



Town of Mashpee

Town Clerk

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Date: April 29, 2016

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- Regular 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 4 2016

Time of Meeting: 6:00 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 4, 2016

IN THE MATTER OF: Bargaining and strategy with respect to litigation.

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 Chris Santos

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 (X)
 - b. Will not reconvene ()
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 (X)
 2. Strategy with respect to Collective Bargaining ()
 3. Strategy with respect to litigation (X)
 4. The purchase, exchange, lease or value of real property ()
 5. Strategy with respect to negotiations with non-union personnel ()
 - 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 REGULAR MEETING
OF May 4, 2016
Quashnet School Library/6:00 pm
Agenda *****

- I. Call meeting to order 6:00**
- II. Executive Session 6:01**
 - 2.1 *Negotiation with non-union personnel (Interim Superintendent)
 - 2.2 *To discuss strategy in regards to litigation
- III. Return to Public Session at approximately 6:30**
- IV. Pledge of Allegiance 6:35**
- V. Update from student liaison- Frederick Hanna III 6:40**
- VI. Update on the K.C. Coombs School- Wendy Lithwin 6:50**
- VII. *Technology Plan- Sean Moroney, Colleen Terrill, Suzy Brooks (p. 1-10) 7:00**
- VIII. **Public comment 7:15**
- IX. *Approval of meeting minutes 7:25**
 - 9.1 Regular Minutes of 4/6/16 (p. 11-12)
 - 9.2 Executive Minutes:
 - Approved 12/2/15, not released- 7/23/14, 9/17/14, 4/1/15, 11/5/15, 11/18/15
 - Executive minutes-12/2/15, 12/10/15, 1/20/16, 1/28/16, 2/25/16, 3/2/16
- X. Report of the Superintendent 7:30**
 - 10.1 Administration reports (p. 13-19)
 - 10.2 Enrollments (p. 20)
 - 10.3 Camp Falcon update
 - 10.4 Graduation books-providing bookmarks instead of labels
 - 10.5 MTSS update
- XI. New Business 8:00**
 - 11.1 *Tuition waiver for N.R. (gr. 2), M.E. (gr. 3)
 - 11.2 *Tuition waiver for H.H.
 - 11.2 *Baseball trip to FLA (p. 21-24)
- XII. Specifically unassigned/unfinished business 8:10**
 - 12.1 *Interim Superintendent
- XIII. Sub-Committee Reports 8:20**
 - 13.1 School Start Time Subcommittee- update
 - 13.2 Health Advisory- update
 - 13.1.1 First Read- Concussion Policy (p. 25-38)
 - 13.1.2 First Read- First Aid Policy (p. 39)
 - 13.3 MASC Opioid Presentation
- XIV. Events/Happenings 8:35**
 - 14.1 Calendars /menus (p. 40-48)
- XV. *Adjournment 8:40**
 - *Vote required*
 - **Public Forum – A total of 20 minutes will be allowed for this agenda item per School Committee policy BEDG***The listing of matters are those reasonable anticipated by the Chair which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up for discussion.*



Mashpee Public Schools

Technology Department

District Technology Plan ***2015 - 2020***

(DRAFT: 5/2016)

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

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Mashpee Public Schools Technology Department Introduction

*Our **Vision** is that every Mashpee Public School student is prepared to excel in a global community and that every Mashpee educator effectively integrates technology into his/her instructional practice to improve student learning.*

*Our **Mission** is to provide rigorous academic curriculum where personalized learning is maximized through the use of technology. Our students are empowered with the knowledge, skills, and core values necessary to achieve personal success. Similarly, all staff members are empowered with the training and resources necessary to provide a technology-rich learning environment for all students and to effectively utilize technology to improve work efficiency and communication.*

We are committed to advancing student learning through the strategic integration of technology. Through student-centered lesson design, the Mashpee Public Schools is dedicated to providing each student with multiple ways to explore and acquire knowledge, to master creative and critical-thinking skills, to understand concepts in ways that foster a positive self-image, to question and understand the perspectives of others, and to present his/her own learning and opinions. These skills guide our students to be collaborative team members, creative problem-solvers, and responsible global citizens.

Teaching and Learning

| | |
|------------------|---|
| Goal | The Mashpee Public Schools will be a digitally safe environment of connected 21st century engaged learners. Teachers and students will know how to use technology to enhance outcomes. |
| 2015-2016 | With 1,661 students working 1:1 in grades 3-12 and 3:1 in grades K-2 on over 2,000 mobile devices, Mashpee is well-positioned to support new levels of engagement and provide access to technology tools that allow students to create, design, and explore. Teachers in all schools are designing lessons using web-based tools that foster collaboration, critical thinking and problem-solving. Tools such as Google Tools, Explain Everything, Little Bird Tales, BoomWriter, Skype, etc. are supporting students as they experience more rigorous learning design. |

| Action Steps | Person(s) Responsible | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|------------------|------------------|------------------|------------------|
| 1. Develop PreK-12 curriculum that promotes positive digital citizens and the development of healthy digital footprints | Instructional Technology Directors | X | | | |
| 2. Implement PreK-12 curriculum that promotes positive digital citizens and the development of healthy digital footprints and provide ongoing support to teachers in the implementation of this curriculum. | Instructional Technology Directors and Teachers | | X | X | X |
| 3. Promote global connections and communication in the classroom through the use of social media. | Instructional Technology Directors and Teachers | X | X | X | X |
| 4. Design lessons that enable all students to meet grade-level Technology Literacy Standards. | Instructional Technology Directors and Teachers | X | X | X | X |
| 5. Provide collaborative opportunities for staff and students to share ideas and creations. | Instructional Technology Directors and Teachers | X | X | X | X |
| 6. Provide on-going daily in-school support and professional development to all Mashpee educators and staff members. | Instructional Technology Directors | X | X | X | X |
| 7. Provide on-going technology literacy training for teachers and students. | Instructional Technology Directors | X | X | X | X |
| 8. Facilitate teacher-led workshops for peer-to-peer learning to enhance and empower our teachers as doers. | Instructional Technology Directors | X | X | X | X |

Assessment and Data Management

| | |
|------------------|--|
| Goal | The Mashpee Public Schools will collect and effectively manage student data from multiple sources in order to inform and improve instruction and to maximize student outcomes. |
| 2015-2016 | Mashpee Public School teachers are using a wide range of digital tools to assess student academic performance as well as to reflect on their own practice. Additionally, administrators are employing technology tools to assess program effectiveness, to evaluate teacher performance, and to reflect on school and district needs. Data sources such as DESE's Data Warehouse, Renaissance STAR, TeachPoint, Panorama, Google Forms, Quia, ConnectEd, and Survey Monkey provide us with information to analyze in order to make the best decisions. To support our MTSS framework, a web-based data management platform is being developed to merge multiple sources of student data into a central, single-sign-on location. |

| Action Steps | Person(s) Responsible | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|------------------------------------|------------------|------------------|------------------|------------------|
| 1. Facilitate annual administration of student and faculty surveys using software designed to garner feedback and share insights. | Instructional Technology Directors | X | X | X | X |
| 2. Provide support to the School-Based Leadership Teams (SBLTs) in the use of technology to collect, evaluate, and analyze data to improve decision-making and student outcomes. | Instructional Technology Directors | X | X | X | X |
| 3. Execute and analyze the results of a bi-annual survey of staff to measure technology comfort levels, use of technology, skill acquisition, and program effectiveness. https://goo.gl/E5c3xk | Instructional Technology Directors | X | X | X | X |
| 4. Support Mashpee's MTSS framework by providing technical expertise and training to teachers and administrators in the effective utilization of a web-based data management platform that consolidates multiple sources of student data into a central, single-sign-on location. | Instructional Technology Directors | X | X | X | X |

Professional Development

| | |
|------------------|--|
| Goal | The Mashpee Public Schools will provide staff with ongoing professional development in the use and integration of technology to improve instruction and student learning outcomes. |
| 2015-2016 | Mashpee Public Schools is committed to providing teachers with the necessary training and consistent support required to successfully implement technology into instructional practice and student learning activities. Our Instructional Technology Directors, teachers, and outside providers provide these trainings. Using Google Classroom, we proudly offer a differentiated/blended learning model that meets a wide range of teacher needs while utilizing the same tools available for instructional design. To date, we have offered: Tech Tuesdays (after school), Bits & Bytes (lunchtime), Twitter Chats, Summer PD, Parent information nights, Student Google sessions, instructional guides, videos and tutorials as well as a host of online resources through our newsletter, website, email and Twitter account @TchEverlasting. |

| Action Steps | Person(s) Responsible | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|---|------------------|------------------|------------------|------------------|
| 1. Provide effective technology training and support for all staff on how to integrate technology seamlessly across all content areas. | Instructional Technology Directors | X | X | X | X |
| 2. Develop and continually update instructional modules in Google Classroom so that all staff members have access to tutorials on how to use the latest technologies available to improve instruction and student learning. | Instructional Technology Directors | X | X | X | X |
| 3. On an annual basis, provide a technology orientation to newly hired staff members: PowerSchool, MPS e-mail system, Google Apps for Education, website development, policies/practices as they relate to the use of technology. | Instructional Technology Directors | X | X | X | X |
| 4. Provide teachers with training on how to integrate the digital citizenship curriculum into their instructional practice and student learning activities. | Instructional Technology Directors | | X | X | X |
| 5. Provide professional development to Mashpee staff members during the summer on how to merge curriculum and technology (i.e. Boot Camp, EdCamp, Online trainings). | Instructional Technology Directors | X | X | X | X |
| 6. Plan and facilitate Technology Open Houses and Parent Technology Workshops. Develop incentives to increase/promote parent participation. | Instructional Technology Directors | X | X | X | X |
| 7. Grow and maintain the Student Help Desk to become a high school level course. Students who staff the Help Desk will provide teachers and other students with help in resolving technical issues as well as provide trainings and tutorials on technology tools. | Instructional Technology Directors and Students | X | X | X | X |
| 8. Model the seamless integration of Universal Design practices with assistive technology in order to promote student success in an individualized learning environment. | Instructional Technology Directors | X | X | X | X |

Infrastructure and Access

| | |
|------------------|---|
| Goal | The Mashpee Public Schools will provide and maintain an infrastructure that provides equity of access to technology as well as efficiency in the use of technology for all staff members and students so that learning can take place anytime/anywhere. |
| 2015-2016 | Mashpee Public Schools currently provides all teachers and students with the tools needed to make technology an ubiquitous part of learning. Students in grades three through twelve have 1:1 access to mobile devices, while students in Kindergarten through grade two enjoy a 3:1 ratio. Wireless access points have been installed strategically, and all devices are managed and monitored remotely. |

| Action Steps | Person(s) Responsible | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|------------------------------|------------------|------------------|------------------|------------------|
| 1. Provide projection systems (including sound) and document cameras for use in all academic classrooms. | Technology Director | X | X | | |
| 2. Instill robust use of Internet and cloud-based applications while decreasing reliance on licensed/installed software. | Technology Director | X | X | | |
| 3. Provide portable amplification systems in every classroom. | Technology Director | X | X | X | |
| 4. Provide state-of-the-art hardware and applications to enhance instruction, learning, and data management. | Technology Director | X | X | X | X |
| 5. Utilize a monitoring/filtering solution to ensure a safe online learning environment for our students. | Technology Director | X | X | X | X |
| 6. Create and maintain a 1:1 environment for grades Kindergarten - Grade 2. | Technology Director | X | X | X | X |
| 7. Provide high-speed Internet in school. Provide information about Internet options to families to increase equitable access outside the school building. | Technology Director | X | X | X | X |
| 8. Redesign and modernize the Middle/High School Library to create a 21st century learning space. | Library Re-Design Committee | X | | | |
| 9. Provide a direct connection to the network and Internet through wireless capabilities in all classrooms and meeting/event areas in each Mashpee school building. | Technology Director | X | X | X | X |
| 10. Assess and upgrade wireless and fixed network access on an annual basis to ensure bandwidth demands are met. | Technology Director | X | X | X | X |
| 11. Evaluate annually the life expectancy of all wireless and fixed devices. | Technology Director | X | X | X | X |

Support and Organization

| | |
|------------------|--|
| Goal | The Mashpee Public Schools will maintain a well-staffed Technology Department to ensure the technology needs of all staff members and students are met. |
| 2015-2016 | The MPS Technology Department is currently comprised of a Director of Technology, two Instructional Technology Directors and a Computer Technician. This team supports and manages a network of over 2,000 devices, provides technical support to staff, models sound instructional technology practices, and designs professional development for administrators, teachers, paraprofessionals, substitutes, students, and parents. Information from the Technology Department (Tech Everlasting) is disseminated via e-mail, website, Twitter, e-newsletter, and face-to-face events. |

| Action Steps | Person(s) Responsible | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|--|------------------|------------------|------------------|------------------|
| 1. Disseminate the latest technology information and resources to students, staff and families through district websites, social media, e-newsletters, face-to-face events, e-mails and other digital media. | Instructional Technology Directors | X | X | X | X |
| 2. Facilitate full conversion of student and staff data into PowerSchool to serve as the district database for information management and state reporting. Encourage parents to regularly access their child's performance through the PowerSchool portal. Implement web-based PowerTeacher/Gradebook. | Technology Director | X | | | |
| 3. Provide district data management and academic applications that are web-based or cloud services. Facilitate robust use of Google Docs and Apps for academic settings to allow for the scaling down on the use of licensed/installed software. | Instructional Technology Directors and Technology Director | X | X | X | X |
| 4. Employ an additional half-time computer technician to provide technical support. | Superintendent | | X | | |
| 5. Collaborate with the library media specialist at each school to enhance the seamless integration of technology into teaching and learning. | Instructional Technology Directors | X | X | X | X |
| 6. Coordinate STEM alignment, so that the areas of Science, Technology, Engineering and Mathematics are strongly and clearly integrated into instruction and student learning. | Instructional Technology Directors | X | X | X | X |
| 7. Develop and maintain a robust Technology Advisory Group (TAG) to elicit input from stakeholders in our community. Made up of administrators, teachers, students, parents, community members, and business owners, our Technology Advisory Group will meet regularly to set goals, review practices, explore new technology opportunities, and make recommendations for improving technology-enhanced teaching and learning in the Mashpee Public Schools. | Instructional Technology Directors and Technology Director | X | X | X | X |
| 8. Annually review/update the MPS District Technology Plan. Provide evidence of goals met/progress attained. | Instructional Technology Directors and Technology Director | X | X | X | X |

Summary

The Mashpee Public Schools use technology resources strategically to create a safe and collaborative learning environment that prepares students for life in an ever-changing digital world. Technology is a seamlessly integrated tool that enhances the efficiency of our daily work, improves instructional practices, allows for timely collection and analysis of data, and enriches student learning experiences. Staff and student access to this technology relies upon a dynamic and well-maintained network and wireless infrastructure.

Equipped with a thorough understanding of the web-based tools and web applications available to them, with experience using state-of-the-art devices, and with the prerequisite skills for the effective use thereof, our students are able to apply and demonstrate 21st century skills in their learning and in their lives. Our students are well-prepared to be responsible digital citizens.

We are grateful to the Mashpee community for their ongoing support of our digital environment for teaching and learning. Through the collaborative efforts of our community, our School Committee, our leadership team, our teachers, our students, and our families, Mashpee is a leader in the use of educational technology.

ISTE Technology Literacy and Technology Readiness

https://docs.google.com/document/d/1r9KATQ_X6JPTuS0NxQS3LIAsC96UZr3wsUftg_RuYBM/edit?usp=sharing

| Instructional/Technology Area | Current | 2016-2020 Goal |
|--|---|--|
| Empowered Learner: <i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals.</i> | Through the use of Google Tools including Google Classroom, teachers and students are learning the power of digital collaboration. | Teachers will create online learning communities where students can use digital tools to reflect on and bring transparency to their metacognitive processes. |
| Knowledge Curator: <i>Students make meaning for themselves and others by critically curating resources through the use of digital tools.</i> | Teachers and students are exploring digital tools to become better researchers while making data, learning and knowledge more meaningful. | Using a variety of tools and strategies, Teachers and students will research, review and evaluate information to derive meaning from their findings and demonstrate understanding of an issue, field or problem. |
| Innovative Designer: <i>Students use a variety of technologies within a design process to solve problems by creating new, useful and/or imaginative solutions.</i> | Through STEM and Makerspace programs, students and teachers are more regularly exposed to the design process and learning the perseverance required to work through problems. | Teachers will guide students through the design process as they formulate ideas and plan to solve problems, innovate designs and create new concept, processes or products using digital tools. |
| Computational Thinker: <i>Students identify authentic problems, work with data and employ algorithmic thinking to propose or automate solutions.</i> | Authentic problems are being explored in courses at all levels and are more often included in many areas of the curriculum. | Teachers and students will identify authentic problems and explore strategies to address them as they collect, analyze and represent data and make conclusions. Using logical reasoning, students will understand how systems work and will identify crucial information needed to solve problems. |
| Creator and Communicator: <i>Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats and digital media appropriate to their goals.</i> | Through the use of Google Tools and other similar digital assets, teachers are giving students more opportunities to demonstrate understanding in a variety of ways. | Students will evaluate and publish media in a variety of formats to clearly express ideas and demonstrate understanding to an audience beyond their teacher. |
| Global Collaborator: <i>Students use digital tools to broaden their perspectives, increase empathy and understanding and work effectively in teams.</i> | Students and teachers collaborate locally through the use of Google Tools and are learning to use other digital tools to collaborate globally within online environments. | Students and teachers will become local and global collaborators to develop varied perspectives and build cultural understanding while assuming various roles and responsibilities in order to work effectively toward a common goal. |
| Digital Citizen: <i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal, ethical and self-aware.</i> | Teachers are modeling responsible and ethical use to make students more aware of the persistence of their own activity in the digital world. | Students and teachers model and practice safe, legal, ethical and responsible use of technology in the digital world in order to foster a positive digital identity and reputation. They understand the social, legal and ethical impact computing and technology has on our lives. |

Proposed Massachusetts Standards for Digital Literacy and Computer Science:

<http://www.doe.mass.edu/stem/DLCS-StandardsDraft.pdf>

11.

**School Committee Meeting
Minutes
April 6, 2016**

Present were: Don Myers, George Schmidt, Chris Santos, Geoff Gorman and Scott McGee. Also present was Patricia DeBoer, Acting Superintendent.

I. Call Meeting to Order

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

II. Pledge of Allegiance

III. Update from Student Liaison – Frederick Hanna III

No report given.

IV. Update on MHS – Mark Balestracci

Mr. Balestracci, Principal of Mashpee High School gave an informative update on the events and happenings at Middle/High School.

V. Public Comment

No public comment.

VI. *Approval of Meeting Minutes of March 2 and March 16

Mr. McGee made a motion, seconded by Mr. Santos to approve the minutes of March 2, 2016.

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

Mr. McGee made a motion, seconded by Mr. Santos to approve the minutes of March 16, 2016.

Roll Call Vote: In favor – Mr. McGee, Mr. Gorman, Mr. Santos and Mr. Myers; abstained – Mr. Schmidt.

VII. Report of the Superintendent

7.1 Administration Reports

Mrs. DeBoer reviewed the administration reports with the Committee.

7.2 Personnel Reports

Quashnet School

Michael Loyko, new hire-teacher

Stephanie Lanoue, retirement

7.3 Enrollments

KCC-446; QS-508; MM-274; MHS-432 – Total 1660.

7.4 Free Tuition for Non-Resident Children of Staff

Mrs. DeBoer updated the Committee on DESE guidelines regarding free tuition for non-resident children of staff.

7.5 Camp Falcon Update

Mrs. DeBoer updated the Committee on the free summer camp Mashpee is offering for students in grades 3-7.

7.6 Tech Advisory Group Update

Mrs. DeBoer updated the Committee on the Tech Advisory group. The next meeting is scheduled for April 25, 2016.

VIII. New Business

8.1 *Tuition Waiver for D.C.-gr.2, W.E. gr. 6, N.E.-Gr. 4, M.E. -gr. 3

Mr. Santos made a motion, seconded by Mr. McGee to approve the tuition waiver for D.C. grade 2 student for the remainder of this school year.

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

Mr. McGee made a motion, seconded by Mr. Gorman to approve the tuition waiver for W.E, gr. 6, N.E. gr. 4 and M.E. gr. 3 for the remaining of this school year.

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

IX. Specifically Unassigned/Unfinished Business

9.1 *FY17 Calendar

Mr. McGee made a motion, seconded by Mr. Gorman to approve the FY17 calendar as presented.

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

X. Sub-Committee Reports

10.1 School Start Time Subcommittee – update

Mrs. DeBoer updated the Committee on the school start time subcommittee. The next meeting is scheduled for April 28, 2016 at 3:30pm.

XI. Events/Happenings

11.1 Calendars/Menus

Calendar and menus are in the packet.

XII. Adjournment

Mr. McGee made a motion, seconded by Mr. Gorman to adjourn the meeting at 8:10pm.

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

Respectfully submitted by,

Catherine E. Loyko
School Committee Recording Secretary

KENNETH C. COOMBS SCHOOL

Wendy Lithwin

April 2016

13.

| Grade | Total | Class #1 | Class #2 | Class #3 | Class #4 | Class #5 | Class #6 | Multi-Age | Out of District |
|-------|-------|----------|----------|----------|----------|----------|----------|-----------|-----------------|
| P | 92 | 20 | 11 | 19 | 20 | 19 | | 3 | |
| K | 127 | 21 | 21 | 21 | 21 | 21 | 21 | | 1 |
| 1 | 101 | 16 | 17 | 17 | 16 | 17 | 17 | 1 | |
| 2 | 126 | 19 | 22 | 21 | 20 | 20 | 22 | | 2 |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 446 | | | | | | | | |

As of April 15, 2016

| | Enrollment | Withdrawal |
|-------|------------|------------|
| Pre-K | | |
| K | | -1 |
| 1 | +2 | |
| 2 | | |

Attendance for the month is 92%

Acknowledgments:

- Thank you to Coombs and Quashnet School PTO for the fantastic Parent/Staff Basketball Game fundraiser
- Many thanks to Coombs PTO for organizing the week-long events during Spirit Week and especially for the OOOH character building assembly.
- Thank you to WB Mason for hosting the vendor fair providing refreshments and “goodie” bags for staff.
- Thank you to Lindsey Sherman for the Grade One “Under the Sea” musical performance for families and students.
- Thank you to Leslie Hatton, CFCE Coordinator, for presenting “Upstream to Kindergarten and Steve Songs events.
- Thank you to Inesa Mahoney, Substitute Physical Education Teacher, for coordinating the Stepping Into Spring School-wide Walk
- Thank you to Meg Smith, Librarian, for organizing the grade one Animal Habitat Skype field trips.
- Thank you to Artists in Residence, Mrs. Law, Mrs. Timmins, Mrs. DeFonso, Mr. Steele, Mrs. Sickorez and Ms. Mackenzie upon the completion of the grade two banners hanging inside the library.

Major Events

April 14 – Upstream to Kindergarten Event
 April 14 – Steve Songs Music Performance
 April 15 – Stepping Into Spring School-wide Walk
 April 15 – Preschool Registration Ends
 April 16 – CFCE-sponsored Moms and Babies, MPL
 April 18-April 24 – Spring Break-NO SCHOOL
 April 25 – Grade One Skype Virtual Field Trip, Tessicini and Russell
 April 26 – Grade One Skype Virtual Field Trip, Jones/Daly
 April 27 – PTO Meeting
 April 27 – Polished Dentist
 April 27 – Grade One Skype Virtual Field Trip, Souza/MacNally,
 April 28 – Polished Dentist

Upcoming Events

May 2- Early Release for students-Staff PD
 May 2 -Kindergarten screening (outside students)
 May 3-Staff Appreciation Luncheon
 May 5 – NOAA (National Oceanographic and Atmospheric Administration) visits Cogswell, Shores, O’Keefe, Wilber

May 9 - NOAA Visits Crimmins, Goulart, Robbins, Swift
 May 5 -Principal Coffee Chat
 May 11 - ACES Day
 May 11-Tessicini Friendship Breakfast
 May 12-NOAA Visits Penney, Cullum, T. Souza and Williams
 May 16-Crewmates & Classmates Visits, Cogswell, Crimmins, Penney
 May 19-NOAA Visits MacNally, Russell, Daly
 May 20-Kindergarten Performance for Parents
 May 17-School Council MeetingMon.
 May 23 -Kindergarten Here We Come! Event and Roger Tincknell Performance
 May 23 - Marathon Monday at MHS
 May 25-Kids Klub visits Kindergarten
 May 25-Joint KCC/QS PTO Meeting QS Library
 May 26-NOAA Visits Souza, S., Tessicini, Jones
 May 27-Grade One 1 Woods Hole field trip, Souza/Mac
 May 30-No School

Quashnet School Principal's Report

April 2016 - MaryKate O'Brien

14.

Enrollment

| Grade | IN | OUT | TOTAL | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 |
|--------------|----------|----------|------------|---------|---------|---------|---------|---------|---------|---------|
| 3 | 2 | 0 | 138 | 3AR—21 | 3BR—20 | 3FL—20 | 3KE—20 | 3PH—17 | 3SC—20 | 3ST—20 |
| 4 | 0 | 1 | 105 | 4KE—19 | 4MA—15 | 4MC—19 | 4PA—13 | 4PU—18 | 4ST—21 | |
| 5 | 1 | 0 | 137 | 5BE—19 | 5BL—20 | 5GO—19 | 5LO—19 | 5MA—19 | 5PI—22 | 5WE—19 |
| 6 | 0 | 1 | 131 | 6BB—16 | 6BA—20 | 6GE—19 | 6GI—16 | 6JO—19 | 6LA—20 | 6MC—21 |
| Total | 3 | 2 | 511 | | | | | | | |

Enrollment as of 2/22/16 is 511 students—27 Homerooms—Attendance Rate is 92%

Acknowledgements:

Thank you to the PTO for sponsoring yet another wonderful family event on April 1st. The first annual staff/parent basketball was a huge success! PTO never

Mrs. Hill and Ms. Sherman, along with the help of many Quashnet School staff members helped our students shine in the Annual Talent Show. Thank you for supporting students in and out of the classroom.

On April 11th Quashnet students enjoyed the Energy Carnival sponsored by Cape Light Compact and MMHS students under the leadership of Mrs. Amanda Hough. Students participated in 15 interactive energy related activities.

Thank you to the following staff who participated in the Spelling Bee on April 28th: Mrs. Avtges, Ms. Baccaro, Mrs. Blount, Mrs. Geggatt, Mrs. Giuggio, Mr. O'Connor, Mr. Rumberger and Mrs. Stroshine. We appreciate Acting Superintendent Patricia DeBoer's return to Quashnet as an official judge. I would further like to acknowledge all of our student participants for a job well done!

Events—April, 2016

4/01: PTO Basketball Game QS vs KCC
 4/01: Recognition Awards Term 2
 4/04: Early Release Day
 4/05: Talent Show Dress Rehearsal
 4/05: Guiding Good Choices Session 3 6:00-8:00 PM
 4/07: QS Talent Show 6:00 PM at MMHS
 4/07: Polished Dental
 4/08: Polished Dental Day 2
 4/11: Energy Carnival
 4/12: Guiding Good Choices Session 4 6:00-8:00 PM
 4/12: Indian Education Parent Meeting 6:30-7:30 PM
 4/19 - 4/22: School Vacation Week
 4/26-29: PTO Book Fair
 4/28: Class and Individual Picture Day
 4/28: Spelling Bee
 4/27: PTO Meeting 6:00 PM

Events – May, 2016

5/02: Early Release Day
 5/02: PTO Staff Appreciation Luncheon
 5/04: Progress Reports
 5/04: National Teacher Appreciation Day
 5/05: School Committee Meeting 6:30 PM
 5/10: ELA PARCC Testing Grades 3-6
 5/10: Indian Education Parent Meeting 6:30 PM MMHS
 5/11: ELA PARCC Testing Grades 3-6
 5/12: ELA PARCC Testing Grades 3-6
 5/13: Mrs. O'Brien brings 3rd Grade Student Ambassadors to KCC
 5/13: Quashnet Student Recognition - Pawtucket Red Sox 5:30PM
 5/14: MTA Scholarship Fund Plant and Flower Sale, MMHS
 5/17: Town Elections
 5/18: Grade 5 STE MCAS
 5/18: 2nd Graders Tour Quashnet (CO, GO)
 5/19: Grade 5 STE MCAS
 5/19: 2nd Graders Tour Quashnet (CR, CU)
 5/19: School Council Meeting
 5/19: MTSS School Based Leadership PD
 5/20: 2nd Graders Tour Quashnet (SH, PE)
 5/20: Family Paint Night
 5/25: Math PARCC Testing Grades 3-6
 5/26: Math PARCC Testing Grades 3-6
 5/26: Special Olympics at MMHS
 5/26: Grade 6 Step-up Night 6:00-8:00 PM
 5/27: Math PARCC Testing Grades 3-6
 5/28: Math PARCC Testing Grades 3-6
 5/30: No School – Memorial Day
 5/31: Grade 6 Field Trip to MFA, Boston (MC, GE, FO, BA, SW)
 June 1: Grade 6 Field Trip to MFA, Boston (JO, BB)

**Mashpee Middle High School
April 2016
Principal's Report**

Enrollment:

| Grade | Total | New Enrollments | Withdrawals | Withdrawal Out: |
|--------------|------------|-----------------|-------------|---------------------------|
| 7 | 147 | | | |
| 8 | 128 | | | |
| 9 | 117 | 1 | | |
| 10 | 105 | | 1 | Moved to Boston |
| 11 | 108 | 1 | 1 | Returned to Cape Cod Tech |
| 12 | 103 | | | |
| Total | 708 | 2 | 1 | |

High School Average class size: English 19, Math 20, Science 18 and Social Studies 17.

Middle School Average class size: English 22, Math 19, Science 23 and Social Studies 24.

MHS Attendance for the month is 98.73% MMS Attendance for the month is 96.24%.

Suspensions:

| Grade | Out-of-school suspension/reason |
|-------|--|
| 7 | 2-Fighting |
| 8 | |
| 9 | |
| 10 | |
| 11 | 1-Multiple Class Cuts, Willful Non-Compliant |
| 12 | |

Acknowledgments:

Thank You to Mr. George Schmidt, Acting Superintendent DeBoer and the Mashpee Community for supporting the "Hidden in Plain Sight" Exhibit. It was a great step forward in our collaborative effort to raise awareness on the signs of substance abuse for parents and families.

Thank you to Mr. George Schmidt and Mr. Ryan Morgan for bringing the Independence Academy presentation to our 7th and 8th grade students on substance abuse prevention.

Thank you to Mr. Michael Looney, Cape Cod Makers, the Mashpee DPW, and all of our local Cape Cod sponsors for their generosity in supporting the Cape Cod Mini-Maker Fair on April 30th! What a great event with over 80 exhibitors.

Mashpee Students got to meet Olympic gold medalist Billy Mills. Thank you to Harvard University and the Peabody Museum for this great learning opportunity!

May 3rd was National Teacher Appreciation Day. I would like to thank you to our outstanding MMHS Teachers and staff! The work they do each and every day truly changes lives.

Major Events:

| | |
|-------------------|--|
| April 4, 2016 | Early Release Day – Full MMHS Faculty Meeting |
| April 6, 2016 | Third Term Ends |
| April 9, 2016 | ACT Test Date (offsite) |
| April 13, 2016 | 3 rd Term Report Cards and Senior Warning Letters Issued |
| April 14, 2016 | National Honor Society Blood Drive |
| April 18-22, 2016 | No School – Vacation |
| April 23, 2016 | Passover |
| April 25, 2016 | MMHS PLC Meetings |
| April 25, 2016 | AP Registration Breakfast |
| April 26-28, 2016 | Hidden in Plain Sight Exhibit |
| April 28, 2016 | Independence Academy Substance Abuse Prevention Presentation to grade 7 and 8 students |
| April 30, 2016 | Cape Cod Maker Fair |

Upcoming Events:

| | |
|-----------------|---|
| May 2, 2016 | Early Release Day – Full MMHS Faculty Meeting |
| May 2-13, 2016 | AP Exam Window Testing |
| May 3, 2016 | National Teacher Day |
| May 5-6 2016 | MMHS Cabaret Night |
| May 7, 2016 | SAT Test Date (offsite) |
| May 9, 2016 | MMHS PLC Meetings |
| May 12, 2016 | MMHS National Junior Honor Society Induction (Middle School only) |
| May 13, 2016 | Jr./Sr. Prom Willowbend |
| May 16, 2016 | MMHS PLC Meetings |
| May 17-18, 2016 | MCAS Math for grade 10 and STE MCAS for grade 8 |
| May 19, 2016 | MMHS Scholarship Night (Seniors only) |
| May 23, 2016 | Fourth Term Progress Reports Issued to underclassman |
| May 23-26, 2016 | MMHS Senior Final Exam Week |
| May 24, 2016 | Band & Chorus Concert |
| May 26, 2016 | MMHS Step Up Night for Rising Grade 7 Students and their families |
| May 27, 2016 | Senior Grades Close at 2pm |
| May 30, 2016 | No School – Memorial Day |

MASHPEE PUBLIC SCHOOLS

Administrator's Report: Michele Brady, MSW, LICSW, Administrator for Special Education

Month/Date: April 2016

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.
- Facilitated Psychologist/Team Chair Monthly Meetings.
- Adjusted Circuit Breaker Extraordinary Relief form, April 4.
- Completed School Choice report, April 7.
- Submitted Indicator 11, Initial Evaluation Timelines Report to DESE, April 14.

Special Education Enrollment: APRIL 2016

| School | Active IEP's |
|-----------------------------------|--------------|
| KCC Pre K | 36 |
| KCC | 49 |
| Quashnet | 96 |
| Middle/High | 125 |
| Out of District | 20 |
| Itinerant Services | 0 |
| Home-Tutored | 1 |
| Other | 4 |
| Total Special Ed. Students | 331 |

Teaching and Learning:

- Daily Activities: Team meetings (in-district and out-of-district), teacher observations, administrative meetings, responding to parent calls and meetings.
- Attended a webinar on new IEP software, April 4.
- Attended MTSS meetings, Middle/High School, April 12.
- Attended Compass/Leadership Meeting, Quashnet Library, April 13.

Community Connections:

- Attended school tour at South Elementary School, Plymouth, April 5.
- Attended Team Meeting at Pilgrim Academy, Plymouth, April 5.
- Attended Cape Cod Community College, Learning Disabilities Presentation, Tilden Arts Center, April 6.
- Attended Cape Cod Collaborative Advisory Meeting, Osterville, April 8.
- Attended Early Intervention Meeting at Cape Cod Child Development, Hyannis, April 11.
- Attended Kiwanis meetings, April 14 & 21.
- Attended Team Meeting at Devereux School, Rutland, MA, April 25.
- Conducted site visit and Team Meeting at Riverview School, Sandwich, April 26.
- Conducted Team Meeting at Cape Cod Collaborative, Osterville, April 27.

To: Patricia DeBoer , Acting Mashpee Superintendent of Schools

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

RE: April 2016 Department Report

Athletic Department Notes

New Coaches:

Boys Track- Christina DaLomba- Christina is also the middle school cross country and middle school girls basketball coach. She works as an aide at Mashpee Middle/High School

Girls Lacrosse- Marty MacRae- Marty is a longtime coach and volunteer at the youth level and had two daughters play in the lacrosse program.

Middle School Track- Kelly Fena- Kelly was a cross country and track coach at the high school level and was a highly decorated high school runner. She works as a Spanish teacher at Mashpee Middle/High School

JV Softball- Kate McAuley- Kate played softball at the college level and coached at Quincy High School. She teaches Math at Mashpee Middle/High School.

Middle School Softball- Kirk Souza- Kirk has coaches softball at the youth level for several years. His daughter is currently on the JV softball team.

Girls Tennis- Sue Glidden- Sue was the girls varsity tennis coach at Mashpee for several years taking the program to its only postseason appearance. She was also a New England ranked

tennis player and surfer. She teaches Health at Mashpee Middle/High School.

Middle School Tennis- Melissa Rizzitano- Melissa coached tennis at Barnstable High School working in the boys program. She works as the School Psychologist at Mashpee Middle/High School.

Other Notes:

- * Varsity Baseball Coach Dan Patenaude won his 200th game recently.
- * Varsity Baseball is 7-0 and ranked 2nd in Division IV South.
- * JV Baseball is also 7-0
- * JV Softball is 6-0

20

[illegible][illegible]

Mashpee Public Schools

21.

Field Trip Request Form

Date of Application 4/26/16

Teacher(s) Don Paterande, Doug Crook Grade(s) 9-12

Date of Trip 7/13/17 - 7/20/17 Substitute Needed Yes ☒ No ☐

Destination Vero Beach, Florida

Time of Departure TBA Plan to Return TBA

Number of Students 18-20 Number of Teachers 2 Number of Chaperones 2

Approximate Mileage 3400 Admission price \$2000 - Depending on Airfare
(Round trip)

Vehicles to be used for transportation Vans, buses, airplanes

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

Signed [Signature]
(Teacher)

Approved _____
(Assistant Principal)

Approved [Signature]
(Principal)

Approved _____
(Superintendent)

After Approval:

Copy to Teacher-Assistant Principal- Principal

03/26/12

V drive (under forms): field trip permission form- all schools

Blue Cypress Conservation Marshland Airboat Tour

During our trip to Florida we take our students on an Airboat tour of the Blue Cypress Conservation Marshland which is just west of Dodgertown. During the airboat tour students will observe exotic birds, plants, turtles and Florida alligators in their own natural environment. While navigating the waters, the students will learn information about the area and its habitat through aviation talk-around headsets provided on the airboat tour. The tour guide will share points of interest about the birds, plants, fish and alligators. The history of the marshlands and its previous transformation will also be discussed.

Connections to Massachusetts State Frameworks:

LS2. Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1. Analyze data sets to support explanations that biotic and abiotic factors affect ecosystem carrying capacity.

HS-LS2-2. Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.

HS-LS2-4. Use a mathematical model to describe the transfer of energy from one trophic level to another. Explain how the inefficiency of energy transfer between trophic levels affects the relative number of organisms that can be supported at each trophic level and necessitates a constant input of energy from sunlight or inorganic compounds from the environment.

HS-LS2-5. Use a model that illustrates the roles of photosynthesis, cellular respiration, decomposition, and combustion to explain the cycling of carbon in its various forms among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-6. Analyze data to show ecosystems tend to maintain relatively consistent numbers and types of organisms even when small changes in conditions occur but that extreme fluctuations in conditions may result in a new ecosystem. Construct an argument supported by evidence that ecosystems with greater biodiversity tend to have greater resistance to change and resilience.

HS-LS2-7. Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.*

FLORIDA TRIP – 2017

The baseball program is once again asking permission to travel to Florida for the spring vacation, 2017. In 2011, 2013 and 2015 the Mashpee Baseball team travelled to Florida. In 2011, we stayed at the Cocoa Expo Sports Center in Cocoa, Florida. In 2013 and 2015, we stayed at the Vero Beach Sports Village in Vero Beach, Florida. These facilities are complete baseball complexes with multiple game and practice fields, batting cages, pitching areas and fielding areas. They cater to college and high school baseball teams. In 2017 we would like to return to the Vero Beach Sports Village in accordance with our plan to make the trip a bi-annual event. All three teams went down with 18 players and three to four coaches and a couple sets of parents. All the trips were very successful on all accounts, as noted by the following comments from both parents and players. Also, I have included an email I received from our most recent trip from the director of Vero Beach

Coach Patenaude,

As a parent and a coach, I wanted to express my thoughts about the baseball team's 2015 trip to Florida.

I found it to be an incredibly positive experience for my son, Alex, on many fronts. Obviously, from the baseball perspective, the kids learned a great deal and had an amazing time. But its positive effects transcended the game on the field.

The trip definitely helped our student-athletes grow as young men in that it taught them about responsibility, discipline, respect and manners while also bringing the players closer together as friends.

Without classes and bells dictating their schedule and without parental guidance, the kids were on their own to get to practice, games and meals on time and also responsible for washing their uniforms.

I thought our team was incredibly respectful to all staff at Dodgertown, understood expected mealtime manners and represented our school well. I am certain, that if asked, the dining room staff at Dodgertown would speak highly of the Mashpee baseball team.

The kids also made memories they will talk and laugh about for many years. Sports help kids learn valuable life lessons and I think that was even truer during a challenging schedule of games and practices. It made our team mentally tougher, built team-chemistry and contributed to our success in 2015. Our student-athletes worked hard during our week in Florida, and seeing that work translate into success is something that will stay with them long after their playing days end.

I was fortunate enough to experience the trip firsthand, but I was certainly glad to see Alex grow from his experience.

Thanks,
Bryan Morry

Rationale:

Since we could not use the athletic facilities at the high school during the April break we participated in a number of tournaments over the years; Weymouth, Hudson and Southbridge tournament (which we won). The fields, in the past, were off limits to all athletic teams during the April vacation because the town puts down chemicals to help the grass grow and to kill weeds. Again this year we were not allowed to be on the fields until the Wednesday of vacation week. As a result, we became creative in making sure our student-athletes had an opportunity to continue to improve upon their skills and be able to compete in what is arguably one of the best baseball conferences in the state.

As noted by both parent and player comments the Florida trip allows our students an opportunity to play teams from other states on well maintained practice and game fields, with certified umpires, athletic trainers/EMT's, game balls. Since we stay right on the athletic complex with other high school teams, the players have a place to stay, three meals a day and an opportunity to bond and create lasting memories. A trip to Florida exposes our players to other teams in the country and lets our kids see beyond what is offered here on the Cape. Cold weather schools primarily from the Northeast and mid-West; regularly attend the Vero Beach sports facilities during their spring vacations. When we attended in 2011, 2013 and 2015 there were teams from Vermont, New York, Connecticut, Maine and New Jersey. If you wish to view the facilities please visit the site: www.historicdodgertown.com

The players, and their parents, either fund raised or paid out of pocket for the trip(s). The last trip cost each player \$1500 (all inclusive) with an actual cost of \$1579 per player. At this time we can only estimate what the cost will be as airfare tends to be the biggest variable. The last trip we were able to fly direct with Jet Blue for \$499 per player. This was a very good rate given that it spans April vacation when airfares from the northeast tend to be exorbitant. That is why in the past, upon the encouragement of administration, we left on a Thursday before vacation to get a reasonable ticket price. We are asking for some flexibility with departure times so that we can keep the cost to parents under \$2000. This is especially true this year, as the Easter Holiday will fall during April vacation in 2017. I do not want to find myself being docked a day's pay again for missing a day of school prior to vacation.

Conclusion:

The goal for our program is to allow our players, sometime during their high school career, the opportunity to experience a trip to Florida to practice and play baseball on well-maintained fields in warm weather. By living and working together for a week, our players will learn to be a part of a team. As mentioned in the comments by both parents and players this is a valuable learning experience that will benefit them both in the present and for years to come.

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities, including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

1 Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

1 of 2

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies. NEED TO DO THIS

The Athletic Director shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine

injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or

teammates *Mashpee Public Schools*

File: JJIF

to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000

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File: JJIF-R

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- ☐ Confusion
- ☐ Forgets plays
- ☐ Unsure about game, score, opponent
- ☐ Altered coordination
- ☐ Balance problems
- ☐ Personality change
- ☐ Slow response to questions
- ☐ Forgets events prior to injury (retrograde amnesia)
- ☐ Forgets events after injury (anterograde amnesia)
- ☐ Loss of consciousness (any duration)

File: JJIF-R

Symptoms (reported by athlete):

- ☐ Headache
- ☐ Fatigue
- ☐ Nausea or vomiting
- ☐ Double vision/ blurry vision
- ☐ Sensitivity to light (photophobia)
- ☐ Sensitivity to noise (tinnitus)
- ☐ Feels sluggish
- ☐ Feels foggy
- ☐ Problems concentrating
- ☐ Problems remembering
- ☐ Trouble with sleeping/ excess sleep
- ☐ Dizziness
- ☐ Sadness
- ☐ Seeing stars
- ☐ Vacant stare/ glassy eyed
- ☐ Nervousness
- ☐ Irritability
- ☐ Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.

2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**

- A. Amnesia lasting longer than 15 minutes
- B. Deterioration in neurological function
- C. Decreasing level of consciousness
- D. Decrease or irregularity of respiration
- E. Decrease or irregularity in pulse
- F. Increase in blood pressure

File: JJIF-R

G. Unequal, dilated, or unreactive pupils

H. Cranial nerve deficits

I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding

J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation

K. Seizure activity

L. Vomiting/ worsening headache

M. Motor deficits subsequent to initial on-field assessment

N. Sensory deficits subsequent to initial on-field assessment

O. Balance deficits subsequent to initial on-field assessment

P. Cranial nerve deficits subsequent to initial on-field assessment

Q. Post-Concussion symptoms worsen

R. Athlete is still symptomatic at the end of the game

(Q. and R. to be removed)

3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.

4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.

A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.

B. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.

C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

(Replace with: "Parents are consulted prior to gradual return to play by the Certified Athletic Trainer)

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (or other approved test identified by the School District).

(Remove this statement as ImPact testing is mandatory and parents are informed of this each season)

The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all

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File: JJIF-R

public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions. (*Omit, unnecessary*)

2. Each student athlete will complete a baseline ImPact (*Insert*) test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either (*Omit*)the certified athletic trainer or school nurse (*Omit*). Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.

B. Following any concussion the athletic trainer must notify the athletic director and school nurse.

C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours** (*Omit*) **following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND THEY ARE** (*Insert*) **ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for 3-5 days. (*Change to 3 days*)(*Add:* "The Certified Athletic Trainer documents all post-injury ImPact testing events.")

D. If, after the first (*Change to second*) post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider. and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play. (*Omit*)

E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.

F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.

G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity. (*Omit*)

E.(Insert "The student will require medical clearance from the healthcare provider and satisfactory ImPact test results to begin Gradual Return to Play. Parents/Guardians will be notified when this process is complete.)

F. (*Change to F.*) Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.

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File: JJIF-R

I. (*Change to G.*) Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 3-5 (*Change from 5 to 3-5*) days of Progressive (*Insert*) Exertional Post Concussion Tests. (*Change to "Assessments"*) The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

- 1. Assist in testing all student athletes with baseline and post-injury ImPact testing. (*Omit*)
- 1. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
- 2. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
- 3. Observe students with a concussion for a minimum of 30 minutes.
- 4. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
- (a) If symptoms are not present, the student may return to class.
- 5. If symptoms appear after a negative assessment, MD referral is necessary.
- 6. Allow students who are in recovery to rest in HO when needed.
- 7. Develop plan for students regarding pain management.
- 8. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
- 9. Educate parents and teachers about the effects of concussion and returning to school and activity.
- 10. If injury occurs during the school day, inform administrator and complete accident/incident form.
- 11. Enter physical exam dates and concussion dates into the student information system.
- 12. Review or arrange for the school physician to review completed Pre-Participation forms and Report of Head Injury Forms or school based equivalents and follow up the coach and parent as needed. (*ADD*)

Section VII. School Responsibilities:

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1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer and the school nurse.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions. and return certificate of completion to the athletic department. (*Omit*)

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5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:

- A. Loss of consciousness
- B. Headache
- C. Dizziness
- D. Lethargy
- E. Difficulty concentrating
- F. Balance problems
- G. Answering questions slowly
- H. Difficulty recalling events
- I. Repeating questions
- J. Irritability
- K. Sadness
- L. Emotionality
- M. Nervousness
- N. Difficulty with sleeping

6. Encourage your child to follow concussion protocol.

7. Enforce restrictions on rest, electronics and screen time.

8. Reinforce recovery plan.

9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.

10. Observe and monitor your child for any physical or emotional changes.

11. Request to extend make up time for work if necessary.

12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.

2. Return required concussion history form prior to participation in athletics.

3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.

4. Report all symptoms to athletic trainer and/ or school nurse.

5. Follow recovery plan.

6. **REST.**

7. **NO ATHLETICS.**

8. **BE HONEST!**

9. Keep strict limits on screen time and electronics.

10. Don't carry books or backpacks that are too heavy.

11. Tell your teachers if you are having difficulty with your classwork.

12. See the athletic trainer and/or school nurse for pain management.

13. Return to sports only when cleared by physician and the athletic trainer.

14. Follow Gradual Return to Play Protocol. (*Omit and Insert: "through Gradual Return to Play Guidelines"*)

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15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Marching *(Insert)* Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- ☐ Dizziness
- ☐ Headache with exertion
- ☐ Tinnitus (ringing in the ears)
- ☐ Fatigue
- ☐ Irritability
- ☐ Frustration
- ☐ Difficulty in coping with daily stress

- Impaired memory or concentration
- ☐ Eating and sleeping disorders
- ☐ Behavioral changes
- ☐ Alcohol intolerance
- ☐ Decreases in academic performance
- ☐ Depression
- ☐ Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- ☐ CDC Heads-Up Video Training, or
- ☐ Training provided by the school district

File: JJIF-R

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

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DRAFT MPS First Aid Policy

Revised 4.25.16

FIRST AID

The school attempts to provide a safe environment. School personnel will administer first aid if a significant accident or sudden illness occurs. Emergency services will be contacted if warranted.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness which enables the child to be taken safely home or to a physician, urgent or emergency care center. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

Each school will develop procedures for the proper handling of an injury or sudden illness of, a student, staff member or visitor. These will be made known to the staff and will incorporate the following requirements:













1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious every effort will be made to contact the parent/guardian or emergency contact of a staff member immediately.
3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him or her.
4. The school nurse, school physician or Principal may make arrangements for immediate emergency transportation of injured or ill students in extreme emergencies. Attempts will be made to contact the parent or guardian in advance if at all possible. If 911 transport is required and the parent/guardian of a minor child is not present the principal or designee will accompany the student to the hospital and remain with the student until the parent/guardian arrives.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every significant accident for which first aid is given.
6. All serious student and staff accidents will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

LEGAL REFS.: M.G.L. 71:55A; 71:56

MAY

K. C. COMBS SCHOOL

2016

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--|---|---|--|---|----------|
| 1 MAY 2- MAY 5  Teacher Appreciation Week | 2 National Decision Day; 11:35am-Student Dismissal; Kindergarten Screening (by appointment) TOWN MEETING 3 | 3 PTO-sponsored Staff Appreciation Luncheon | 4 Penny/Shores to Brewster Museum of Natural History; 7pm-School Committee Meeting | 5 National Oceanographic and Atmospheric Assoc. (NOAA) visits Cogswell, Shores, O'Keefe, Wilber; PTO Sponsored Parent Night at Lanes Bowl & Biscuits  | 6 Harwich Junior Theatre Visits Robbins, Swift and Wilber | 7 |
| 8  Mother's Day | 9 National Oceanographic and Atmospheric Association (NOAA) visits Crimmins, Goulart, Robbins, Swift | 10 8:30am-Principal Coffee Morning Everyone Welcome  | 11 8:30am-Tessicini Friendship Breakfast;  ACES DAY | 12 National Oceanographic and Atmospheric Association. (NOAA) visits Penney, Cullum, Williams, Souza; 6:30pm-SEPAC Meeting at MMHS | 13  QS Principal and Grade Three Students Visit Grade Two Classrooms | 14 |
| 15 | 16 Crewmates and Classmates visit Cogswell, Crimmins and Penney | 17 Crimmins and Cullum to Brewster Museum of Natural History; 1:30pm-Cogswell and Goulart visit QS; 7pm-School Committee Finance Meeting | 18 Crimmins and Cullum to Brewster Museum of Natural History; 1:30pm-Cogswell and Goulart visit QS; 7pm-School Committee Finance Meeting | 19 National Oceanographic and Atmospheric Association visits Daly, MacNally, Russell; 1:30pm-Crimmins & Cullum visit QS | 20 9:15am-Kindergarten Show; 1:30pm-Shores & Penney visit QS | 21 |
| 22  | 23 1:30pm Roger Tinknell Musical Assembly; 6pm-Kindergarten Here We Come! Event; 3pm-Marathon Monday at MMHS | 24 12pm-Grade One Kite Day  | 25 9am-Kids Klub visits Kindergarten; Cogswell and Goulart visit Brewster Museum of Natural History; 7pm-PTO Meeting and Elections at QSL | 26 National Oceanographic and Atmospheric Association visits Jones, S. Souza, and Tessicini  At MMHS Special Olympics | 27 Russell and Tessicini to Woods Hole  AQUARIUM | 28 |
| 29 | 30  MEMORIAL DAY NO SCHOOL | <div>Do not go where the path may lead, go instead where there is no path and leave a trail. Ralph Waldo Emerson</div> | | | | |
|  Play, Learn and Grow... Together | | | | | | |





FOLLOW THE FALCON FIVE

BE RESPECTFUL, BE RESPONSIBLE, BE READY, BE CARING, AND BE SAFE

MAY 2016

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|------------------------|---|--|--|--|---|--|
| 1 | 2 Day 3 Early Release Day 11:30AM - Dismissal PTO Staff Appreciation Luncheon | 3 Day 4 Progress Reports Issued National Teacher Appreciation Day | 4 Day 5 National Honor Society Mtg. Q - Library 2:45 - 3:30PM School Committee Reg. Mtg. Quashnet Library 6:30PM | 5 Day 6 ELA, PARCC Testing All Grades | 6 Day 7 Pawtucket Red Sox Student Recognition Award Night 5:30PM - McCoy Stadium Pawtucket, RI | 7 Plant and Flower Sale To Benefit MTA Scholarship Fund 9:00AM - 2:00PM MMHS |
| 8 HAPPY MOTHERS DAY | 9 Day 2 ELA, PARCC Testing All Grades Indian Ed. Parent Mtg. MHS - Room 101 6:30 - 7:30PM | 10 Day 3 ELA, PARCC Testing All Grades Town Election | 11 Day 4 ELA, PARCC Testing All Grades | 12 Day 5 ELA, PARCC Testing All Grades | 13 Day 6 ELA PARCC Make Up Testing | 14 |
| 15 | 16 Day 1 STE, MCAS Testing - Grade 5 National Honor Society Mtg. Q - Library 2:45 - 3:30PM School Committee Finance Mtg. Quashnet Library 6:30PM | 17 Day 2 Math, PARCC Testing All Grades | 18 Day 3 STE, MCAS Testing - Grade 5 National Honor Society Mtg. Q - Library 2:45 - 3:30PM School Committee Finance Mtg. Quashnet Library 6:30PM | 19 Day 4 STE, MCAS Testing - Grade 5 School Council Meeting 3:00PM - Q - Main Office | 20 Day 5 MCAS - Make Ups Testing Paint Night Pre-registration Required | 21 |
| 22 | 23 Day 6 Math, PARCC Testing All Grades | 24 Day 1 Math, PARCC Testing All Grades | 25 Day 2 Math PARCC Testing All Grades | 26 Day 3 Math, PARCC Testing All Grades School Day Olympics 6th Grade Step-Up-Night 6:00PM - 8:00PM - MMHS | 27 Day 4 Math, PARCC Testing Grades 3, 4 & 5 | 28 |
| 29 | 30 Memorial Day | 31 Day 5 PARCC Make Up Testing Gr. 6, MFA Field Trip MC, GE, FO, BA & SW | 2nd Graders Tour The Quashnet School, 1:30PM - 2:30PM May 18th, Mrs. Cogswell & Mrs. Goulart May 19th Mrs. Crimmins & Mrs. Cullum May 20th Ms. Shores & Mrs. Pennev | | | |

In partnership with parents, families, and the community, our mission is to promote academic excellence and character development while supporting and celebrating all students as they strive towards college and career readiness.

42.

| May - 2016 - Mashpee Middle-High School | | | | | | | June - |
|--|--|---|---|---|---|---|--------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | |
| 1 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 2 Mem Day AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 3 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 4 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 5 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 6 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 7 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM | |
| 8 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 9 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 10 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 11 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 12 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 13 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | 14 Testing AP Exam (May 2-May 13) SAT & Subject Tests 7:30 AM - 10:30 AM | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |
| May - 2016 | | | | | | | June - |

Mashpee Middle/High School Lunch Menu



May 2016

LUNCH MEAL PRICES
 K/Countdown Elementary \$2.65
 Quashnet Elementary \$2.75
 Mashpee Middle/High School \$2.85

May
 Prepay: \$57.00
 Full Price \$57.00
 Reduced \$8.00

The 5 Meal Components for School Lunch

- 1 Meat or Meat Alternate
- 2 Grain
- 3 Fruit
- 4 Vegetable
- 5 Milk

You choose at least 3 including 1/2 cup fruit or vegetable
 For best nutrition, choose all 5!

| | | | | | | | | | |
|----|---|----|--|----|---|----|--|----|--|
| 2 | Half Day No Lunch Served | 3 | Chicken Patty Sandwich Potato Rounds Green Beans Assorted Fruit | 4 | Pasta & Meatballs Garlic Bread Carrots Assorted Fruit | 5 | Cheeseburger & Fixin's Baked Beans Oven Fries Assorted Fruit | 6 | Deep Dish Pizza Zucchini Assorted Fruit |
| 9 | Popcorn Chicken Mashed Potato Peas Assorted Fruit | 10 | Cheese Lasagna Garlic Bread Broccoli Assorted Fruit | 11 | Beef Nachos Corn Assorted Fruit | 12 | Chicken Parmesan WG Pasta Carrots Assorted Fruit | 13 | Big Daddy Pizza Green Beans Assorted Fruit |
| 16 | Chicken Nuggets Oven Fries Peas Assorted Fruit | 17 | Cheeseburger & Fixin's Baked Beans Potato Rounds Assorted Fruit | 18 | Chicken & Gravy Mashed Potato Corn Assorted Fruit | 19 | BBO Rib Sandwich Sweet Potato Rounds Green Beans Assorted Fruit | 20 | Big Daddy Pizza Carrots Assorted Fruit |
| 23 | Warm Ham & Cheese Croissant Sandwich Oven Fries Corn Assorted Fruit | 24 | Chicken Patty Sandwich Green Beans Mashed Potatoes Assorted Fruit | 25 | Tangy Oriental Chicken Stir Fry Rice Broccoli Assorted Fruit | 26 | Meatball Parmesan Sub Potato Rounds Peas Assorted Fruit | 27 | Deep Dish Pizza Carrots Assorted Fruit |

30 NO SCHOOL



Hot Dog w/ Fixin's
Corn
Baked Beans
Assorted Fruit

EAT BETTER. PLAY HARDER. LIVE HEALTHIER. LEARN EASIER.
WELLNESS IS A WAY OF LIFE!

National School Nurse Day - May 11



A day to celebrate and thank the school nurses that take care of children (and staff) when they are at school.

Salads

Side Salads as well as Entree Salads with choice of toppings are offered daily

Deli

Assorted pre-made wraps and sandwiches are offered daily for Quick Convenience



We're pleased to announce that our Ham & Turkey is the quality Boar's Head Brand! We'll be working with Boar's Head to bring you exciting new sandwiches that your older palates will enjoy!



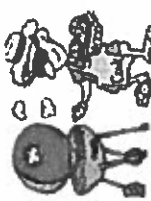
May 6
 School Lunch Hero Day!

Pizza

Cheese Pizza made with whole grain crust, reduced fat cheese & Fresh Baked Daily

Specials:

Monday: Pepperoni
 Tuesday: Buffalo Chicken
 Wednesday: Chef's Choice
 Thursday: Barbecue Chicken



Hot Grill

Beef Burgers & Breaded Chicken Sandwiches are offered daily

Additional Grill Specials Offered:

Pepperoni, BBQ Rib Sandwich, Hot Dogs, Meatball Subs, Buffalo Chicken Sandwich, Chicken Ranch Wrap

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

Milk Available Daily

Chocolate Flavored Skim
 1% White Skim Milk

Only \$0.50 each or included with full lunch

Free and Reduced Meal

Applications are available at each school office or download from the Foodservice Dept. page at the district website:

www.mashpee.k12.ma.us

Prepay for meals
MY SCHOOL BUCKS
 Check your balance or transactions
 www.myschoolbucks.com

Student meals consist of proteins, whole grains, vegetables, chilled or fresh fruit and milk. We use local produce when available and affordable.

This institution is an equal opportunity provider.

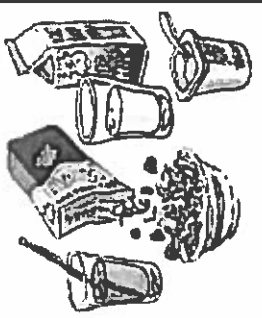
44.

Mashpee Middle/High School Breakfast Menu

May 2016



BREAKFAST PRICES
All Schools \$1.50
Reduced Price \$.80



What Makes A Complete Breakfast?
Choose Three Items!

MILK

GRAIN

FRUIT JUICE

FRUIT

Be Sure One Is A

FRUIT JUICE

OR

FRUIT

Make the Grade
WITH SCHOOL BREAKFAST



HELPING CHILDREN SUCCEED IN SCHOOL

When students start the day with a healthy breakfast, they are more likely to be successful in school. They are more likely to be on time, more likely to be engaged in learning, and more likely to be successful in school. They are more likely to be on time, more likely to be engaged in learning, and more likely to be successful in school.

SCHOOL BREAKFAST PROVIDES NOURISHING AND AFFORDABLE MEALS THAT HELP TO SAVE PARENTS OR GUARDIANS TIME AND MONEY!

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

WG= Whole Grain

Student meals consist of proteins, whole grains, vegetables, chilled or fresh fruit and milk. We use local produce when available and affordable.

Milk Available Daily
Chocolate Flavored Skim
1% White Skim Milk

Only \$.50 each or

Included with full lunch

Prepay for meals
Check your balance or transactions

MY SCHOOL BUCKS
www.myschoolbucks.com

This institution is an equal opportunity provider.

| | | | | | | | | | |
|--------------------|---|----|---|---|--|----|---|----|--|
| 2 | WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit & Juice | 3 | WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit & Juice | 4 | WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit & Juice | 5 | WG Cinnamon Bun or WG Cereals or Sausage & Egg Sliders or Yogurt Parfait Assorted Fruit & Juice | 6 | WG Cinnamon Bun or WG Cereals or WG Pancake & Breakfast Sausage Assorted Fruit & Juice |
| 9 | WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit & Juice | 10 | WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit & Juice | 11 | WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit & Juice | 12 | WG Cinnamon Bun or WG Cereals or Sausage & Egg Sliders or Yogurt Parfait Assorted Fruit & Juice | 13 | WG Cinnamon Bun or WG Cereals or WG Pancake & Breakfast Sausage Assorted Fruit & Juice |
| 16 | WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit & Juice | 17 | WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit & Juice | 18 | WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit & Juice | 19 | WG Cinnamon Bun or WG Cereals or Sausage & Egg Sliders or Yogurt Parfait Assorted Fruit & Juice | 20 | WG Cinnamon Bun or WG Cereals or WG Pancake & Breakfast Sausage Assorted Fruit & Juice |
| 23 | WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit & Juice | 24 | WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit & Juice | 25 | WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit & Juice | 26 | WG Cinnamon Bun or WG Cereals or Sausage & Egg Sliders or Yogurt Parfait Assorted Fruit & Juice | 27 | WG Cinnamon Bun or WG Cereals or WG Pancake & Breakfast Sausage Assorted Fruit & Juice |
| 30 | NO SCHOOL | 31 | WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit & Juice | Breakfast is available daily to all students at all schools | | | | | |
| ★★★MEMORIAL DAY★★★ | | | | | | | | | |

Quashnet School Breakfast Menu



May 2016

BREAKFAST PRICES

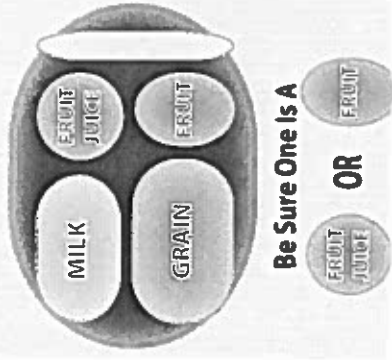
All Schools \$1.50
Reduced Price \$.30



A proclaim
breakfast is
available to all
each morning from
8:00 to 8:20 AM.



What Makes A Complete Breakfast?
Choose Three Items!



Be Sure One Is A

OR

FRUIT JUICE

6 Cream Cheese
Filled Bagels
or WG Cereals
100% Fruit Juice
Fresh Fruit

5 Egg & Cheese
Croissant Sandwich
or WG Cereals
100% Fruit Juice
Fresh Fruit

4 WG Cinnamon Bun
or WG Cereals
100% Fruit Juice
Fresh Fruit

3 Sausage & Egg Sliders
or WG Cereals
100% Fruit Juice
Fresh Fruit

2 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

13 Cream Cheese
Filled Bagels
or WG Cereals
100% Fruit Juice
Fresh Fruit

12 Egg & Cheese
Croissant Sandwich
or WG Cereals
100% Fruit Juice
Fresh Fruit

11 WG Cinnamon Bun
or WG Cereals
100% Fruit Juice
Fresh Fruit

10 Sausage & Egg Sliders
or WG Cereals
100% Fruit Juice
Fresh Fruit

9 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

20 Cream Cheese
Filled Bagels
or WG Cereals
100% Fruit Juice
Fresh Fruit

19 Egg & Cheese
Croissant Sandwich
or WG Cereals
100% Fruit Juice
Fresh Fruit

18 WG Cinnamon Bun
or WG Cereals
100% Fruit Juice
Fresh Fruit

17 Sausage & Egg Sliders
or WG Cereals
100% Fruit Juice
Fresh Fruit

16 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

27 Cream Cheese
Filled Bagels
or WG Cereals
100% Fruit Juice
Fresh Fruit

26 Egg & Cheese
Croissant Sandwich
or WG Cereals
100% Fruit Juice
Fresh Fruit

25 WG Cinnamon Bun
or WG Cereals
100% Fruit Juice
Fresh Fruit

24 Sausage & Egg Sliders
or WG Cereals
100% Fruit Juice
Fresh Fruit

23 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

31 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

30 NO SCHOOL

MEMORIAL DAY

31 WG Cereals
Mozzarella Stick
100% Fruit Juice
Fresh Fruit

30 NO SCHOOL

MEMORIAL DAY

HELPING CHILDREN SUCCEED IN SCHOOL

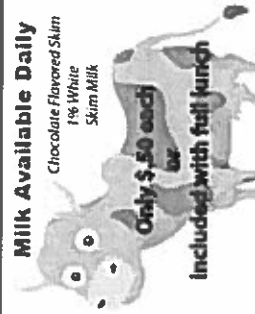
When students start the day with a nutritious breakfast, they can learn better, behave better, and be more confident. School breakfast provides a healthy start to the day and helps to ensure that every child has the opportunity to succeed in school.

Today's breakfast

SCHOOL BREAKFAST PROVIDES NOURISHING AND AFFORDABLE MEALS THAT HELP TO SAVE PARENTS OR GUARDIANS TIME AND MONEY!

Milk Available Daily

Chocolate Flavored Skim
1% White
Skim Milk



MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

WG=

Whole Grain

Prepay for meals
Check your balance
or transactions
www.myschoolbucks.com

Student meals consist of proteins, whole grains, vegetables, chilled or fresh fruit and milk. We use local produce when available and affordable.

This institution is an equal opportunity provider.

Breakfast is available daily to all students at all schools

K. C. Coombs Elementary School Lunch Menu



May 2016

LUNCH MEAL PRICES

KC Coombs Elementary \$2.65

Quashnet Elementary \$2.75

Mashpee Middle/High School \$2.85



May

Prepay:

Full Price \$55.65

Reduced \$8.40

The 5 Meal Components for School Lunch

- 1 Meat or Meat Alternate
- 2 Grains
- 3 Fruit
- 4 Vegetable
- 5 Milk

Our KC Coombs customers are required to be served all 5 components

| | | | | | | | | | |
|----|--|----|--|----|---|----|--|----|--|
| 23 | Warm Ham & Cheese Croissant Sandwich Oven Fries Corn Assorted Fruit | 24 | Chicken Patty Sandwich Green Beans Mashed Potatoes Assorted Fruit | 25 | Tangy Oriental Chicken Stir Fry Rice Broccoli Assorted Fruit | 26 | Meatball Parmesan Sub Potato Rounds Peas Assorted Fruit | 27 | Deep Dish Pizza Carrots Assorted Fruit |
| 16 | Chicken Nuggets Oven Fries Peas Assorted Fruit | 17 | Cheeseburger & Fixin's Baked Beans Potato Rounds Assorted Fruit | 18 | Chicken & Gravy Mashed Potato Corn Assorted Fruit | 19 | BBQ Rib Sandwich Sweet Potato Rounds Green Beans Assorted Fruit | 20 | Big Daddy Pizza Carrots Assorted Fruit |
| 9 | Popcorn Chicken Mashed Potato Peas Assorted Fruit | 10 | Cheese Lasagna Garlic Bread Broccoli Assorted Fruit | 11 | Beef Nachos Corn Assorted Fruit | 12 | Chicken Parmesan WG Pasta Carrots Assorted Fruit | 13 | Big Daddy Pizza Green Beans Assorted Fruit |
| 2 | Half Day Bag Lunch Available Be Prepared To Order Lunch In The Classroom | 3 | Chicken Patty Sandwich Potato Rounds Green Beans Assorted Fruit | 4 | Pasta & Meatballs Garlic Bread Carrots Assorted Fruit | 5 | Cheeseburger & Fixin's Baked Beans Oven Fries Assorted Fruit | 6 | Deep Dish Pizza Zucchini Assorted Fruit |

SCHOOL LUNCH HERO DAY

May 6 is School Lunch Hero Day!

STAR WARS May 4 is Star Wars Day

May the Fourth be with you!

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

Free and Reduced Meal

Applications are available at each school office or download from the Foodservice Dept. page at the district website:

www.mashpee.k12.ma.us

Milk Available Daily

Chocolate Flavored Skim
1% White Skim Milk

Only \$.50 each or included with full lunch

Student meals consist of proteins, whole grains, vegetables, chilled or fresh fruit and milk. We use local produce when available and affordable.

SCHOOL

Prepay for meals
Check your balance or transactions

www.myschoolbucks.com

EAT BETTER. PLAY HARDER. LIVE HEALTHIER. LEARN EASIER.

WELLNESS IS A WAY OF LIFE!

30 NO SCHOOL

Hot Dog w/ Fixin's
Corn
Baked Beans
Assorted Fruit

Memorial Day

This institution is an equal opportunity provider.

K. C. Coombs Elementary School Breakfast Menu

May 2016



BREAKFAST PRICES

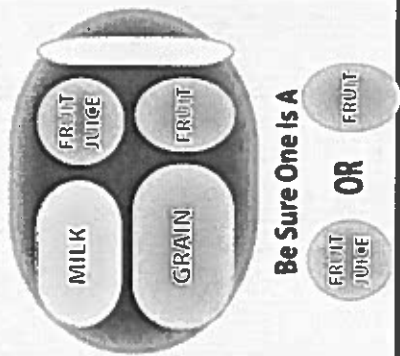
All Schools \$1.50
Reduced Price \$.40



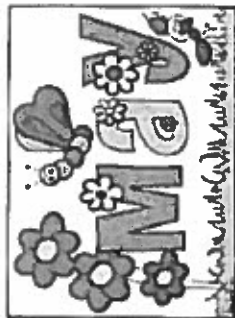
A nutritious breakfast is available to all each morning from 8:05 to 8:25 AM.



What Makes A Complete Breakfast?
Choose Three Items!



Make the Grade
WITH SCHOOL BREAKFAST



| | | | | | | | | | |
|----|--|----|--|---|--|----|--|----|---|
| 2 | WG Cereals Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 3 | Sausage & Egg Sliders or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 4 | WG Cinnamon Bun or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 5 | WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 6 | Cream Cheese Filled Bagels or WG Cereals 100% Fruit Juice Fresh Fruit |
| 9 | WG Cereals Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 10 | Sausage & Egg Sliders or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 11 | WG Cinnamon Bun or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 12 | WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 13 | Cream Cheese Filled Bagels or WG Cereals 100% Fruit Juice Fresh Fruit |
| 16 | WG Cereals Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 17 | Sausage & Egg Sliders or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 18 | WG Cinnamon Bun or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 19 | WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 20 | Cream Cheese Filled Bagels or WG Cereals 100% Fruit Juice Fresh Fruit |
| 23 | WG Cereals Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 24 | Sausage & Egg Sliders or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 25 | WG Cinnamon Bun or WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 26 | WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk | 27 | Cream Cheese Filled Bagels or WG Cereals 100% Fruit Juice Fresh Fruit |
| 30 | NO SCHOOL ***MEMORIAL DAY*** | 31 | WG Cereals Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk | Breakfast is available daily to all students at all schools | | | | | |

HELPING CHILDREN SUCCEED IN SCHOOL

When students start the day with a nutritious breakfast, they are more likely to succeed in school. They are more likely to be on time, to be happy, and to be successful in school.

SCHOOL BREAKFAST PROVIDES NOURISHING AND AFFORDABLE MEALS THAT HELP TO SAVE PARENTS OR GUARDIANS TIME AND MONEY!

Milk Available Daily

Chocolate Flavored Skim
1% White
Skim Milk

Only \$.50 each or

Included with full lunch

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

WG= Whole Grain

Prepay for meals
Check your balance
or transactions
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Student meals consist of proteins, whole grains, vegetables, chilled or fresh fruit and milk. We use local produce when available and affordable.

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