixth graders enjoyed their time at KCC – this collaboration is enjoyed by all students and staff that participated.

Thank you to Mrs. Perry, a retired Quashnet School teacher, and the fifth grade team for all their work in planning Wampanoag Day for fifth grade students. This event highlighted dancing styles, explained regalia, and provided a fabulous drumming exhibition for students. This was a terrific celebration to showcase the rich Wampanoag culture right here in Mashpee and provided an opportunity for many of our Native children who took pride sharing their heritage.

Congratulations to our outstanding music department for all their work to enrich our students musically. Music in Our School Concert was exceptional. Quashnet School had seven students participate in the All State Treble Concert in Boston. Thank you to Charlie Jenkins, Maya Branson, Sarah Landry, Maria MacDonald, Mackenzie O'Sullivan, Alyssa Whalen, and Taylor Willman for representing Quashnet School and Mashpee as excellent ambassadors.

Thank you to Patricia Farrell and the entire BFTC for welcoming Quashnet School Oompa Loompas to participate in their production of Willy Wonka. This partnership with MMHS provides a fabulous learning opportunity for Quashnet thespians.

Our second annual Family Skate Night was held on April 19<sup>th</sup> at Gallo Ice Arena in Bourne. Thank you to Ms. Ali Keohane and Ms. Bretton Keohane for organizing this event and to Gallo Ice Arena for donating the sheet of ice. Approximate 200 Quashnet community members attended the event and \$900 was raised in donations to be applied to the service dog initiative.

| Events – March 2017   | Events – April 2017                                     |
|---|---|
| 3/01 – School Committee, Regular Meeting 6:30 PM                    | 4/03 – Early Release, 11:30 Dismissal                   |
| 3/02 – Dr. Seuss Day, 6 <sup>th</sup> Grade visits KCC              | 4/03 – MARCC Anti-Bullying Assembly                     |
| 3/03 – Native American Drummers and Dancers Grade 5                 | 4/04 – Jump Rope for Heart                              |
| 3/03 – QS PTO Family Movie Café 6:00 PM                             | 4/05 – Talent Show Dress Rehearsal 3:30PM MMHS          |
| 3/07 – Cape & Islands String Jamboree, Nauset Middle School         | 4/06 – Talent Show 6:00PM MMHS                          |
| 3/10 – MTSS Training  | 4/08 – Quashnet Open House – Window Tour 10:00 AM       |
| 3/11 – All State Treble Chorus, Boston, MA                          | 4/11 - 4/13 – ELA MCAS                                  |
| 3/14 – Talent Show Auditions 2:45PM – 4:00 PM                       | 4/13 – Quashnet Open House, Window Tour 6:00PM – 7:00PM |
| 3/15 – School Committee, Regular Meeting 6:30 PM                    | 4/14 – Staff vs Student Floor Hockey 8:30-9:30 AM       |
| 3/16 – Early Release Day for Students - Teacher PD                  | 4/17 – 4/21 – Spring School Vacation Week               |
| 3/16 – Dining for a Cause at 99 Restaurant – Service Dog Initiative | 4/24 – ALICE Training for Staff                         |
| 3/17 – Teacher PD – No School for Students                          | 4/25 – ELA MCAS Make-Ups                                |
| 3/19 – QS Family Skate Night, Gallo Arena 5:00 – 6:30 PM            | 4/26 – Spelling Bee Practice, 2:45PM – 3:30PM           |
| 3/21 – Talent Show Practice 2:45 - 4:00PM                           | 4/26 – PTO Meeting 6:00 PM QS Library                   |
| 3/23 – Music In Our Schools, MMHS Gym 6:30 PM                       | 4/27 – Spelling Bee 5:30 PM                             |
| 3/23 – School Council Main Office 3:30-4:30 PM                      | 4/27 – Polished Dental Visit                            |
| 3/25 – Willy Wonka Play at MMHS with QS supporting performers       | 4/27 – Spring Individual & Class Photos                 |
| 3/27 – Term Two Report Cards Issued                                 | 4/27 – Special Olympics                                 |
| 3/28 – Talent Show Practice 2:45 – 4:00PM                           | 4/30 – QS Day at Paw Sox Game, Pawtucket, RI 1:35 PM    |
| 3/28-3/30 – Visiting Storyteller/Writer, Thomas Lee - Grade 3       |   |
| 3/29 – PTO Meeting, QS Library 6:00PM                               |   |



7.

**Mashpee Middle High School Principal's Report**  
**Mark Balestracci March 2017**

| Grade        | Withdrawal | Enrollment | Total      | HS ELA Average Class Size        | HS Math Average Class Size | HS Science Average Class Size       | HS Social Studies Average Class Size |
|--------------|------------|------------|------------|----------------------------------|----------------------------|-------------------------------------|--------------------------------------|
| 7            |            | 1          | 128        | 21                               | 17                         | 14                                  | 16                                   |
| 8            |            |            | 149        | MS ELA Average Class Size        | MS Math Average Class Size | MS Science Average Class Size       | MS Social Studies Average Class Size |
| 9            |            | 1          | 122        | 22                               | 19                         | 22                                  | 23                                   |
| 10           |            |            | 115        | MHS Attendance for month: 93.29% |                            | MMS Attendance for the Month: 94.0% |                                      |
| 11           |            |            | 99         |                                  |                            |                                     |                                      |
| 12           | 2          |            | 107        |                                  |                            |                                     |                                      |
| <b>Total</b> |            |            | <b>720</b> |                                  |                            |                                     |                                      |

**Suspensions:**

| Grade | Out-of-school suspension/reason               |
|-------|---|
| 7     | none  |
| 8     | 1 intimidation                                |
| 9     | 1 skipped Saturday school; 1 class disruption |
| 10    | 1 skipped Saturday school                     |
| 11    | 1 Skipped Saturday school                     |
| 12    | 2 skipped Saturday school                     |

**Acknowledgments:**

Thank You to Mrs. Lindsay Kett and all MMHS Staff for supporting a successful Grade 10 ELA MCAS Administration.

Thank You to Mrs. Lindsay Kett for organizing and hosting the 6<sup>th</sup> Annual Higher Education Fair at MMHS. Over 60 school/organizations were in attendance.

Congratulations to the Blue Falcon Theater Company and its actors for a wonderful performance of Willy Wonka! All four shows were well attended and the show was great!

Thank You to Mr. Looney and MMHS Senior Tony Damiani for working with the Quashnet School STEM classes on coding for a robot build! It was great to see MMHS Students working collaboratively with our younger students.

Thank You to Ms. Deb Vaughn for taking our Key Club Students to the Key Club District Education Conference in Springfield, MA.

Thank You to Athletic Director Matt Triveri for organizing and hosting the Falcon Festival. We had over fifteen schools participate in both baseball and softball games.

Congratulations to MMHS Students Tiffany Hassey (1<sup>st</sup> Place Digital Art), Kevin Webb (2<sup>nd</sup> Place Charcoal Drawing) and Cailin Kaski (3<sup>rd</sup> Place for watercolor). Their Work was featured at the "Beginnings" Exhibit opening at the Cape Cod Art Association!

Thank You and Congratulations to all of our Music Teachers and Musicians on a wonderful Music in Our Schools Performance!

Congratulations to our ProStart students on competing at the ProStart Invitational in Worcester, MA!

**Events- March 2017**

03/28/2017-NHS Induction Ceremony  
 03/28/2017-MMHS ProStart Invitational in Worcester, MA.  
 03/31/2017- MMHS CTE Students to Quashnet School (STEM)  
 03/31/2017-04/02/2017- MMHS Key Club to the District Education Conference in Springfield, MA

**Events- April 2017**

04/02-04/09/2017- MMHS Welcomes 15 grade 10 visiting Chinese Students  
 04/03/2017- MMHS Senior Exhibition Night @5:30pm in the MMHS Cafeteria  
 04/05/2017: MMHS Credit for Life Fair  
 04/06/2017- FBLA State Conference at Bentley University  
 04/07/2017- MMHS Student Government Day at the State House in Boston, MA  
 04/07/2017- MMHS Class of 2018 Floor Hockey Tournament from 4-9pm at the MMHS Gymnasium

**Events-April 2017**

04/08/2017- ACT Test Date (locations vary)  
 04/10/2017- MMHS Term 3 Ends  
 04/10/2017- MMHS CTE Students to Quashnet School (STEM)  
 04/10/2017-MMHs National Technical Honor Society Induction @6pm  
 04/11/2017- MMHS Term 4 Begins  
 04/11/2017- MMHS Human Rights Club Summit  
 04/12-04/13/2017- MMHS Grade 7 and 8 ELA MCAS 2.0  
 04/14/2017- MMHS Term 3 Report Cards Available to view on PowerSchool  
 04/14/2017- MMHS Art Trip to the Museum of Fine Arts in Boston, MA  
 04/13-04/20/2017- MMHS Baseball in Florida  
 04/25/2017- MMHS SAC Training  
 04/26/2017: MMHS AP Exam Registration  
 04/27/2017- MMHS Cape Cod School Day Games

**MASHPEE PUBLIC SCHOOLS**

**Administrator’s Report:** Michele Brady, MSW, LICSW, Administrator for Special Education  
**Month/Date:** March 2017  
**School/Assignment:** Special Education Department

**Special Education Accountability:**

- Prepared out of district monitoring plans and budget.
- Consulted tutors for special education students unable to attend school.
- Attended Meeting with EEC Representative-Grant#391, High School, March 16.

**Special Education Enrollment: March 2017**

| School                            | Active IEP’s |
|-----------------------------------|--------------|
| Home Schooled                     | 0            |
| Home-Tutored                      | 2            |
| Private School(services only)     | 0            |
| KCC PreK                          | 29           |
| KCC                               | 40           |
| Quashnet                          | 84           |
| MMS/MHS                           | 115          |
| Other                             | 1            |
| Out of District                   | 19*          |
| <b>Total Special Ed. Students</b> | <b>290</b>   |

\*includes 1 student with free tuition and 1 student who also attends Mashpee High School post grad program

**Teaching and Learning:**

- Daily Activities: Team meetings (in-district and out-of-district), teacher observations, administrative meetings, responding to parent calls and meetings.
- Attended CPR Training, Bristol-Plymouth Vocational, Taunton, MA., March 6.
- Conducted Behavior Work Group Meeting, High School, March 7 & 21.
- Attended SBLT Meeting, KCC, March 8.
- Attended SBLT Meeting, MMS/MHS, March 10.
- Attended an ASE Conference, College of Holy Cross, Worcester, MA., March 24.

**Community Connections:**

- Met with CFCE coordinator, Central Office, March 3.
- Attended Kiwanis Club of Mashpee meeting, March 16.
- Conducted site visits on behalf of 4 students, March 20.
- Attended OOD Team Meeting, Cape Cod Collaborative, Osterville., March 20.
- Attended OOD Team Meeting, Cape Cod Collaborative, Osterville., March 21.

To: Patricia DeBoer , Mashpee Public Schools Superintendent  
From: Matt Triveri, Mashpee Middle/High School Athletic Director

**Mashpee Athletic Department Report  
March 2017**

**2016-2017 South Shore League Winter All-Stars**

**Sport/Name**

Boys Basketball

Michael Fraser  
Devaun Ford  
Dominick Fellini

Girls Basketball

Ashley Keleher

Girls Hockey

Tannah O'Brien

Gymnastics

Allison Kondracki  
Sydney Pinsonneault

Cheerleading

Jaedyn Eurenus

Boys Indoor Track

Cam Kergo

Girls Indoor Track

Katie Wellington

\* High School Sports Participation Numbers:

Girls Lacrosse- 43 (largest total to date)

Boys Lacrosse- 26

Baseball- 26

Softball- 23

Boys Tennis- 9

Girls tennis- 9

Track- 34

- For the first time in the past five years the softball and baseball Falcon Festival took place last weekend. Mashpee Middle/High School hosted over 250 players in what was universally regarded as a terrific event. Attending schools were:

**Softball**

1. Mashpee
2. Martha's Vineyard
3. Nantucket
4. Falmouth
5. Bay Path Regional Voke
6. Winthrop
7. Concord (NH)
8. Sunapee (NH)

**Baseball**

1. Mashpee
2. Nantucket
3. Tahonto
4. Bay Path Regional Voke
5. Diman Voke
6. Gardner
7. Nashoba
8. Mt. Greylock



## Calendar of Events

Fri., 4/7: MMHS Student Government Day at the Statehouse  
 Fri., 4/7: MMHS Class of 2018 Floor Hockey Tournament in gym 4-9pm  
 Sat., 4/8: MMHS ACT Test date  
 Sat., 4/8: MMHS Art Showcase at Cape Cod Media Center in Dennisport 3-5PM  
 Sat., 4/8: QS Open House Window Tour 10-11AM  
 Mon., 4/10: KCC Pre-K & K Registration begins  
 Mon., 4/10: KCC PTO Spirit Week begins  
 Mon., 4/10: MMHS Term 3 ends  
 Mon., 4/10: KCC Gr. 2 Marathon Monday 11:45AM  
 Mon., 4/10: MMHS CTE field trip to QS (Looney)  
 Mon., 4/10: MMHS National Technology Honor Society Induction 6-8PM in auditorium  
 Mon., 04/10: MMHS Jazz Band Festival, Nauset Middle School, 4:30PM-9:00PM  
 Tue., 4/11: QS ELA MCAS (rescheduled)  
 Tue., 4/11: MMHS term 4 begins  
 Tue., 4/11 KCC Class Photos  
 Tue., 4/11: KCC Calmer Choice 4:15PM in conference room  
 Tue., 4/11: Indian Education 5:30PM room E101 at MHS  
 Tue., 4/11: MMHS Climate Change and Human Rights Summit (Ms. Hill) CC Academy  
 Tue., 4/11: MMHS School Council 4-5PM conference room  
 Wed., 4/12: QS ELA MCAS (rescheduled)  
 Wed., 4/12: MMHS Gr. 7&8 ELA MCAS  
 Wed., 4/12: District Art Show 3-4:30PM superintendent's office  
 Wed., 4/12: KCC PTO 6-7:00 PM in cafeteria  
 Thu., 4/13: QS ELA MCAS (rescheduled)  
 Thu., 4/23 QS Open House Window Tour 6:00PM - 7:00PM  
 Thu. 4/13-4/20: MMHS Varsity Baseball Spring Training Trip to Florida (Patenaude & Crook)  
 Fri., 4/14: MMHS Term 3 Report Cards  
 Fri., 4/14: MMHS Art Field Trip to Boston Museum of Science (Deschamp)  
 Fri., 4/14: QS 6<sup>th</sup> Grade vs. Staff Floor Hockey Game 9AM gym  
 Fri., 4/14: KCC Stepping Into Spring Walk 2PM  
 Sun., 4/16 Vacation 4/16-4/20  
 Mon., 4/24: KCC Gr. 2 Marathon Monday 11:45AM  
 Mon., 4/24: MMHS NJHS Induction 6-7PM in auditorium  
 Tue., 4/25: NHS Spring Blood Drive in auditorium  
 Tue., 4/25: MMHS Southeast Regional State Advisory Council (W. Bridgewater)  
 Tue., 4/25: MMHS CTE to Quashnet School (Mr. Looney)  
 Tue., 4/25: KCC Calmer Choice 4:15pm-6:30pm in conference room  
 Tue., 4/25 Screenagers Move 6-8 PM at MMHS auditorium  
 Wed., 4/26: MMHS AP Exam Registration 7:40-8:40AM  
 Wed., 4.26 QS Spelling Bee Practice 2:45PM - 3:30PM  
 Wed., 4/26: QS PTO meeting in café 6:00PM  
 Wed., 4/26: School Committee Finance Meeting 6:30PM  
 Thu., 4/27: QS Individual and class pictures  
 Thu., 4/27: QS Polished Dental Visits

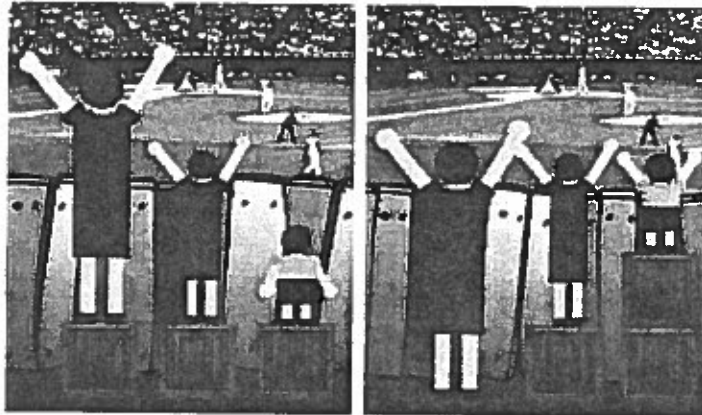
Thu., 4/27: MMHS Olympic School Day Games 8AM-2PM  
Thu., 4/27: QS Spelling Bee 5:30-8:00PM in cafeteria  
Thu., 4/27-5/1: MMHS ProStart Invitational National Culinary Championship in South Carolina  
Fri., 4/28: MMHS Cape Cod School Day Games (rain date) 8AM-2PM  
Sat., 4/29 MMHS Cape Cod Mini-Maker Faire 10AM-4PM MMHS gym/auditorium/cafe  
Sun., 4/30: MMHS Class of 2018 Golf Tournament @ Willowbend  
Sun., 4/30: QS Paw Sox Game 1:35PM  
Mon., 5/1: MMHS AP Exam Window (5/1-5/12)  
Mon., 5/1 Staff Appreciation Week  
Mon., 5/1: Early release- All Schools  
Mon 5/1: KCC Gr 2 Marathon Monday 11:45AM  
Mon., 5/1: Town Meeting in MMHS auditorium 7-9PM  
Tue., 5/2: KCC Calmer Choice 4:15PM in KCC conference room  
Tue., 5/2: MMHS MCAS ELA makeup for grades 7 & 8  
Wed., 5/3: MMHS CTE to Quashnet (Mr. Looney) 1PM  
Wed. 5/3: MMHS MCAS ELA makeup for grades 7 & 8  
Thu., 5/4: QS Gr. 5 Poetry Author visit  
Thu., 5/4: MMHS DC Travelers Meeting 2:10PM  
Thu., 5/4: MMHS MCAS ELA makeup for grades 7 & 8  
Fri., 5/5: QS Gr. 6 Poetry Author visit  
Fri. 5/5: MMHS: Cabaret Night 6PM in cafeteria  
Sat., 5/6: SAT and SAT Subject Tests  
Mon., 5/8: KCC Gr. 2 Marathon Monday 11:45AM  
Tue., 5/9: MMHS MCAS MATH Gr. 7&8  
Tue., 5/9: KCC School Council Meeting 3PM  
Tue., 5/9: MMHS School Council Meeting 4pm main office conference room  
Tue., 5/9 Indian Ed Parent meeting 5:30PM MMHS room E101  
Wed., 5/10 QS Grade 6 Barnstable Court Field Trip (Class TBA)  
Wed., 5/10: MMHS MCAS MATH Gr. 7&8  
Wed., 5/10: QS Math MCAS rescheduled  
Wed., 5/10: KCC Aces Day 8:30AM  
Wed., 5/10: KCC PTO Meeting and Elections 6PM  
Wed., 5/10: School committee meeting 6:30pm QS library  
Thu., 5/11: KCC Future Maker Field Trip to MMHS CTE Tech Center 8:30AM  
Thu., 5/11: MMHS CTE students to QS (Looney) 1:00pm  
Thu., 5/11 Title I Night at Cape Cod Children's Museum 6:00-7:30 PM

# MASHPEE PUBLIC SCHOOLS <sup>14.</sup> Multi-Tiered System of Support (MTSS) Handbook

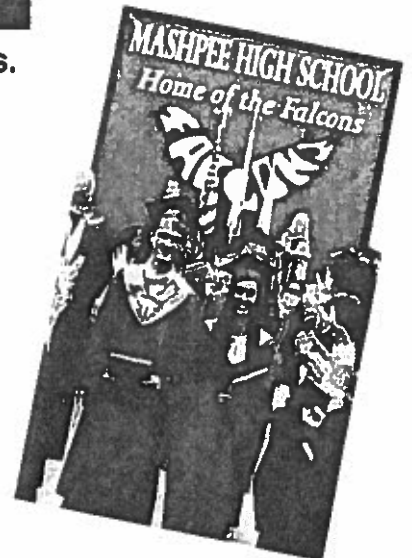


## WHY MTSS?

To improve educational outcomes for ALL students



Fair is when each student gets what he/she needs.



Tier 3: Intense Individual Interventions  
FEW

Tier 2: Targeted Interventions

SOME

Tier 1: Core, Universal Instruction & Supports

ALL



## A. Multi-tiered Instruction and Intervention Framework

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### Tier 1: Core Instruction and Systems of Support-Quality First Teaching for All

#### ***Tier 1 Instruction is about:***

- ✓ Effective “first teaching” (CORE)
  - ✓ Providing structures and systems for creating a positive school/classroom climate
  - ✓ Delivering integrated instruction that is designed to meet the needs of all learners
  - ✓ Universal design for learning to ensure equity and access to core instruction for **all** learners
- Tier 1 is known as “Core Instruction”, the instruction to which all students must have universal access. All students receive high quality, evidence-based, core instruction based on a district curriculum that is aligned with state standards. It is expected that of all the students receiving core instruction, 80% or more of students will be proficient. Systems and structures are in place in all schools to ensure that each student achieves and/or exceeds grade-level academic, behavior and social emotional development goals.
  - Academic Engaged Time (AET) is the number of minutes available each day/week during which students should be receiving quality instruction and should be demonstrating engagement with that instruction and their learning. Effective use of instructional time, specifically, academic engaged time, is a strong predictor of student achievement at all levels.
  - Schools have systems in place to identify the needs of all students, as well as to monitor and to evaluate progress throughout the school year, using multiple data measures (i.e. district assessments, attendance, suspension, grades, office referrals). Data are analyzed and differentiated instruction and intervention is delivered. Educators regularly review and monitor student progress to determine learning trends and adjustments needed in on-going instruction.

SEE: MPS Instructional Framework (Academic and Behavior), Explicit Instruction by Anita Archer, Active Participation Reference Sheet (these will be hyperlinked in the final online version)

### Tier 2: Strategic Intervention—Supplemental Support

#### ***Tier 2 Strategic Intervention and Support is about:***

- ✓ Aligning and integrating Tier 2 instructional practices with Core academic instruction and school-wide behavioral supports
  - ✓ Providing, in addition to Core (Tier 1), academic, social/emotional, and behavioral supports that include small group interventions or more targeted support for students
  - ✓ Using data to provide more time and intensity of instruction and support while regularly monitoring student(s) progress bi-weekly.
- Strategic Intervention (Tier 2) is provided, in addition to Core instruction, in order to increase student success in Tier 1. Tier 2 instruction is provided to those students whose data indicate that they are not maintaining proficiency given the pace and supports available with core instruction alone. Tier 2 instruction is more *intensive* than in Tier 1.
  - Intensive is defined as additional *time*, a narrower *focus* (targeted to specific need) and a broader *type* of instruction (e.g., explicit, guided).
  - Tier 2 instruction typically is provided to smaller groups of students who share the same instructional need (e.g., specific skill or skills to achieve standards). Instruction and interventions provided in Tier 2 are evidence-based and culturally responsive for the targeted

**B. Data-Based Problem Solving Process (See also separate, more detailed section in this handbook.)**

The 4-step Problem-Solving Protocol is designed to develop, implement and evaluate instruction, interventions and supports necessary to improve student performance within a MTSS. The Problem-Solving Protocol is on-going and allows teams of educators to continuously problem solve instruction and interventions to produce optimal student outcomes. Research supports a strong relationship between the fidelity of implementation of the problem-solving process and positive student outcomes.

**Step 1 – Define the Problem/Identify the Goal—What do we want student(s) to Know, Understand and Do?**

- Define the problem
- Use data to identify the gap between current performance and desired level of performance
- Define the goal

**Step 2 – Analyze the Problem—Why is the goal not being attained?**

Develop one or more hypotheses. Data are used to evaluate the impact of multiple factors (Instruction, Curriculum, Environment, Learner) on student performance. **A student’s failure to learn should not automatically be attributed to a learning disability or language barrier. All factors (e.g., curriculum, pedagogy, school and classroom environment, home and family, expectations) must be considered to inform accommodations and modifications to instruction and intervention.**

**Step 3 – Develop and Implement a Plan—What are we going to do about it?**

Establish a performance goal and develop an intervention plan to achieve the goal, including both the sufficiency (amount) and fidelity (implemented correctly) measures.

**Step 4 – Evaluate/Measure Response to Instruction & Interventions—Did it work?**

Use progress-monitoring data to evaluate the effectiveness of the intervention plan.

SEE: MPS Problem-Solving form, ICEL, ABC data chart (these will be hyperlinked in the final online version)

**C. Data Evaluation**

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to engage in data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Data-based decision-making is consistently and continually used throughout the school year to determine the appropriate frequency, duration, and intensity of instruction and support necessary for student success and to improve the impact of instruction on student outcomes. The data evaluation process has two essential elements—the *type* of data to be used and *purpose* of the evaluation.

The **types** of data used in the process include: Screening, Benchmark, Formative (Progress Monitoring), Summative (e.g. high stakes assessment, end-of-course assessments), Early Warning

Each of these **types** of data must be *validated* for the intended purpose, readily *available* to school personnel and capable to informing or related to the *improvement of instruction*. For example, early warning system data would not be used or useful for summative assessments.

The **purpose** of the evaluation process informs *what* the data are used for, the *frequency* with which the data are evaluated and the *instructional focus* of the evaluation.

## The 4-Step Problem Solving Process

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A multi-tiered system of supports (MTSS) is an evidence-based system of schooling within which data-based problem solving is used to determine the intensity and focus of instruction/interventions designed to meet students' social, emotional, behavioral, physical, mental, and academic needs. This process is most effective when used by teams of educators with a variety of expertise to accelerate students' educational performance. Family engagement is a critical element to ensure successful outcomes of the problem-solving process.

The 4-step process is a proven and well-established method of identifying, implementing and evaluating educational solutions that are designed to improve student growth and performance. The process enables teams of educators at the district and school levels to ensure that instructional resources reach the right students and schools at the right levels to accelerate the performance of every student to achieve and/or exceed proficiency with accepted academic (Florida Standards), behavioral and social/emotional standards. Simply stated, teams of educators engage in this process to more effectively and efficiently educate all students. The four steps are:

- Step 1: Define the problem/Identify the desired goal**
- Step 2: Analyze the problem--why the goal is not being attained**
- Step 3: Develop and Implement the instruction/intervention plan**
- Step 4: Evaluate the response to the instruction/intervention plan**

# Problem Solving Process

## Define the Problem. Identify the goal

- What do we want students to know, understand, and be able to do ?

**Evaluate**  
Did it work?  
•Response to  
Instruction &  
Intervention



## Problem Analysis

Why is the goal *not* being attained?  
•Validating Problem  
•Identify Variables that contribute to Problem  
•Hypotheses/Data Collection

## Implement Plan

- What are we going to do about it?
- Implement as Intended
- Progress Monitor
- Modify as Necessary

STEP 1:

The Goal Identification step consists of five (5) elements.

1. *Goal Identification:* Identify the goal(s) that is the focus of the 4-step process. Academic goals should be aligned with the appropriate MA Standards. Behavior/social-emotional goals should be aligned with the behaviors expected to engage instruction and to promote social-emotional competency.

4. **Testing** to identify related learner characteristics.

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[Reviewing, Interviewing, Observation, and Testing is commonly referred to as RIOT.]

**What are the critical actions for step 2?**

- Generate hypotheses across multiple domains
- Validate or refute hypotheses using ICEL by RIOT procedures

**Step 3: Implementing a Plan: (What are we going do to accelerate progress toward the goal?)**

**Intervention Design:** Develop and implement an intervention plan directly linked to the validated hypotheses. Ask, “What are we going to do about attaining the goal established in Step 1?” A detailed plan that is matched to the hypothesis identified in Step 2 will increase the likelihood that the intervention will be effective. Simply put, if the plan is weak, the results will be weak. To ensure a strong plan, teams must include the following critical components:

- ✓ The instruction/interventions are *evidence-based* and linked to the validated hypotheses about why the goal is not being attained.
- ✓ The action plan has *sufficiency* (delivered in sufficient amounts) *and fidelity* (delivered in the way intended by individuals qualified to deliver the instruction).
- ✓ The plan reflects the *integration* of instruction, interventions and learning supports addressing all of the student(s)’ areas of need and tying results back to success when engaged in Tier 1 instruction.
- ✓ The individuals implementing the plan have sufficient *support* (e.g., time, data, peer/coaching) to implement the plan as intended.

**What are the critical actions for step 3?**

- Link interventions to validated hypotheses
- Specify elements of a comprehensive instructional plan
- Ensure that Tier 1, Tier 2, and Tier 3 instruction/intervention are integrated and aligned.
- Ensure that the implementers have sufficient support to implement the plan as intended.
- Before implementing the intervention, decide:
  - What rate of progress will indicate that a response is positive, questionable or poor?
  - What will instruction/intervention decisions will be made based if a response is positive, questionable or poor?

**Step 4: Evaluation of Response to Instruction/Intervention Data (Did the plan work?)**

Evaluate the effectiveness of the plan by using data gathered from data collection (e.g., progress monitoring) at agreed upon intervals. Progress monitoring should directly assess the targeted skill(s). Use these data to determine “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the progress? Team discussion focuses on how to maintain or better enable learning for the student(s).

The effectiveness of the instruction/intervention design and implementation must be evaluated to make decisions regarding continuation, intensification, fading, or redesign of those instructional strategies. Progress monitoring data are used to make a determination of whether the effectiveness of the instruction/intervention is positive, questionable, or poor.

- Positive** effectiveness is noted when the gap is closing and the point at which target student(s) will “come in range” of the academic and/or behavioral target.
- Questionable** effectiveness is indicated when the rate at which the gap is widening slows considerably, but the gap is still widening or when the gap stops widening but closure does not occur.

# MPS Non-Negotiables

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

**MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK FOR IMPROVING THE EDUCATIONAL PERFORMANCE OF ALL STUDENTS**

The philosophy of the School Committee concerning academic, behavioral and social emotional achievement is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. Hence, the School Committee endorses a multi-tiered system of support for instruction and intervention to provide opportunities for all students for post-secondary education and/or successful employment within our global society.

A multi-tiered system of support provides the structure and incorporates a problem-solving process within which all schooling practices of the Mashpee Public Schools fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are a high priority, including English Language Learners, Students with Disabilities, and Academically and Intellectually Gifted students.

The multi-tiered system of support (MTSS) is an evidence-based framework that uses a problem solving approach in which all schooling practices of the Mashpee Public Schools fit to systematically guide the development of a well-integrated and seamless system of instruction, intervention and support in the areas of academics, behavior, social-emotional, and attendance that is matched to student need and guided by student outcome data.

## **Mashpee Middle-High School**

Course description for Wôpanâak Pâsuq (1):

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.

**MASHPEE PUBLIC SCHOOLS  
SCHOOL HEALTH SERVICES**

**JOB DESCRIPTION: SCHOOL NURSE**

**I. SCOPE OF RESPONSIBILITIES**

Guided by the Massachusetts Department of Public Health School Health Regulations, the school nurse functions as part of the student's health team addressing health issues in order to promote optimal learning in a safe environment. The school health program emphasizes health promotion and health education and is an important component of the health care delivery system serving children in the community. The school nurse works in collaboration with the members of the educational team and the school physician to develop and implement the health program for the population as defined by the school district. Responsibilities include program management, compliance with regulations, nursing services, collaboration and health education.

**II. QUALIFICATIONS**

The school nurse must have a valid nursing license to practice as a Registered Nurse in the Commonwealth of Massachusetts. (M.G.L. c 71, s. 53) The school nurse must;

- A. Hold a minimum of a Baccalaureate Degree in Nursing
- B. Work toward (and subsequently maintain) national certification in school nursing and/or hold a Master Degree in Nursing
- C. Meet the licensure requirements as defined by the Massachusetts Department of Elementary and Secondary Education
- D. Maintain current certification in Cardio-Pulmonary Resuscitation and First Aid from American Heart Association or American Red Cross.
- E. Maintain CEU'S as set forth by the Massachusetts Board of Registration in Nursing to meet state licensure requirements and maintain PDP'S to meet Massachusetts Department of Elementary and Secondary Education licensure requirements

**III. ACTIVITIES/RESPONSIBILITIES**

**Program management**

Establishes and manages a comprehensive school health program consistent with the Massachusetts Department of Health School Health Program Guidelines, Massachusetts Board of Registration in Nursing Regulations and local school district policy.

- A. Maintains comprehensive and accurate school health records
- B. Organizes and implements state-mandated programs such as immunization surveillance and vision and hearing screening programs (105 CMR 200.00-220.00)



- C. Works with members of the Mashpee community, the Mashpee Board of Health, school staff, families, students, and other professionals on data collection and/or health related needs assessments to enhance the comprehensive school health program, as appropriate.
- D. Consults with the school physician, district nurse coordinator/chairperson, school administrators and other professionals to establish, review and revise policies, procedures and specific programs for a comprehensive school health program.
- E. Completes required orientation, training, supervision and evaluation of school staff to comply with the statutes related to delegation to non-licensed personnel.
- F. Prepares regular written reports for school officials, the MDPH and other authorized agencies describing the services provided by the program, numbers of students served etc.

### **Direct Nursing Services**

Using the nursing process, the nurse collaborates with the parent/guardian and student as well as the teacher, school counselors and physician, to develop and implement an individualized health care plan for the student, as appropriate.

- A. Collects and assesses information about the health and development status of students, on an ongoing basis including but not limited to; health and social histories, screening results, physician assessments, emotional status, performance levels and health goals
- B. Provides injury assessment and first aid to students and staff, provides assessment and care of acute and chronically ill students and staff, and manages children with communicable disease
- C. Collects health information, assesses and provides appropriate nursing care to students and staff experiencing acute and chronic health problems, including referral to appropriate health care providers.
- D. Plans for and provides medically prescribed interventions, including medication administration consistent with Massachusetts Regulations: (105 CMR 200.000-210.100)
- E. Responds to frequently encountered social/emotional health issues, providing appropriate counseling, crisis intervention and referral
- F. Responds to suspected child abuse or neglect issues consistent with the Massachusetts requirements of a mandated reporter
- G. Evaluates outcomes of nursing intervention, and initiates change when appropriate.

**Health Education**

- A. May present classroom lectures or participate in group discussions on relevant topics, as requested
- B. Identifies need for health education and teaches the basic principles of health promotion and disease prevention to students and staff on an ongoing basis
- C. Provides and coordinates programs to assist students, families and staff to achieve optimal levels of wellness through health education and health promotion
- D. Provides in-service programs for school personnel for emergency care procedures and current health issues.

**Public Relations**

- A. Participates with other members of the community to assess, plan, implement and evaluate school health services and community services which include the broad continuum of primary secondary and tertiary prevention

**Advocacy**

- A. Advocates for the health and well being of students within the limits of the law.

Updated March 13, 2017