

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts

BY: HYBRID FORMAT

MEETING MINUTES
January 9, 2023

Regular meeting of the Mattapoisett School Committee was held on Monday – January 9, 2023, and called to order by Chairperson Carly Lavin at 6:31pm.

Chairperson Lavin stated the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

MEMBERS PRESENT: Carly Lavin, Chairperson – In Person; James Muse, Vice-Chair –Remote; Cristin Cowles – In Person; Amanda Hastings – In Person.

MEMBERS ABSENT: Tiffini Reedy

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools – In Person; Shari Fedorowicz, Assistant Superintendent of Teaching & Learning – In Person; Howard Barber, Director of Finance – In-Person; Craig Davidson, Director of Student Services – In-Person; Dr. Linda Ashley, Principal – Center School – In-Person; Kevin Tavares, Principal – Old Hammondtown School – In-Person; teachers; staff; parents; members of the press and public-via zoom or in-person.

MEETING TO ORDER:

Chairperson, Carly Lavin stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session – November 15, 2022

Recommendation:

That the School Committee review and approve the minutes of November 15, 2022

MOTION: by Cristin Cowles to accept and approve the Regular Meeting minutes of November 15, 2022 as presented

SECONDED: Amanda Hastings

OPPOSED: None

MOTION PASSED: 4:0

Roll Call: James Muse – yes; Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin - yes

2. Approval of Minutes - Executive Session Minutes – November 15, 2022

Recommendation:

That the School Committee review and approve the Executive Session minutes of November 15, 2022

MOTION: by Amanda Hastings to accept and approve the Executive Session minutes of November 15, 2022 as presented

SECONDED: Cristin Cowles

OPPOSED: None

MOTION PASSED: 4:0

Roll Call: James Muse – yes; Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin - yes

IV. General

A. FY24 Initial Draft Budget Discussion

Recommendation:

That the School Committee will review and discuss the FY24 Budget

Superintendent Michael S. Nelson stated the following:

“The budget sub-committee met earlier this evening and has drafted a proposed FY24 Mattapoisett Elementary School budget. Specifically, the budget sub-committee has discussed with administration and department heads the current needs of the students as related to each department within the school (for example regular education programming, special education programming, technology, facilities, etc.). It should come as no surprise to this committee that the budget sub-committee is navigating the impact of inflation on the FY24 budget development process. Specifically, the cost of utilities such as electricity/gas, as well as special education tuition increases are major budget drivers as we look forward to FY24.

The proposed budget as it currently stands is designed to maintain current services at both Center and Old Hammondtown Schools regarding staffing and other programming. This proposed budget does not include any new positions or new programming for FY24. The main priorities of the FY24 budget include meeting the needs of the known students in our classrooms and ensuring our teaching and learning programming is meeting best practices, specifically around literacy and the math program. Next steps for the budget sub-committee will be to reach out to the town administrator and invite him and representation from the finance committee to the next budget sub-committee to discuss the FY24 budget proposal as it currently stands. In the near future, the Mattapoisett School Committee will then need to schedule their formal budget hearing to present the FY24 budget not only to the school committee, but also to the public for any discussion, and then ideally to take action to approve it for submission to the town in order for it to be considered at the Annual Town Meeting.”

Mr. Nelson stated there is no action that needs to be taken tonight, this was just an update for the committee at large.

B. Update of Town Initiated Collins Center School Consolidation Study

Recommendation:

That the School Committee have a discussion regarding the Collins Center Study initiated by the Town of Mattapoisett

Superintendent Michael S. Nelson stated the following:

“Since the last time we met in November, the Collins Center Study Team visited both Center and Old Hammondtown Schools and toured the facilities. In addition to the Collins Center staff members, the Town Administrator - Mike Lorencio, the Chairman of the Mattapoisett Capital Planning Committee – Charles McCullough also joined the tour. From the school department each principal led the tour of their respective school with Mr. Jones our Director of Facilities. I also joined the tour with Chairperson Lavin.

At this point, the Collins Center Study Team has completed their community engagement work which included two in-person sessions (one during the day and one in the afternoon); an online survey opportunity (which was open for a number of weeks for the public stakeholders) took place; we have toured the facilities; and, the bulk of the work regarding the major data collection process that has occurred has been completed.

We have followed-up with the Collins Center with additional questions and we are anticipating they will submit a draft report to the selectboard and the school committee sometime in February. Once we have this final report, the next steps would be that we would schedule a joint selectboard and school committee meeting so that representation from the Collins Center can walk both the board and the committee through the work that has been done and their findings, and answer any questions that the committee brings forward.”

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported the following:

The Mattapoisett School District currently has \$587,753 available of the general funds appropriated in the 2023 Fiscal Year. The year-to-date Budget Report, by departments, identify how our funds are encumbered and expended. The report recognizes the activity of the total \$7,535,042 appropriate to the Mattapoisett School District.

\$ 7,535,042 - General Funds Approved
\$ 6,947,290 - Obligation Paid Year-to-Date
\$ 587,753 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$111,736, of which the remaining balance for committed cost is \$18,467.

\$ 111,736 - Bristol County Agricultural High School
\$ 93,269 - Obligations Paid Year-to-Date
\$ 18,467 - Remaining Available Fund

Question(s)/Comment(s) by School Committee Members:

None

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) dated January 2023 as follows:

- Meal participation continues to grow strong
- Nationwide, supply chain disruptions continue to impact on our program
- A successful Board of Health Inspection at each respective school took place
- Meal Price Increase will take effect on February 1, 2023
 - This increase in price will only apply to any additional meals purchased by a student
 - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year

Question(s)/Comment(s) by School Committee Members:

None

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) dated January 2023 as follows:

Center School:

- Replaced missing shingles in 1898 section roof
- Replaced gaskets in #1 boiler
- Commenced HVAC Building Management System (MMS) upgrade, (Capital)
- Completed routine maintenance on all facility systems

Old Hammondtown School:

- Repaired back playground structure steps
- Serviced emergency generator
- Repaired food service garbage disposal
- Receiving quotes to upgrade back and side playgrounds
- Completed routine maintenance on all facility systems

Question(s)/Comment(s) by School Committee Members:

Amanda Hastings:

With regard to the playgrounds, will either of the slides be “tube” style – Mr. Barber stated no

Mr. Nelson stated the focus at this time is fixing the stairs at Old Hammondtown; looking at the swings to make sure they are in state compliance; and, hopefully making some basketball upgrades.

VI. CHAIRPERSON’S REPORT:

Chairperson Lavin welcomed everyone back and wished all a Happy New Year. Ms. Lavin noted it is important to celebrate all of the wins we have had and stated she was blown away at the winter concerts that were performed. Ms. Lavin stated it was so nice to see the community back in our buildings and extended a “thank you” to Mrs. Dowling of Center School and Mr. Alger of Old Hammondtown School. Ms. Lavin stated all of the students worked so hard in each of the schools and stated it put her into the holiday spirit before the break.

CENTRAL OFFICE ADMINSTRATOR’S REPORT:

Superintendent Michael S. Nelson stated the following:

There is a lot of important work ahead for the school committee at this juncture, namely the FY24 Budget, and we are close to submitting our Capital Plans Submission Request for FY24. Mr. Nelson extended a “thank you” to all of the staff members in the Mattapoisett School District as well as the staff throughout the Tri-town School District. Mr. Nelson noted there were numerous celebrations, including shows and concerts throughout the District and stated when you think about the turnout from parents/guardians, grandparents and community members, it is pretty remarkable and this is what makes our schools so special.

Mr. Craig Davidson – Director of Student Services reported the following:

- We received notification on Thursday afternoon that we received Grant Funding to offer our Math Acceleration Camp Academy over the February and April breaks – students will be able to participate in dynamic math levels focusing on accelerated math opportunities and data driven targeted areas. The academy is free of charge for all students to participate and families were notified of this opportunity by email this afternoon.
- The Community Talk Series will be back in February – Part VI will take place on February 1, 2023 at 6:30pm – the presenter is Sara Ward – a dedicated clinician and passionate lecturer with a proven track record on translating complex ideas into practical strategies that work to improve Executive Function Skills

Dr. Fedorowicz, Assistant Superintendent of Teaching & Learning provided updates to Teaching and Learning as follows:

LITERACY:

- In the area of literacy, a lot of forward progress has been made since we met last.
- We met today for the L4L (Lead for Literacy) grant, which is our 6th working group session. Our focus was on looking at the literacy blocks with Tier II and III interventions. We worked with a coach from DESE on examining schedules to fit the needs of our literacy action plan we are developing, with insight into our intervention times. We are continuing this work for the next few months in conjunction with the HILL for Literacy.

- As it relates to HILL for Literacy, we received the initial Needs Assessment results from the HILL for literacy right before the break and tomorrow is a full day of literacy action planning with the literacy District Leadership Team. A trainer from the HILL is working with us, all three elementary schools, to develop our initial literacy action plan. The literacy action plan will be based on the results of the needs assessment. Once we dive in and unpack the data, we will develop our literacy action plan.
- After our action plan is complete, we will continue to work with the HILL to examine core literacy programs that are in compliance with the state and science of reading. As of right now this consists of looking at two to three programs that we can pilot or trial this winter and spring in preparation for a new core literacy program. This will also involve examining the appropriate assessments that we can use in literacy both vertically and horizontally.
- The work from both L4L and the HILL provides aligned focus areas to create a comprehensive literacy plan that will enhance and align our literacy program and work and meet the needs of our students.
- A special thank you to the teacher leaders and administrators for their time and commitment to this literacy effort and the amount of work that has gone into this and will continue to go into the literacy program.

PROFESSIONAL DEVELOPMENT:

- Our next PD is this Friday for a full day. We are bringing in a guest speaker, Dr. Rob Evans, a psychologist, a former high school and pre-school teacher, and a former child and family therapist. He has consulted to more than 1,700 schools in districts across the country. He is the author of many articles and four books. His presentations are known for their lively wit and plain talk around the best ways educators can deal with educational challenges while maintain energy and resilience.
- The afternoon sessions will provide teachers with collaborative time on unpacking the information provided by Dr. Evans to use in the classroom within grade levels and subject areas.

INSTRUCTIONAL COUNCIL:

- Our District Leadership Team, or Instructional Council, has been meeting monthly to review PD offerings and begin developing a Curriculum Review Cycle. We are looking to review the PD from this Friday and begin finalizing the PD going forward based on teacher and administrator feedback when we meet next week. I appreciate the feedback and time we are getting from the teacher leadership team.

LEARNING WALKS:

- Last week we conducted our 4th Learning Walk as a district leadership team at Rochester Memorial. We were able to see some valuable teaching and learning in the classrooms. It provided time for administrators to have productive conversations T&L expectations. I want to thank the teachers and administrators for hosting and creating a collaborative atmosphere.

NEW TEACHER INDUCTION:

- For new teacher induction, Dr. Robin Gilpatrick will be providing the second part of a two-part series on behavior and classroom management. This will happen at the end of the month.

PROJECT 351:

- Project 351 had a great kickoff last month where our Director of Guidance, Lauren Millette, joined by two of our juniors at the Celtics training camp outside of Boston, to learn about the initial playbook of promoting a sense of belonging for all students. Over the next couple of months, training will begin for some of our students in grades 5-8, who will be ambassadors for the program, in order to bring the sense of belonging training to all of our students. This is exceptional because it's the students that get trained and will train each other. Thank you to Ms. Millette and the juniors that attended this training. It really is an exciting opportunity!

PRINCIPAL'S REPORT

Dr. Linda Ashley – Principal of Center School reported the following:

- We had a wonderful turnout for the Winter Concert on December 21st (Dr. Ashley stated it was her first concert as Principal of Center School and it was absolutely wonderful seeing all of the families together and it was a great way to kick off the holidays)
- Grade 3 students will participate in the New Bedford Symphony Orchestra Classroom Learning Symmetry in Shapes and Sounds program on January 6th – “thank you to the PTA for organizing this”
- Upcoming Events:
 - Jan 11 – Kindergarten Reports issued
 - Jan 12 – Preschool Assessments issued
- In science classes, students are learning about salt marsh ecosystems, conversation and the life cycles. We are head-starting a “Diamondback Terrapin” from NECWA (Northeast Coastal Wildlife Alliance) named “Peanut” and he will be released in the spring in Wareham
- We have 200 brook trout eggs from the Mass. Division of Fish and Wildlife and they will be released into the Mattapoisett River in June during the fry state, when they are about 2 inches long
- The reward for the PTA “Fun Run” fundraiser was to turn the Principal, Dr. Ashley, into Frosty the Snowman (students wrapped Dr. Ashley up in toilet paper, placed a hat on her head and gave her a carrot) – the fundraiser raised just over \$30,000 – the goal was to raise \$20,000

Kevin Tavares, Principal of Old Hammondtown School reported the following:

- Old Hammondtown’s Chorus, Band and Jazz Band were the highlight at the Annual Holiday Concert that took place on December 15 – Chorus and Band participation is up in numbers this year, which is great to see
- Old Hammondtown alumnus and ORR Project 351 ambassador, Caitlin O’Donnell, joined forces with Center and OHS and organized a very successful food drive - raised almost 730 pounds of food for Damien’s Place Food Pantry
- There were 3 recipients of the Cape Cod 5 Educational Mini-Grant (awarded \$500.00 each):
 - Lisa Lourenco – OHS Computer Teacher – will use the funds to purchase robotics equipment to enhance her instruction
 - Jocelyn Mare, - Grade 5 teacher – will use the funds to purchase tools to start podcasting
 - Principal, Kevin Tavares – will use the funds to purchase window and door shades as part of the school’s emergency plan
- Trinity Rep Theater from Providence (sponsored by the PTA) visited OHS on December 7 and 14 to engage audiences/students with dramatic art that stimulates, educates, and engages our diverse community in the performing arts

VIII. School Committee

A. Committee Reports

1. ORR District School Committee

Jim. Muse reported as follows:

- Meeting took place on December 14
- Reporting on MCAS took place
- Voting took place on trips
- Highlight of the night for Mr. Muse was the Project 351 presentation – the idea of having students peer to peer - learning, teaching and supporting each other to handle difficult social situations is fantastic

2. SMEC

No report

3. READS

Mr. Nelson stated they met on November 17 in-person and reported the following:

- The School Committee was provided in their back-up information READS December 2022 Annual Report for 21-22

4. Early Childhood Council

Cristin Cowles reported as follows:

- Meeting took place on November 16
- The Early Childhood Council is doing a lot of great work – families who are looking for assistance is way up (possibly due to COVID) – there is an increasing demand for current preschool/toddler age children in the Tri-town

5. MASC

Jim Muse reported the following:

- There is an annual event to go to the State House – (not sure of the date) however, if school committee members do see any literature on this event, it is always an interesting day and it is extremely helpful if school committee members can attend – the ability to connect with legislatives – whether they are our own or others is always interesting

6. Mattapoisett Capital Needs Committee

Carly Lavin stated the following:

- Meeting took place on December 20, 2022 – re-organization took place and a meeting schedule was set
 - Co-chairs: Chuck McCullough and Mike Dahill
 - Secretary: Ellen Driscoll
- Next meeting will take place on January 17, 2023 – topics to be discussed: water/sewer and highway capital plans

7. Tri-Town Education Foundation

Mr. Nelson stated the following:

- Grant applications are available for FY23/24 school year and can be found on the Tri-Town Education Foundation website and/or you can contact Erin Bednarczyk

8. Policy Sub-Committee

Cristin Cowles stated the following:

- Meeting took place on December 21
- Committee heard a summary from Dr. Fedorowicz of an Internal Review that had gone on to check the procedures of each of the schools to the policies relating to library book selection and it was found that all of the procedures in our schools are in compliance with the current policies and there were no policy changes that were suggested by the policy committee
- A proposal to increase the Public Comment time was discussed to extend the comment time from 15 minutes to 30 minutes (keeping the 3-minute limit time per speaker)
- Language to be added to the policy relating to Mass. General Laws – the Chairperson has the ability to have unruly participants removed from a meeting by law enforcement

Mr. Nelson noted a draft change in policy was approved by the Policy Sub-Committee and will be brought forward to the Joint School Committee at the next scheduled meeting

9. Budget Sub-Committee

Carly Lavin stated Superintendent Nelson provided an update earlier this evening (see above)

10. Clock Committee

Jim Muse reported the following:

- Mr. Andrews continues to keep the legacy of education in this town alive by making the clock at Center School work – it has been for over 100 years!

11. Equity Sub-Committee

Amanda Hastings reported the next meeting is scheduled to take place on January 17, 2023

B. School Committee Reorganization

Recommendation:

That the School Committee appoint Melissa Wilcox as the School Committee Secretary

MOTION: by Carly Lavin to appoint Melissa Wilcox as the School Committee Secretary

SECONDED: Amanda Hastings

OPPOSED: None

MOTION PASSED: 3:0

Roll Call: Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin – yes

Recommendation:

That the School Committee add Melissa Wilcox as a Recording Secretary to the Mattapoisett School Committee

MOTION: by Cristin Cowles to add Melissa Wilcox as a Recording Secretary to the Mattapoisett School Committee

SECONDED: Amanda Hastings

OPPOSED: None

MOTION PASSED: 3:0

Roll Call: Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin - yes

Chairperson Lavin asked school committee members if there was anyone who would like to serve on the Tri-Town Education Foundation Committee?

Amanda Hastings stated she would like to serve on this Committee

Chairperson Lavin asked if there was anyone else interested – no other members interested

MOTION: by Carly Lavin to appoint Amanda Hastings as the Mattapoisett School Committee's representative for the Tri-Town Education Foundation Committee

SECONDED: Cristin Cowles

OPPOSED: None

MOTION PASSED: 3:0

Roll Call: Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin - yes

IX. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

Mattapoisett School Committee

February 27, 2023 @ 6:30pm

Hybrid Format

Joint School Committee

January 19, 2023 @ 6:30pm

Hybrid Forma

B. Future Agenda Items

- Health Unit Application (February)
- Budget Approval (public hearings) (March)

- School Committee Reorganization (June – depending on election date)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

X. – Open Comments

Chairperson, Carly Lavin stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in.

For those in-person– there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom – if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairpersons will alternate between in-person and zoom participants.

Chairperson Lavin asked if there were any Public Open Comments at this time – there were none.

At this time public comment is closed.

XI. Informational Items

LIST OF DOCUMENTS USED AT THE MEETING

- Mattapoisett School Committee Meeting Agenda – January 9, 2023
- Regular Session – Meeting Minutes – November 15, 2022
- Financial Report dated January 9, 2023
- Food Service Director Report dated January 2023
- Facilities Director Report dated January 2023
- Principal's Report – Center School dated January 9, 2023
- Principal's Report – OHS dated January 9, 2023
- READS Annual Report

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Mattapoisett School Committee at 7:20pm.

MOTION: by Cristin Cowles to adjourn the Regular Session of the Mattapoisett School Committee at 7:20pm.

SECONDED: Amanda Hastings

OPPOSED: None

MOTION PASSED – 4:0

Roll Call: James Muse – yes; Cristin Cowles -yes; Amanda Hastings – yes; Carly Lavin -yes

Respectfully Submitted,

Toni M. Bailey, Recording Secretary

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts

REGULAR MEETING
Monday, January 9, 2023

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/97613245523?pwd=T0pBL1Y5alZNTWJaUHpsR3JlTFc3dz09>

Meeting ID: 976 1324 5523

Passcode: 734474

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.

6:30 P.M.

MEETING TO ORDER

SCHOOL COMMITTEE RECOGNITION

I. Approval of Minutes

A. Minutes

1. Regular Meeting Minutes – November 15, 2022

2. Executive Session Minutes – November 15, 2022

3. Budget Sub Committee Minutes – NONE

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. FY24 Initial Draft Budget Discussion

B. Update on Town Initiated Collins Center School Consolidation Study

V. New Business

A. Curriculum

B. Business/Finance & Operations

1. Financial Report

2. Food Services Report

3. Facilities Report

4. Budget Transfers

C. Personnel

VI. Special Topic Report

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

VII. Unfinished Business

VIII. School Committee

A. Committee Reports

1. ORR District School Committee

2. SMEC

3. READS

4. Early Childhood Council

5. MASC

6. Mattapoisett Capital Needs Committee

7. Tri-Town Education Foundation

8. Policy Sub-Committee

9. Budget Sub-Committee

10. Clock Committee

11. Equity Sub-Committee

B. School Committee Reorganization

C. School Committee Goals

IX. Future Business

A. Timeline

B. Future Agenda Items

X. Open Comments

XI. Information Items

XII. Executive Session

ADJOURNMENT

**MATTAPOISETT PUBLIC SCHOOLS
MATTAPOISETT, MA**

TO: Mattapoisett School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: January 5, 2023
RE: Agenda Items

The following items are on the agenda for January 9, 2023

I. Approval of Minutes (VOTE NEEDED)

I.A. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of November 15, 2022. Please refer to “MTSC 01092023 November Minutes”.

I.B. Approval of Minutes – Executive Session (VOTE NEEDED)

Recommendation

That the School Committee review and approve the minutes of November 15, 2022. These will be brought to the meeting.

IV. General

A. FY24 Initial Draft Budget Discussion

Recommendation:

That the School Committee will review and discuss the FY24 Budget.

B. Update on Town Initiated Collins Center School Consolidation Study

Recommendation:

That the School Committee have a discussion regarding the Collins Center Study initiated by the Town of Mattapoisett.

V. New Business

1. Financial Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 01092023 FY23 Financial Report Memo”, “MTSC 01092023 FY23 BCAHS Financial Report”, “MTSC 01092023 GF Financial Report”, and “MTSC 01092023 FY23 GF Department Financial Report”.

2. Food Services Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 01092023 Food Service Report”.

3. Facilities Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 01092023 Facilities Report”.

VIII. School Committee

B. School Committee Re-Organization

Recommendation

That the School Committee appoint Melissa Wilcox as the School Committee Secretary and add Melissa Wilcox as a Recording Secretary.

IX. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

MATTAPOISETT School Committee

February 27, 2023 at 6:30pm

Hybrid Format

Joint School Committee

January 19, 2023 at 6:30pm

Hybrid Format

B. FUTURE AGENDA ITEMS

- Health Unit Application (February)
- Budget Approval (public hearings) (March)
- School Choice Public Hearing (April)
- School Committee Reorganization (June – depending on election date)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

XI. Information Items

- READS FY22 Annual Report

XII. Executive Session

Recommendation:

That the School Committee go into executive session for purpose number four (4) to discuss the deployment of security personnel or devices.

If you have questions about any of the recommendations above, please feel free to call me.

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts

BY: HYBRID FORMAT

MEETING MINUTES
November 15, 2022

Regular meeting of the Mattapoisett School Committee was held on Tuesday – November 15, 2022, and called to order by Chairperson Carly Lavin at 6:33pm.

Chairperson Lavin stated the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

MEMBERS PRESENT: Carly Lavin, Chairperson – In Person; James Muse, Vice-Chair –Remote; Tiffini Reedy – In Person; Cristin Cowles – In Person; Amanda Hastings – In Person.

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools – In Person; Shari Fedorowicz, Assistant Superintendent of Teaching & Learning – In Person; Howard Barber, Director of Finance – In-Person; Craig Davidson, Director of Student Services – In-Person; Dr. Linda Ashley, Principal – Center School – In-Person; Kevin Tavares, Principal – Old Hammondtown School – In-Person; teachers; staff; parents; members of the press and public-via zoom or in-person.

MEETING TO ORDER:

Chairperson, Carly Lavin stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

Chairperson, Carly Lavin's Opening Comment:

"Before we move through the agenda, I'd like to acknowledge an important change that I have chosen to make tonight that is reflected in this posted agenda, which deviates from past meetings.

As a result of the threatening, disruptive, and disorderly conduct of a few members of the public that were held during the Open Comments portion of the Joint School Committee held on Monday November 7th, which forced an abrupt adjournment of that body before any business was really started, I have made the decision not to allow for Public Comments at tonight's business meeting of the Mattapoisett School Committee.

A school committee meeting is not a traditional public forum. It is a meeting at which a school committee must transact portions of their business in public. The constitution does not grant members of the public a general right to be heard, but we do believe in our policy and each member of this elected body has been and will continue to be open to hearing and reading public comments from all of our constituents. However, when members of my committee need to be escorted to their vehicle for fear of their physical safety due to hostile and disorderly conduct from members of the public, then I am forced to prioritize not only our safety but the business of this body.

It is my sincere hope that respectful, civil discourse will return to the Tri-town. I do believe that as adults, we have both the responsibility and a moral obligation to model behaviors of civility. Afterall, our children are watching and listening."

I. Approval of Minutes:

1. A. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of September 12, 2022

MOTION: by Cristin Cowles to accept and approve the Regular Meeting minutes of September 12, 2022 as presented

SECONDED: Tiffini Reedy

OPPOSED: None

MOTION PASSED: 5:0

Roll Call: James Muse – yes; Tiffini Reedy – yes; Cristin Cowles – yes; Amanda Hastings – yes; Carly Lavin - yes

IV. General

A. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration

Superintendent Michael S. Nelson stated the following:

"This evening Principal Tavares and Principal Ashley, with the support of Dr. Fedorowicz our Assistant Superintendent of Teaching & Learning, will present the key results from the most recent MCAS data from 2022. The MCAS is not new to us educators and many others, but we do know the last two and half years of school have not been "typical" so the results are going to be different in some ways as we assess the impact from the pandemic on our learners. However, the good news and what the committee will hear tonight, is that our students and their families should be extremely proud of the MCAS results produced by the Mattapoisett Elementary Schools.

Although MCAS is one of the many pieces of information to help inform the teaching and learning experiences of our students – we can use this information to assess areas of strengths and opportunities for our students and tonight the committee is going to hear about the many strengths of our student body.

From a big picture standpoint, we will use this data set to help inform future academic programming and needs in conjunction with many other data points. For MCAS, this is really our new baseline data set moving forward for our schools. Before I turn the floor to my colleagues, I have to sincerely thank the incredible teaching and support staff at both Center and Old Hammondtown Schools. These teachers and staff members take their work very serious and tonight's MCAS presentation is evidence of just how successful they are at their jobs.

This is not a voting item and no action is needed by the committee but I think it is important for the members to understand the great work that was done in this particular area."

Dr. Shari Fedorowicz stated we did see through the pandemic some patterns and trends that were closely followed state-wide throughout the district and although there is that representation from the patterns and trends that we have seen state-wide, Mattapoisett has truly persevered.

The Spring 2022 Next Generation Achievement Levels are:

440 to 469 - Not Meeting Expectations

470 to 499 - Partially Meeting Expectations

500 to 529 - Meeting Expectations

530 to 560 - Exceeding Expectations

Dr. Fedorowicz noted what we are looking for is 500 and above (Meeting and Exceeding Expectations) in our district.

Dr. Fedorowicz noted for the 2022 testing format, our grades 3-6 had two sessions in ELA and two sessions in math and grade 5 is the only grade that is tested in STE (science, technology & engineering).

Dr. Fedorowicz explained how the Student Growth Percentiles (SGP) are calculated stating it provides a measure of how student-level achievement grows over time and is calculated separately for ELA and mathematics in grades 4-8 and 10 but not calculated for science for grade 3 (the reason why is because we have gap years-you need two consecutive years of testing and grade 3 science does not and science does not). Dr. Fedorowicz stated individual achievement scores are compared to the achievement of other students with similar MCAS histories; and, DESE reports the mean SGP, which represents the average student growth for that school or student group.

Dr. Fedorowicz stated the overall state-wide SGP in both ELA and math is 50%– however, the Mattapoisett district’s average in ELA – grades 4-6 was 61% and in grades 4-6 in math was 64% - we scored extremely well.

Mr. Tavares stated although there were some dips we continued to perform at a very high level.

Mr. Tavares compared grades 3-6 ELA MCAS scores from 2019 through 2022 as follows (noting testing was not done in 2020):

	2019	2021	2022
Exceeding:	20%	13%	14%
Meeting:	54%	59%	43%
Partially Meeting:	24%	24%	39%
Not Meeting:	2%	4%	4%

Mr. Tavares stated in 2022 we did see the dip in scores. However, the scores were still 15% above the state-wide average. Mr. Tavares stated where they saw the dip, was students going from Meeting Expectations to Partially Meeting Expectation from 2021 to 2022.

Mr. Tavares compared grades 3-6 math MCAS scores from 2019 through 2022 as follows (noting testing was not done in 2020):

	2019	2021	2022
Exceeding:	16%	7%	9%
Meeting:	56%	49%	51%
Partially Meeting:	24%	40%	34%
Not Meeting:	4%	4%	46%

Mr. Tavares stated we still performed strong compared to the state-wide average.

Mr. Tavares compared grade 5 Science Technology Engineering MCAS scores from 2019 through 2022 as follows (noting testing was not done in 2020):

	2019	2021	2022
Exceeding:	15%	12%	12%
Meeting:	67%	65%	52%
Partially Meeting:	15%	23%	28%
Not Meeting:	3%	0%	8%

Mr. Tavares stated in 2022 we did see the dip in scores. However, the scores were still well above the state-wide averages.

Dr. Ashley stated in ELA Gr. 3-6 Rank - Tied 9th/400 Districts and noted the following areas of strength:

Areas of Strength – ELA

- Grade 3
 - 46% Met or Exceeded Expectation vs. 44% State
 - Average Scaled Scores of Students with High Needs were 4 points higher than the State
- Grade 4
 - 49% Met or Exceeded Expectations vs. 37% State
 - Average Scaled Scores of Students with High Needs were 9 points higher than the State
 - 4th grade students outperformed the State in % Exceeding Expectations by 4 points
 - Grade 4 students outperformed the State on all Standards
- Grade 5

- 55% Met or Exceeded Expectations vs. 41% State
- Average Scaled Scores of Students with High Needs were 2 points higher than the State
- Grade 5 students outperformed the State on all Standards
- Grade 6
 - 80% Met or Exceeded Expectation vs. 41% State
 - 46% of students Exceeded Expectations in 2022 vs. 28% in 2021
 - Grade 6 students outperformed the State on all Standards by 14-32 points
 - Average Scaled Scores of Students with High Needs were 30 points higher than the State
 - Grade 6 students outperformed the State on all Standards by 19-34 points

Areas of Strength – Math

- Grade 3
 - Average Scaled Scores were 1 point higher than the State
- Grade 4
 - 65% Met or Exceeded Expectation vs. 42% State
 - Average Scaled Scores surpassed the State by 12 points
 - Average Scaled Scores of Students with High Needs were 11 points higher than the State
 - Grade 4 students outperformed the State on all Standards
- Grade 5
 - 58% Met or Exceeded Expectations vs. 36% State
 - Average Scaled Scores surpassed the State by 11 points
 - Average Scaled Scores of Students with High Needs were 9 points higher than the State
 - Grade 5 students outperformed the State on all Standards
- Grade 6
 - 80% Met or Exceeded Expectation vs. 42% State
 - Average Scaled Scores surpassed the State by 23 points
 - Average Scaled Scores of Students with High Needs were 21 points higher than the State
 - Grade 6 students outperformed the State on 40/40 questions
 - Grade 6 students outperformed the State on all Standards by 19-34 points

Areas of Strength – STE – Tied 18th/400 Districts

- Grade 5
 - 66% of 5th grade students Met or Exceeded Expectations vs. 43% for State
 - Grade 5 students consistently outperformed the State: Spring 2022 Average SS 506 vs 487
 - Grade 5 students in the Low-Income status have an Ave. SS of 507
 - Grade 5 scores surpassed the State on 38 of 41 Standards on the Test Item Analysis Summary

Mr. Tavares provided Points of Pride for the Spring 2022 MCAS Results as follows:

Points of Pride: Spring 2022 MCAS Results

- Grade 4 – Math – Met/Exceeded
 - 65% Tied for 20th in the state – Average Scaled Score: 506 Tied for 18th in the state
- Grade 4 – ELA – Met/Exceeded
 - 49% Tied for 25th in the state – Average Scaled Score: 501 Tied for 18th in the state
- Grade 5 – Math – Met/Exceeded
 - 58% Tied for 18th in the state – Average Scaled Score: 505
- Grade 5 – ELA – Met/Exceeded
 - 55% Tied for 18th in the state – Average Scaled Score: 501

- Grade 5 – STE – Met/Exceeded
 - 65% Tied for 16th in the state – Average Scaled Score: 506 – Tied for 15th in the State
 - Grade 6 – Math – Met/Exceeded
 - 80% Tied for 6th in the state – Average Scaled Score: 518 – Tied for 15th in the state; Average SGP: 75 – 5th in the state
 - Exceeded – 80% - 4th in the state
 - Grade 6 – ELA – Met/Exceeded
 - 80% - 2nd in the state
- (Note: Shutesbury came in 1st – tested only 9 students – to our 61 students)**
- Exceeded – 46% - 1st in the state

Action Steps:

- Teachers will continuously monitor students' progress and achievement through student work samples, classroom performance and a variety of assessment strategies (Aimsweb Plus, DRA2, curriculum and teacher made assessments).
- Grade Level PLC teams will use the results to adapt lessons to meet the needs of students for students exceeding grade level standards and for students working towards meeting grade level standards (Modify and Re-align Curriculum Maps and Pacing Guides)
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.
 - Response to Intervention (RTI), building and subject specific interventionists, and digital tools (Prodigy, IXL, Lexia, etc.)
 - Focus on sub-groups: High Needs Status-identify obstacles to improve achievement
 - Targeted reading and math intervention provided by reading specialists and remedial math teachers (Small group instruction based on individual students' needs, bookbags sent home for additional reading practice, intervention lessons based on research-based instruction strategies)
- Teachers will review curriculum maps and pacing guides to determine when content is introduced and if adjustments need to be made
- Teachers and administrators will continue to partner with Hill for Literacy to work collaboratively to develop a district-wide (K-6) Literacy Plan through the Literacy Needs Assessment process.
- Center and OHS Literacy representatives will work with the District Literacy Team on implementing research-based instructional practices learned through professional development and the Lead for Literacy Institute.
- Staff at Center and OHS will continue to utilize the DESE Acceleration Road map to develop educator plans and AMARTIE Goals (Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive and Equitable) that focus on learning acceleration. Goals will include scaffolding strategies according to content area, learning context, and students' needs.
- Response to Intervention (RTS) Teams will meet weekly to work with teachers and provide interventions and strategies to support identified students in need.
- Continue to foster a sense of belonging and partnership among students and families through school to home communication, Responsive Classroom, and family-teacher conferences, etc.

Question(s)/Comment(s) by School Committee Members:

The School Committee members noted there is so much to be proud of and thanked and acknowledged everyone (staff, educators, families, administration and the community) for their continued efforts.

Superintendent Nelson thanked the Administration Team for putting this presentation together.

B. OpenSciEd Presentation

Recommendation:

That the School Committee hear a presentation from administration regarding OpenSciEd.

Superintendent Nelson stated the following:

"Last year we shared the news that our school districts (all four districts) were awarded a competitive grant that would bring new science resources to our students. Earlier this year during the strategic plan review we also discussed how OpenSciEd would play into our work this year. Tonight, Dr. Fedorowicz our Assistant Superintendent of Teaching & Learning with the support of Principal Tavares and others will provide an informational presentation on OpenSciEd. This is not a voting item and no action is needed by the committee tonight on this topic."

Dr. Fedorowicz extended a "thank you" to Sara Jacobsen for attending the meeting tonight and sharing/presenting her knowledge regarding the OpenSciEd curriculum.

Dr. Fedorowicz stated our Jr. High Principal, Silas Coellner, in conjunction with our elementary Principals worked on this grant together and were awarded supplemental science resources for grades 6, 7 and 8. Dr. Fedorowicz stated the resources provides supplemental resources, materials and Professional Development as well as an innovative instructional delivery model in the sciences.

Dr. Fedorowicz stated DESE partnered with 9 other states and Boston College for the development and implementation process and noted the objective of OpenSciEd is to improve science education through the development and implementation of high-quality, freely available science instructional materials that are research-based.

Dr. Fedorowicz stated this is a 3-year pilot roll-out with two units implemented each year; there is Professional Development for each unit; the teachers attended a 4-day launch unit which reviewed the scope and sequence; and, there are three additional supplemental PD sessions.

Dr. Fedorowicz stated after piloting this for three years and it is successful, it will be full integration.

Dr. Fedorowicz states grades 6-8 are implementing the following supplemental units:

- Grade 6 – "Light & Matter" and "Sound Waves"
- Grade 7 – "Contact Forces" and "Thermal Energy"
- Grade 8 – "Chemical Reactions & Matter" and "Chemical Reactions & Energy"

Mr. Tavares stated the student experiences changes because OpenSciEd puts them into real live situations noting students engage in investigations to make sense of relevant, real world observable events. Mr. Tavares stated there are lots of chances for students to ask questions, which allows them to be more engaged.

Sara Jacobsen, grade 6 science teacher stated she wanted to explain how excited they are about OpenSciEd and provided examples of Traditional Instruction vs. OpenSciEd as follows:

Traditional Instruction – focuses on simplifying things to make them comprehensible for students

Vs

OpenSciEd – start every unit with a very complex situation and then we try very systematically, due to the design of the curriculum, to figure out how each piece works – we show them how this works in the world and then ask them to pull out each individual learning standard

Ms. Jacobsen stated all units are based on "The Anchoring Phenomenon" – this starts every student off with a shared experience and a level playing field. The curriculum is designed to be complex - multiple science standards and systems are presented in concert and students then work through each one individually.

Ms. Jacobsen stated the next step is student progress towards understanding is tracked and revisited. Ms. Jacobsen stated after every lesson, we go over with the students which part of this we did/didn't understand and we review the questions/comments that were originally posted and we are able to remove some of them because students now understand the standards. Ms. Jacobsen noted the science units embed modeling as a way to show interconnected systems and track student understanding and it applies vocabulary accurately and in the correct content.

Dr. Fedorowicz extended a “thank you” to Ms. Jacobsen for her presentation stating the amount of work it takes the teachers to get these units up and working is amazing. Dr. Fedorowicz stated it has been a lot of work and a lot of training.

Dr. Fedorowicz stated that science may look a little different coming home for your 6th, 7th and 8th graders – students may have different questions they are asking and there are no traditional guides, vocabulary lists or textbooks for these units. Dr. Fedorowicz stated these units are a discovery process and the way parents/guardians can support their student in sciences is to show interest in their thinking process; support research to find answers; and, resist directly giving the answer to your student – discovery is part of the process!

Question(s)/Comments(s) by School Committee Members:

Carly Lavin:

Regarding supporting your students at home – was this information already sent home?

Dr. Fedorowicz stated an informational letter was sent home to parents back in August/September.

Carly Lavin:

You mentioned it is a 3-year piloted program and if we like it we will put it into full integration – what does that mean?

Dr. Fedorowicz stated we still have some different instructional delivery methods with different resources and in doing two units the first year; four units the second year; and, 6 units the third year to cover all of the standards it makes this a moderate integration process. Dr. Fedorowicz noted so much Professional Development is provided to make the students successful.

Carly Lavin:

Ms. Lavin stated she is hearing that grade 6 is where this model is starting right now – as we move forward will we have an activity with grades K-5 model so that it is not a quick shift once students get into grade 6?

Dr. Fedorowicz stated we follow the standards all the way through and we are still doing hands on, our labs and our curriculum – this is just a little bit of a shift in instructional delivery. Dr. Fedorowicz noted the state is looking into the lower grades and going up.

Superintendent Nelson stated the 3-year integration allows us to make sure if we do move forward with this option, is that we are making sure we have the resources we need and the budget allocated on an annual basis.

Mr. Nelson stated he had the opportunity to attend the kick-off at the School of Education at Boston College- they did it right and he thought the presentation was fantastic. Mr. Nelson stated it is a shift but he believes we are going in the right direction.

C. School Calendar Discussion

Recommendation:

That the School Committee review the draft school calendar for the 2023-2024 school year.

Superintendent Nelson stated the following:

“This evening the committee will hold a discussion regarding the 23-24 draft school calendar. There is no action of the committee required this evening – instead this is an opportunity to provide initial feedback that will be considered when the recommended final draft 23-24 school calendar is proposed to the Joint School Committee at an upcoming meeting. In your packet, you have a hard copy of the draft calendar to refer to as I walk the committee through the 23-24 school year.”

Chairperson Lavin asked the School Committee members to send their questions/comments directly to her or Diana Russo and noted the Joint School Committee is the committee that makes the final vote on the calendar. Ms. Lavin noted at the Joint School Committee meeting, all comments/questions that have been brought forward from each of the school committees-Marion, Mattapoisett, Rochester and ORR, teachers and school council members will be mentioned at that meeting.

Ms. Lavin expressed this is a challenging calendar presented as is.

Superintendent Nelson stated last year there was a lengthy conversation with the Joint School Committee and he was asked to get a “draft” out there a little bit earlier. Mr. Nelson stated this is the last school committee that the initial “draft” calendar is being presented before and they are happy to hear some general thoughts. Mr. Nelson noted providing comments to Chairperson Lavin and Ms. Russo directly, will allow him to present the major themes at the Joint School Committee with all of the school committee members, teachers and school council’s questions/comments.

Amanda Hastings:

With the late week start date – is this to prepare the teachers and also allow a soft launch for the students? Has this been done historically – having a Wednesday/Thursday start date?

Mr. Nelson replied yes noting some folks are concerned of when we are going back to school a little bit early. Mr. Nelson stated essentially each day you push back – we are going further into June, which is one of the biggest complaints.

Mr. Nelson noted we have to do 180 days and we build in an additional 5 days for any school cancellations, which we do have situations in which we have to use them. Mr. Nelson noted each day you move closer to Labor Day, you run later into June.

08/23/23 - Wednesday

School year would begin by welcoming teachers back for an in-service day

08/24/23 - Thursday

First day of school for students

09/01/23 - Friday

The first Friday (which is the 1st) would be a no school day in conjunction with Labor Day weekend.

09/04/23 - Monday

Labor Day – No School

09/20/23 – Wednesday

Early Dismissal – 1st half-day Professional Development

10/9/23 – Monday – Holiday – No School

10/19 & 10/20/23 – Parent Conferences

11/1/23 – Wednesday

Full day for Professional Development

11/10/23 – Friday – Holiday

11/22-11/24/23 – Thanksgiving Break

12/22/23 – Friday – Early Dismissal – school vacation would start

01/01/24 – Monday – Holiday

01/12/24 – Friday

Full day for Professional Development – in conjunction with holiday on 01/15/24 begin recognized

02/07/24 – Wednesday

Early Dismissal – 2nd half-day Professional Development

02/19-02/23/24 - Vacation

03/06/24 – Wednesday

Early Dismissal – 3rd half-day Professional Development

03/29/24 – Friday – No School

04/15-04/19/24 – Holiday and School Vacation

05/27/24 – Monday - Holiday

06/05/24 – Wednesday

Early Dismissal – 3rd and final early release Professional Development

06/10/24 – Monday

Last day of school if no cancellations are needed

Note: The 185th day would be June 17, 2024

D. Meal Price Increase (Vote Needed)

Recommendation:

That the School Committee review and approve a meal price increase.

Mr. Barber noted the current USDA weighted average price per student meal is \$3.31 – this is also the price used by the Commonwealth of Massachusetts and it is the minimum required price to be charged for all meals served from K through grade 12. Mr. Barber noted it is expected that the USDA weighted average will go up another \$.15 for the upcoming school year.

Mr. Barber stated currently our rates are as follows:

Elementary Schools -	Lunch	\$3.00
	Breakfast	\$2.25
Secondary Schools -	Lunch	\$3.25
	Breakfast	\$2.25

Mr. Barber stated the time our school district had a lunch increase was FY18, with an increase of \$.25.

Mr. Barber stated the administration is proposing that meal pricing rates for breakfast and lunch increase as follows:
Effective January 3, 2023

Elementary Schools Meal Price:

Breakfast -	\$2.25 to a new rate of \$2.75
Lunch -	\$3.00 to a new rate of \$3.50

Secondary Schools Meal Price:

Breakfast -	\$2.25 to a new rate of \$2.75
Lunch -	\$3.25 to a new rate of \$3.75

Mr. Nelson stated this topic has already been address to the other three school districts and was accepted as proposed. Mr. Nelson stated they never like to bring proposed increases to our students/families for obvious reasons but at this point we feel that it is prudent to do so at this time.

Question(s)/Comment(s) by School Committee Members:

Carly Lavin:

Curious as to how many second meals are purchased at this time?

Mr. Barber will provide that information to the school members at a later time.

Ms. Lavin stated she does not need the numbers to make her decision tonight, she was just curious.

Tiffini Reedy:

Can students get a reduced rate on the 2nd/3rd meals or is it just the 1st meal?

Mr. Barber stated because the first breakfast and lunch are still being offered free – at this time, a 2nd or 3rd lunch would be at full cost.

Amanda Hastings:

With respect to the free aspect that we have today, is there a subsidy that comes back to the district for the free meals that are being provided to the students now? If so, by increasing this dollar amount does that subsidy also get impacted?

Mr. Barber stated Massachusetts was one of the five states that continued to have a free meal program and because of that it is being subsidized by the state level. Mr. Barber confirmed that these free meals are weighted in at the current \$3.31 rate.

MOTION: by Amanda Hastings to approve the meal price increase as presented

SECONDED: Cristin Cowles

OPPOSED: None

MOTION PASSED – 5:0

Roll Call: James Muse – yes; Tiffini Reedy – yes; Cristin Cowles - yes; Amanda Hastings - yes; Carly Lavin - yes

E. Literacy Needs Assessment

Recommendation:

That the School Committee have a discussion regarding Literacy Needs Assessment.

Superintendent Nelson stated the following:

"I am pleased to ask Dr. Fedorowicz to brief the school committee tonight on the major steps we have taken this school year to assess our literacy programming not only here in Mattapoisett but in all of our elementary schools – including Center and Old Hammondtown Schools. We are aware that in recent years more and more research has been shared with the educational field on how students read best and how teachers teach reading best. Our goal through this needs assessment is to ensure that our programming aligns with best practices."

Dr. Fedorowicz stated she is proud to announce they are working with HILL for Literacy which is a DESE literacy approved partner that is providing Needs Assessment in Literacy. Dr. Fedorowicz stated they are partnering with us to look at our curriculum and assessments that we use in each district to examine ways to reduce learning gaps for our students and to assist with students who are doing well to keep them engaged. Dr. Fedorowicz noted using HILL for Literacy will help align literacy within all three of the elementary schools.

Dr. Fedorowicz stated the Literacy Leadership Team, consisting of administrators and teacher representation at lower and upper elementary from all districts, met with HILL at the end of September and received an overview of what the process was going to be and to kick off the needs assessment. Dr. Fedorowicz stated a staff informational, followed by staff interviews and classroom visits by the HILL will be conducted in November noting this is part of the needs assessment for the HILL to collect data on what we are currently using for literacy and to conduct an analysis before providing recommendations to create an action plan, which currently is scheduled to be available in January.

Dr. Ashley stated one person from HILL observed classrooms for 3 to 4 hours in 15-minute increments looking at literacy instruction in every classroom. Dr. Ashley noted it was a positive experience for the classroom teachers.

Mr. Tavares noted HILL will be observing his classroom teachers on November 21st.

Dr. Fedorowicz noted all of the information HILL gathers will be aggregate data – they are not writing individual reports on teachers.

Dr. Fedorowicz announced they awarded the Lead for Literacy Grant for each of the elementary schools through DESE. Dr. Fedorowicz stated this grant focuses on MTSS (Massachusetts Tiered Support Structure System) and it helps us dive into looking at specific gaps in ways for us to reach all learners. Dr. Fedorowicz noted this process meshes nicely and is in alignment with the literacy work we are doing in conjunction with the HILL, which will allow us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment.

Mr. Nelson stated in partnering with HILL and establishing this relationship, it has positioned us to pursue some other opportunities. Mr. Nelson noted we are already seeing some of the benefits getting this work started with the resources and the supports.

Question(s)/Comment(s) by School Committee Members:

Amanda Hastings:

We are seeing some really exciting things in science and on literacy, are there any additional things we are looking into?

Mr. Nelson stated this is what we can do well with right now in terms of our Team. Mr. Nelson stated we have to be able to balance all of this and sometime in the very near future you will hear from Dr. Fedorowicz via Instructional Council, what our curriculum review cycle will look like.

F. Update on Town Initiated Collins Center School Consolidation Study

Recommendation:

That the School Committee have a discussion regarding the Collins Center Study initiated by the Town of Mattapoisett.

Superintendent Nelson stated the following:

"The study continues to move in the direction outlined and discussed in our first school committee meeting this year. I did provide to you the entire Agreement in your informational packet.

Since our last meeting, two stakeholder engagement sessions were held in order to give an opportunity for the public to interact specifically with the Collins Center staff, not with the officials from the school committee, the school department or the town. One meeting was during the day at the Knights of Columbus in the morning at 10:00am and the second meeting was held at the Old Rochester Regional campus in the cafeteria. It was reported back to me from the Collins Center point of contact that it was actually a good turnout. There was talk about a virtual offering as well and based off of those who attended those particular two sessions and the number of persons who have responded to the survey, it was the recommendation of the Collins Center that a virtual engagement opportunity would not provide any additional, meaningful data from their standpoint. Moreover, we have continued to provide requested data to the Collins Center regarding our academic programming related to student needs, facilities, and student enrollment. Additionally, the Collins Center released a stakeholder survey to the public to solicit feedback from various stakeholder groups. The survey is currently still open and accessible through the Town's or School's websites through the end of this week. At this point in time, there are nearly 500 responses.

Lastly, this Friday the Collins Center study team will visit our two schools for facility site visits with key town and school officials and our Director of Facilities, Gene Jones. Interestingly enough – it will be pajama day – which I think is just perfect for a site visit!"

Question(s)/Comment(s) by School Committee Members:

Carly Lavin:

Ms. Lavin stated she had the opportunity to attend the morning session and the other school committee members attended the evening session. Ms. Lavin stated she thinks their experiences were not identical and the committee members are really interested to find out what the final report will say – as we all are – and really what comes out of that.

Ms. Lavin stated she appreciates the involvement from the town and as a citizen of the town, it was really important to talk about some really large important events and wished the town had more opportunity to do that. Ms. Lavin stated there are a lot of folks that are not engaged in with what is happening within our town on the capital needs side of things.

Tiffini Reedy:

Ms. Reedy stated she attended the evening session and initially before we broke out into small groups, the female from the Collins Center presented a slideshow power point with some demographics and some basic information regarding the tri-town and in particular, Center and Old Hammondtown Schools.

Ms. Reedy stated one of the slides stated that at Center and OHS we have an 11:1 student to teacher ratio. For individuals who are not in education such as herself, that sounded as though there was 1 certified educator for every 11 students – this is not the case. Ms. Reedy stated the Collins Center included the paras and staff members in the building. Ms. Reedy stated she thinks this is confusing to the community, because as a community member it seems as though our classrooms are far smaller than they actually are.

Ms. Reedy stated the Collins Center also presented on another slide that *by consolidating schools you are improving educational outcomes* and to her that sounds like it is data that comes from scholarly literature and these articles were not cited. Ms. Reedy stated it would be helpful if they are going to present data to cite the scholarly literature

that that data comes from – otherwise, it is opinion. Ms. Reedy noted she did request a copy of that literature from which that data was pulled, but has not seen it as of yet.

Cristin Cowles:

Do you have any idea of what the on-line survey is going to be used for? Knowing how many issues people had with the survey and how broadly cast it was – (noting people who don't live in the town was able to fill it out) – I question the value of it.

Mr. Nelson stated his understanding of it is that it is one set of data and it's an opportunity to foster and engage in the community making sure they are hearing the voices of those who wanted to share theirs. Mr. Nelson stated at the end of the day they are looking at all of the data, particularly the facilities themselves - meaning some of the key points that obviously they have to consider for various reasons. Mr. Nelson stated the school staff particularly did advocate for the public engagement sessions and the survey to make sure the Collins Center had an idea of the many different opinions.

Tiffini Reedy:

When you provided information to the Collins Center, were the classrooms that are allocated to the SMEC program mentioned?

Mr. Nelson stated – yes.

Ms. Reedy stated that was one point of confusion amongst some of the small groups saying we have all of these extra classrooms (meaning SMEC classrooms). Ms. Reedy noted the importance of these SMEC classrooms stating they should not be talking about eliminating them.

Mr. Nelson stated the Collins Center is familiar with the Special Education Collaboratives within our buildings.

Ms. Reedy noted there are assumptions from the community that there are un-utilized areas within the buildings. Ms. Reedy stated it is important to highlight that those areas are very much in use and important.

G. Update on Town Compliance/School Committee Representation on Town Financial Bodies

Recommendation:

That the School Committee have a discussion regarding representation of school committee on Town Financial Bodies

Chairperson Lavin stated there was some oversights made at the town level in compliance with the town bylaws as it pertains to the school committee's representation relating to the Finance Committee as well as the Capital Planning Committee. Ms. Lavin stated we haven't always had representation at the Capital Planning Committee, and it was almost on a limited basis and only if it was pertaining to our schools. Ms. Lavin noted per the town's bylaws, representation from the school committee is a school voting member on all Capital Planning issues.

Ms. Lavin spoke at the selectboard meeting and they acknowledged it was an oversight in the appointments of Finance Committee. Ms. Lavin stated the Finance Committee should be appointed by the Chairperson of the Select Board, Chairperson of the School Committee and the Town Moderator.

Ms. Lavin stated she was appointed to serve on the Capital Planning Committee.

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Mr. Barber reported the following:

The Mattapoisett School District currently has \$1,217,001 available of the general funds appropriated in the 2023 Fiscal Year. The year-to-date Budget Report, by departments, identify how our funds are encumbered and expended. The report recognizes the activity of the total \$7,535,042 appropriate to the Mattapoisett School District.

\$ 7,535,042 - General Funds Approved
\$ 6,318,041 - Obligation Paid Year-to-Date
 \$ 1,217,001 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$111,736, of which the remaining balance for committed cost is \$18,467.

\$ 111,736 - Bristol County Agricultural High School
\$ 93,269 - Obligations Paid Year-to-Date
 \$ 18,467 - Remaining Available Fund

Question(s)/Comment(s) by School Committee Members:

None

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Food Service Director's Report (By: Jill Henesey) dated November 2022 as follows:

- Meal participation continues to grow strong
- Nation-wide supply chain disruptions continue to impact on our program
- Actively engaged and advocating for a continuation for Universal Free Meals through the USDA
- MA is one of only five states across the country provided with the opportunity to continue to provide our children with Free School Meal due to an extension and funding provided by the Commonwealth of MA
- All food service staff participated in a full day of professional development training: Knife-skills training workshop was provided by the Chef Patty from the John C. Stalker Institute; Kitchen first-aid, Epi-pen training and Choke Safe training was provided by Mrs. Beth Oleson
- Equal Access to Free healthy school meals has proven to be a huge success as our participation increases speak volumes to this:

	SY 18-19		SY 22-23	
	Meal Count	%	Meal Count	%
Breakfast	2711	5%	7922	16%
Lunch	20072	36%	26873	54%

Increased Breakfast	5211	11%
Increased Lunch	6801	18%

Center School – Students receiving Free/Reduced Meals:

Free: 45 = 19%

Reduced: 5 = 2%

Old Hammondtown School – Students receiving Free/Reduced Meals:

Free: 36 = 19%

Reduced: 2 = 1%

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber.

Facilities Director's Report (By: Gene Jones) dated November 2022 as follows:

Center School:

- Building Management System switched to winter mode
- The boilers are in standby and chiller secured for winter
- Inventoried snow/ice winter supplies
- Repaired broken window in gym
- Completed routine maintenance on all facility systems

Old Hammondtown School:

- Repaired leak in glycol replenish tank
- The boilers are in standby and chiller secured for winter
- Repaired food service walk-in freezer
- Inventoried snow/ice winter supplies
- Conducted Town/State Mid-Term Election
- Completed routine maintenance on all facility systems

Question(s)/Comment(s) by School Committee Members:

None

VI. CHAIRPERSON'S REPORT:

Chairperson Lavin stated tonight she wanted to talk about the power of the word *AND*.

"The word *AND* allows for two things to co-exist. For example, we should celebrate all of the cohorts of our MCAS scores that were absolutely outstanding *AND* we should still expect more be done by way of services and support for all of our students who need it, not just the lowest test scores but those who are partially meeting as well.

We can praise the high quality of education that is provided by our superb educators *AND* we can still demand with urgency improvements to our curriculum - especially literacy.

We can applaud our ability to unite as a community, such as the aftermath of the boatyard fire in the Town of Mattapoisett, *AND* we can still acknowledge that the prejudice that we hear about on the national news is actually working in the shadows of our community – we can co-exist with these thoughts.

The word *AND* allows for these things to be in existence together *AND* it's not binary of an *AND* or an either.

We can also be grateful for the special place that is Mattapoisett *AND* we can accept that we still have work to do to bring back public discourse, decorum *AND* civility."

Chairperson Lavin mentioned that she was able to attend the morning session of the Collins Center presentation and it really was a pleasure and an honor to meet so many nice, caring and engaged citizens of our town, of which she wouldn't normally pass paths with. I appreciated hearing so many of their viewpoints especially hearing the residents define what they thought our towns' core values are.

Chairperson Lavin shared this final thought:

"When I was sitting across the table from strangers, who all had a common bond in that we each care about Mattapoisett, the experience of truly listening to how others felt about the value of education and our school buildings was enriching and a very powerful activity.

As a group of people, we represented a great cross section of ages, demographics and voter registrations. The passions used will never be identical but the expiration of different opinions is essential for forward progress.

To the members of the community who attended that morning session and others at the evening session, I just want to say "thank you". You offered a taste of what is truly possible – differing opinions can be expressed *AND* public discourse can be civil."

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Dr. Fedorowicz, Assistant Superintendent of Teaching & Learning provided updates to teaching and learning as follows:

- We have been conducting Learning Walks with the administrators two times per month with the last one taking place at Sippican Elementary School.
 - This is an opportunity for the administrators to get together to collaborate and align our learning expectations both vertically and horizontally -looking for patterns and trends of teaching and learning
 - We have pre-set book forms that we talk about ahead of time and they are aligned to the DESE Learning Walk Protocols and Standards.
 - OHS and Center School's Learning Walks will take place after the December break.
- On November 14th the fourth New Teacher Induction took place and the Guest Speaker was Dr. Robin Gilpatrick a tenure teacher and author of the book – Classroom Management and Strategies.
 - Presented on how teachers can successfully navigate classroom behaviors
- Technology Grant
 - We have submitted a Grant related to Instructional Technology focused on advancing our training on the Promethean Boards
- Instructional Council
 - First meeting was held last month and we started looking over samples of the Curriculum Review Cycles – we had representation from each of the buildings, multiple grade levels and special education
 - Looking to maintain rigor, sense of belonging and provide opportunities for collaboration
 - Next meeting will take place at the end of this month
- Professional Development Full Day on November 10, 2022 – staff had several choices to choose from:
 - Elementary Level teachers were able to participate in literacy in science and reading
 - Advanced Promethean Board Training
 - Advanced training in IXL with diagnostics and data
 - Mr. Davidson provided targeting training for our related service providers
- Five districts were awarded highly competitive opportunities regarding Student Leadership and Global Enrichment through Project 351
 - Project 351 is a phenomenal youth group led by movement of leadership, service and civil engagement at the student level and is in conjunction with the Massachusetts Association of School's Superintendents
 - Project 351 believes that every young person is remarkable
 - They do a lot of training with equity
 - This is in align with our District and Schools Strategic and School Improvement Plans

Mr. Craig Davidson – Director of Student Services reported the following:

- The first Early Childhood Council meeting will take place on November 16, 2022 and is being held at Rochester Memorial School at 6:00pm
 - Maryann Murphy from the Wareham Parent Childhood Program is presenting and we are partnering with Wareham on something called Parent Childhood Plus
- ORR School District received an additional \$25,000 to support in-home early literacy initiatives with early learners and we will be working with the Wareham Parent Childhood Program on that project

Superintendent Nelson extended a “thank you” to the Mattapoisett, Marion and Rochester Police Departments for participating in the Unified Sports Basketball game, which raised additional funding for their team – Mr. Nelson stated he has heard only great feedback throughout the community on this amazing event.

Mr. Davidson stated 21 police officers from the tri-town police participated and they raised over \$3,000.

PRINCIPAL'S REPORT

Dr. Linda Ashley – Principal of Center School reported the following:

- Both Center and OHS held successful, well-attended parent/guardian conference in October – Zoom was also offered – most parents/guardians attended in person
- Both Center and OHS held their first Fun Run through the Boosterthon program, which raised \$22,000 from our generous families and friends. These funds will assist in supporting field trips, enrichment programs, playground repairs and enhancements – a special “thank you” to the PTA for all of their help and support
- The Scholastic Book Fair took place at both Center and OHS
- A Family Literacy Night was held at Center School
- The New Bedford Symphony Orchestra came to Center School and delighted grades 2 and 3 with the program entitled **Symmetry in Shapes and Sounds**. A trio of musicians explored the concept of symmetry as it is demonstrated in music, geometry, nature, and art. The program focused on the ways in which a musical shape or melody, and a geometric shape can be transformed while still maintaining its original shape or measurement
- November is Native American Heritage month- Principal Ashley and classroom teachers are reading aloud books celebrating Native American Heritage and authors. Mrs. Johns purchased a wonderful collection of books on display in the library for students and teachers to select. We also have bulletin board displays to celebrate the Native American years in all different fields – scientists, sports, education, etc.
- Upcoming events at both Center and OHS
 - November 16 – Virtual Bingo Night
 - December 7 – Report Card distribution (Note: Kindergarten report cards go out in January)
 - Center School winter concert on December 21 @ 9:00am
 - OHS winter concert on December 21@ 6:30pm

VIII. School Committee

A. Committee Reports

1. ORR District School Committee

Mr. Muse reported as follows:

- At the last meeting there was a report on discipline at the district level
- Discussions were held on upcoming foreign country trips
- Discussions took place regarding school lunch increase
- Reviewed the draft FY24 School Calendar

2. SMEC

Ms. Reedy stated their next meeting is scheduled to take place at the end of November.

3. READS

Mr. Nelson stated their next meeting is scheduled to take place on Thursday – November 17, 2022

4. Early Childhood Council

Mr. Davidson reported on this during his Central Office report

5. MASC

Mr. Muse stated no report at this time

6. Mattapoisett Capital Needs Committee

Chairperson Lavin stated a meeting will be scheduled in the near future

7. Tri-Town Education Foundation

Ms. Hastings stated no meetings have taken place as of yet

8. Policy Sub-Committee

Ms. Cowles stated the following:

- Discussions took place around the instructional material – there were no revisions or suggestions at that time

9. Budget Sub-Committee

Chairperson Lavin stated their first meeting was held today – and the budget is in the very early stages at this time

10. Clock Committee

Mr. Muse stated Mr. Andrews keeps on top of it and it is still functioning!

11. Equity Sub-Committee

Ms. Hastings reported the following:

- Had a read-out on the Equity Sub-Committee Action Plan from each of the schools – a lot of great ideas were put onto paper
- We have a starting point of what the goals of that committee are and ways in which we are going to move forward

Mr. Muse noted when he talks about the “Clock Sub-Committee”, and he mentions Mr. Andrews names – Mr. Muse stated that Mr. Andrews was the Chairman of the Elementary School Building Committee that he was on when both of these schools were added onto and built. Mr. Muse stated Mr. Andrews has been a very vital proponent in education in the Town of Mattapoisett for a long time and he takes very seriously the fact that we do have a great history including having a historic building. Mr. Muse noted it may sound sometimes like he is making light of the “Clock Committee” report, but he is not, and it is significant because we are talking about what we are going to be doing with our school facilities going forward. Mr. Muse noted Mr. Andrews was vital having the two schools rebuilt 20 years ago – Mr. Andrews is a great person!

IX. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

Mattapoisett School Committee

January 9, 2023 @ 6:30pm

Hybrid Format

Joint School Committee

January 19, 2023 @ 6:30pm

Hybrid Format

B. Future Agenda Items

- Initial Budget Review (January)
- Health Unit Application (February)
- Budget Approval (public hearings) (March)
- School Committee Reorganization (June – depending on election date)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

XI. Informational Items

LIST OF DOCUMENTS USED AT THE MEETING

- Mattapoisett School Committee Meeting Agenda – November 15, 2022
- Regular Session – Meeting Minutes – September 12, 2022
- MCAS Presentation dated November 15, 2022
- Open SciEd Presentation
- 2023-2024 Draft School Calendar
- Meal Price Increase
- Financial Report dated November 14, 2022
- Food Service Director Report dated November 2022
- Facilities Director Report dated November 2022
- Principal's Report – Center School dated November, 2022
- Principal's Report – OHS dated November, 2022

XII. Executive Session:

Recommendation

That the School Committee enter into Executive Session at 8:40pm for the purposes of exception #4 – to discuss the deployment of security personnel or devices.

MOTION: by Tiffini Reedy to enter into Executive Session at 8:40pm to return only to adjourn

SECONDED: Amanda Hastings

OPPOSED: None

MOTION PASSED – 5:0

Roll Call: James Muse – yes; Tiffini Reedy – yes; Cristin Cowles -yes; Amanda Hastings – yes; Carly Lavin -yes

Respectfully Submitted,

Toni M. Bailey, Recording Secretary



Old Rochester Regional School District
Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Mattapoisett
From: Howard G. Barber, Assistant Superintendent of Finance & Operations
Cc: Michael S. Nelson, Superintendent of Schools
Date: December 31, 2022
Re: Financial Report – Fiscal Year 2023

Financial Report:

Please find the following financial report in relation to the general funds of Mattapoisett School District:

- Budget Report – Detail Based for December 31, 2022
- Budget Report - Department Based for December 31, 2022

For the purpose of our Financial Forecasting:

The Mattapoisett School District currently has \$587,753 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes the activity of the total \$7,535,042 appropriated to the Mattapoisett School District.

- **\$ 7,535,042 - General Funds Approved**
- \$ 6,947,290 – Obligations Paid Year to Date
- \$ 587,753 - **Remaining Available Funds**

Bristol County Agricultural High School enrolled student operational budget of \$111,736, of which the remaining balance for committed cost is \$18,467.

- **\$ 111,736 – Bristol County Agricultural High School**
- \$ 93,269 - Obligations Paid Year to Date
- \$ 18,467 - **Remaining Available Funds**

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - BCAHS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.307.079.3300.06.48	BRISTOL AGGIE TRANSPORTATION	\$45,000.00	\$9,322.00	\$9,322.00	\$35,678.00	\$19,118.00	\$16,560.00	36.80%
	Dept: TRANSPORTATION - 079	\$45,000.00	\$9,322.00	\$9,322.00	\$35,678.00	\$19,118.00	\$16,560.00	36.80%
01.307.097.9102.06.36	BRISTOL AGGIE TUITION	\$66,735.90	\$64,828.71	\$64,828.71	\$1,907.19	\$0.00	\$1,907.19	2.86%
	Dept: PROGRAMS WITH OTHERS REG DAY - 097	\$66,735.90	\$64,828.71	\$64,828.71	\$1,907.19	\$0.00	\$1,907.19	2.86%
	Grand Total:	\$111,735.90	\$74,150.71	\$74,150.71	\$37,585.19	\$19,118.00	\$18,467.19	16.53%

End of Report

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.303.001.1110.04.33	M A S C	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.35	LEGAL COUNSEL	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$243.00	\$243.00	\$1,757.00	\$0.00	\$1,757.00	87.85%
01.303.001.1110.06.36	ADVERTISING	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.06.37	TRAVEL SCHOOL COMMITTEE	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$10,700.00	\$243.00	\$243.00	\$10,457.00	\$0.00	\$10,457.00	97.73%
01.303.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$875.00	\$0.00	0.00%
01.303.004.1210.01.02	SUPERINTENDENT	\$36,447.92	\$19,395.33	\$19,395.33	\$17,052.59	\$24,886.30	(\$7,833.71)	-21.49%
01.303.004.1210.02.02	EXEC ASST TO SUPT	\$14,355.20	\$6,857.61	\$6,857.61	\$7,497.59	\$0.00	\$7,497.59	52.23%
01.303.004.1210.04.33	ASSOCIATIONS & DUES	\$7,700.00	\$0.00	\$0.00	\$7,700.00	\$0.00	\$7,700.00	100.00%
01.303.004.1210.05.21	POSTAGE	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.1210.06.36	MISCELLANEOUS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.1210.06.37	TRAVEL & CONFERENCES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.004.1220.01.02	ASST SUPT CURRICULUM	\$25,788.95	\$10,165.91	\$10,165.91	\$15,623.04	\$17,572.09	(\$1,949.05)	-7.56%
01.303.004.1220.02.02	CLERICAL, CURRICULUM	\$9,263.27	\$4,333.48	\$4,333.48	\$4,929.79	\$5,666.86	(\$737.07)	-7.96%
01.303.004.1230.05.21	SUPPLIES	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.303.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$30,614.85	\$14,556.10	\$14,556.10	\$16,058.75	\$18,851.20	(\$2,792.45)	-9.12%
01.303.004.1410.03.02	FINANCE OFFICE STAFF	\$34,310.99	\$16,116.91	\$16,116.91	\$18,194.08	\$32,224.65	(\$14,030.57)	-40.89%
01.303.004.1420.03.02	HUMAN RESOURCES	\$13,054.63	\$6,678.76	\$6,678.76	\$6,375.87	\$0.00	\$6,375.87	48.84%
01.303.004.1435.04.01	LEGAL SETTLEMENT-CONTRACTED S	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.004.1450.04.27	COMPUTER SERVICES	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.303.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$379.00	\$621.00	62.10%
01.303.004.4130.04.15	TELEPHONE	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.303.004.4230.04.27	MAINTENANCE OF EQUIPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.004.5300.04.21	COPIER RENTAL	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$200,410.81	\$78,104.10	\$78,104.10	\$122,306.71	\$100,455.10	\$21,851.61	10.90%
01.303.007.2210.01.02	PRINCIPAL	\$126,000.00	\$60,500.05	\$60,500.05	\$65,499.95	\$60,499.95	\$5,000.00	3.97%
01.303.007.2210.02.09	CLERICAL	\$45,806.00	\$17,902.20	\$17,902.20	\$27,903.80	\$27,683.40	\$220.40	0.48%
01.303.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$692.28	\$692.28	\$807.72	\$1,307.72	(\$500.00)	-33.33%
01.303.007.2210.04.33	ASSOCIATION DUES	\$800.00	\$300.00	\$300.00	\$500.00	\$0.00	\$500.00	62.50%
01.303.007.2210.05.23	SUPPLIES COPYING	\$5,000.00	\$1,940.00	\$1,940.00	\$3,060.00	\$0.00	\$3,060.00	61.20%
01.303.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$5,579.19	\$5,579.19	\$1,920.81	\$176.88	\$1,743.93	23.25%
01.303.007.2210.05.25	POSTAGE	\$1,100.00	\$0.00	\$0.00	\$1,100.00	\$0.00	\$1,100.00	100.00%
01.303.007.2210.05.26	PRINCIPALS TECHNOLOGY	\$2,500.00	\$915.99	\$915.99	\$1,584.01	\$0.00	\$1,584.01	63.36%
01.303.007.2210.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$570.50	\$570.50	\$429.50	\$0.00	\$429.50	42.95%
01.303.007.2213.03.08	LUNCH/RECESS MONITOR	\$28,601.00	\$10,611.90	\$10,611.90	\$17,989.10	\$20,044.74	(\$2,055.64)	-7.19%
01.303.007.2356.06.37	PROFESSIONAL DEVELOPMENT	\$0.00	\$2,093.00	\$2,093.00	(\$2,093.00)	\$0.00	(\$2,093.00)	0.00%
01.303.007.4230.04.28	MAINTENANCE OF EQUIPMENT CS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.303.007.5204.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.303.007.5300.04.28	COPIER RENTAL	\$8,000.00	\$7,642.61	\$7,642.61	\$357.39	\$5,946.55	(\$5,589.16)	-69.86%
	Dept: SCHOOL ADMINISTRATION - 007	\$229,407.00	\$108,747.72	\$108,747.72	\$120,659.28	\$115,659.24	\$5,000.04	2.18%
01.303.010.2305.01.03	TEACHERS	\$851,758.00	\$296,394.82	\$296,394.82	\$555,363.18	\$549,846.18	\$5,517.00	0.65%
01.303.010.2325.03.34	SUBSTITUTES	\$35,000.00	\$16,763.03	\$16,763.03	\$18,236.97	\$0.00	\$18,236.97	52.11%
01.303.010.2350.06.37	TRAVEL & TRANSPORTATION	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.303.010.2356.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$800.00	\$800.00	\$2,700.00	\$600.00	\$2,100.00	60.00%
01.303.010.2356.06.37	TRAVEL & CONFERENCES TEACHERS	\$7,500.00	(\$38.00)	(\$38.00)	\$7,538.00	\$0.00	\$7,538.00	100.51%

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: CLASSROOM TEACHERS - 010	\$899,258.00	\$313,919.85	\$313,919.85	\$585,338.15	\$550,446.18	\$34,891.97	3.88%
01.303.013.2300.05.23	SUPPLIES CS	\$1,400.00	\$2,030.56	\$2,030.56	(\$630.56)	\$0.00	(\$630.56)	-45.04%
01.303.013.2305.01.03	TEACHERS	\$268,906.00	\$93,966.35	\$93,966.35	\$174,939.65	\$176,547.65	(\$1,608.00)	-0.60%
01.303.013.2356.06.37	TRAVEL & CONFERENCES KINDERGARTEN	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
	Dept: KINDERGARTEN - 013	\$271,106.00	\$95,996.91	\$95,996.91	\$175,109.09	\$176,547.65	(\$1,438.56)	-0.53%
01.303.016.2305.01.03	TEACHERS	\$46,617.00	\$16,299.97	\$16,299.97	\$30,317.03	\$30,316.64	\$0.39	0.00%
01.303.016.2350.06.37	TRAVEL AND CONFERENCES CS	\$600.00	\$150.95	\$150.95	\$449.05	\$0.00	\$449.05	74.84%
01.303.016.2430.05.23	SUPPLIES & MATERIALS ART	\$1,200.00	\$703.03	\$703.03	\$496.97	\$0.00	\$496.97	41.41%
	Dept: ART - 016	\$48,417.00	\$17,153.95	\$17,153.95	\$31,263.05	\$30,316.64	\$946.41	1.95%
01.303.022.2300.04.36	READING RECOVERY PROGRAM CS	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
01.303.022.2305.01.03	TEACHERS	\$200,851.00	\$70,337.30	\$70,337.30	\$130,513.70	\$131,914.70	(\$1,401.00)	-0.70%
01.303.022.2430.05.23	SUPPLIES READING	\$1,000.00	\$105.27	\$105.27	\$894.73	\$0.00	\$894.73	89.47%
	Dept: READING - 022	\$203,051.00	\$70,442.57	\$70,442.57	\$132,608.43	\$131,914.70	\$693.73	0.34%
01.303.024.2305.01.03	TEACHERS	\$19,206.20	\$4,315.20	\$4,315.20	\$14,891.00	\$9,709.25	\$5,181.75	26.98%
01.303.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$750.00	\$6.50	\$6.50	\$743.50	\$143.50	\$600.00	80.00%
01.303.024.2430.05.23	SUPPLIES ELL	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
	Dept: ELL PROGRAM - 024	\$20,356.20	\$4,321.70	\$4,321.70	\$16,034.50	\$9,852.75	\$6,181.75	30.37%
01.303.025.2430.05.23	SUPPLIES ENGLISH	\$1,600.00	\$743.04	\$743.04	\$856.96	\$0.00	\$856.96	53.56%
	Dept: ENGLISH - 025	\$1,600.00	\$743.04	\$743.04	\$856.96	\$0.00	\$856.96	53.56%
01.303.037.2305.01.03	TEACHERS	\$32,958.00	\$31,560.00	\$31,560.00	\$1,398.00	\$58,480.00	(\$57,082.00)	-173.20%
	Dept: MATHEMATICS - 037	\$32,958.00	\$31,560.00	\$31,560.00	\$1,398.00	\$58,480.00	(\$57,082.00)	-173.20%
01.303.040.2340.01.03	LIBRARIAN	\$48,263.00	\$17,034.35	\$17,034.35	\$31,228.65	\$31,703.69	(\$475.04)	-0.98%
01.303.040.2350.06.37	TRAVEL & CONFERENCES LIBRARY	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.303.040.2415.05.25	AV MATERIALS LIBRARY	\$225.00	\$163.23	\$163.23	\$61.77	\$0.00	\$61.77	27.45%
01.303.040.2430.03.08	LIBRARY PARAPROFESSIONAL	\$17,058.00	\$5,876.10	\$5,876.10	\$11,181.90	\$11,099.28	\$82.62	0.48%
01.303.040.2430.05.23	SUPPLIES LIBRARY	\$500.00	\$412.66	\$412.66	\$87.34	\$0.00	\$87.34	17.47%
01.303.040.2430.05.24	BOOKS AND MAGAZINES LIBRARY	\$1,300.00	\$714.90	\$714.90	\$585.10	\$234.92	\$350.18	26.94%
01.303.040.2430.05.25	RESOURCE MATERIALS LIBRARY	\$300.00	\$220.14	\$220.14	\$79.86	\$0.00	\$79.86	26.62%
01.303.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRARY	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	\$1,300.00	100.00%
	Dept: MEDIA SERVICES - 040	\$69,246.00	\$24,421.38	\$24,421.38	\$44,824.62	\$43,037.89	\$1,786.73	2.58%
01.303.043.2305.01.03	TEACHERS	\$50,039.50	\$17,512.50	\$17,512.50	\$32,527.00	\$32,512.50	\$14.50	0.03%
01.303.043.2430.05.23	SUPPLIES MUSIC	\$1,000.00	\$993.10	\$993.10	\$6.90	\$0.00	\$6.90	0.69%
01.303.043.7300.04.29	ACQUISITION OF EQUIPMENT CS M	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00	100.00%
	Dept: MUSIC - 043	\$51,264.50	\$18,505.60	\$18,505.60	\$32,758.90	\$32,512.50	\$246.40	0.48%
01.303.049.2305.01.03	TEACHER	\$40,400.40	\$14,393.24	\$14,393.24	\$26,007.16	\$26,507.19	(\$500.03)	-1.24%
01.303.049.2430.05.23	SUPPLIES PHYS ED	\$1,300.00	\$993.92	\$993.92	\$306.08	\$0.00	\$306.08	23.54%
	Dept: PHYSICAL EDUCATION - 049	\$41,700.40	\$15,387.16	\$15,387.16	\$26,313.24	\$26,507.19	(\$193.95)	-0.47%
01.303.052.2250.01.04	TECHNOLOGY TEACHER	\$51,190.00	\$18,041.54	\$18,041.54	\$33,148.46	\$33,133.96	\$14.50	0.03%
01.303.052.2305.01.03	TEACHER	\$60,240.60	\$20,852.55	\$20,852.55	\$39,388.05	\$39,388.10	(\$0.05)	0.00%
01.303.052.2430.05.23	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	Dept: SCIENCE - 052	\$113,430.60	\$38,894.09	\$38,894.09	\$74,536.51	\$72,522.06	\$2,014.45	1.78%

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.303.055.2430.05.23	SUPPLIES SCIENCE	\$2,100.00	\$1,417.00	\$1,417.00	\$683.00	\$0.00	\$683.00	32.52%
	Dept: SOCIAL STUDIES - 055	\$2,100.00	\$1,417.00	\$1,417.00	\$683.00	\$0.00	\$683.00	32.52%
01.303.061.2351.05.23	SUPPLIES	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$0.00	\$4,200.00	100.00%
01.303.061.2356.01.35	PD STIPENDS - CURRICULUM	\$0.00	\$807.40	\$807.40	(\$807.40)	\$0.00	(\$807.40)	0.00%
01.303.061.2358.04.35	CONSULTANT SERVICES	\$4,100.00	\$0.00	\$0.00	\$4,100.00	\$0.00	\$4,100.00	100.00%
01.303.061.2415.06.37	TRAVEL & CONFERENCES	\$2,800.00	\$0.00	\$0.00	\$2,800.00	\$0.00	\$2,800.00	100.00%
01.303.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$2,721.00	\$2,721.00	(\$2,721.00)	\$0.00	(\$2,721.00)	0.00%
	Dept: CURRICULUM DEVELOPMENT - 061	\$11,100.00	\$3,528.40	\$3,528.40	\$7,571.60	\$0.00	\$7,571.60	68.21%
01.303.076.3200.04.11	PHYSICIAN SVCS - CONTRACTED	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$993.00	\$1,007.00	50.35%
01.303.076.3200.05.23	SUPPLIES NURSE	\$3,900.00	\$989.66	\$989.66	\$2,910.34	\$0.00	\$2,910.34	74.62%
01.303.076.3200.06.37	TRAVEL & CONFERENCES NURSE	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.303.076.3202.01.11	NURSE	\$85,157.00	\$29,477.07	\$29,477.07	\$55,679.93	\$55,678.93	\$1.00	0.00%
	Dept: HEALTH SERVICES - 076	\$91,357.00	\$30,466.73	\$30,466.73	\$60,890.27	\$56,671.93	\$4,218.34	4.62%
01.303.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$278,000.00	\$91,998.68	\$91,998.68	\$186,001.32	\$184,001.32	\$2,000.00	0.72%
01.303.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$6,300.00	\$9,074.79	\$9,074.79	(\$2,774.79)	\$0.00	(\$2,774.79)	-44.04%
	Dept: TRANSPORTATION - 079	\$284,300.00	\$101,073.47	\$101,073.47	\$183,226.53	\$184,001.32	(\$774.79)	-0.27%
01.303.085.3522.06.36	HANDBOOKS	\$300.00	\$450.00	\$450.00	(\$150.00)	\$0.00	(\$150.00)	-50.00%
01.303.085.6200.06.36	COMMUNITY ACTIVITIES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: MISCELLANEOUS - 085	\$800.00	\$450.00	\$450.00	\$350.00	\$0.00	\$350.00	43.75%
01.303.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$19,585.85	\$8,905.59	\$8,905.59	\$10,680.26	\$11,645.76	(\$965.50)	-4.93%
01.303.088.4110.03.10	CUSTODIAL SUPERVISOR	\$51,985.00	\$25,870.26	\$25,870.26	\$26,114.74	\$25,870.38	\$244.36	0.47%
01.303.088.4110.03.11	CUSTODIAL CONTRACT SERVICES	\$87,000.00	\$43,148.35	\$43,148.35	\$43,851.65	\$43,851.65	\$0.00	0.00%
01.303.088.4115.03.34	SUBSTITUTES,P/T, OVERTIME	\$0.00	\$854.91	\$854.91	(\$854.91)	\$0.00	(\$854.91)	0.00%
01.303.088.4121.04.17	HEAT (GAS) CENTER SCHOOL	\$47,300.00	\$6,085.44	\$6,085.44	\$41,214.56	\$30,914.56	\$10,300.00	21.78%
01.303.088.4130.04.15	TELEPHONE	\$5,000.00	\$1,752.57	\$1,752.57	\$3,247.43	\$1,947.63	\$1,299.80	26.00%
01.303.088.4130.04.16	ELECTRICITY	\$100,000.00	\$47,261.90	\$47,261.90	\$52,738.10	\$44,738.10	\$8,000.00	8.00%
01.303.088.4130.04.19	WATER	\$13,000.00	\$6,029.36	\$6,029.36	\$6,970.64	\$5,970.64	\$1,000.00	7.69%
01.303.088.4210.04.32	MAINTENANCE OF GROUNDS	\$1,500.00	\$1,258.00	\$1,258.00	\$242.00	\$0.00	\$242.00	16.13%
01.303.088.4220.04.32	MAINTENANCE OF BUILDING	\$24,450.00	\$36,367.99	\$36,367.99	(\$11,917.99)	\$16,089.28	(\$28,007.27)	-114.55%
01.303.088.4220.05.26	CHEMICALS	\$3,600.00	\$0.00	\$0.00	\$3,600.00	\$0.00	\$3,600.00	100.00%
01.303.088.4220.05.27	PAPER	\$5,000.00	\$3,631.94	\$3,631.94	\$1,368.06	\$1,106.26	\$261.80	5.24%
01.303.088.4220.06.37	TRAVEL	\$850.00	\$318.25	\$318.25	\$531.75	\$181.75	\$350.00	41.18%
01.303.088.4224.05.26	MISCELLANEOUS	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.088.4230.04.32	MAINTENANCE OF EQUIP CAP	\$7,200.00	\$0.00	\$0.00	\$7,200.00	\$0.00	\$7,200.00	100.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$366,970.85	\$181,484.56	\$181,484.56	\$185,486.29	\$182,316.01	\$3,170.28	0.86%
01.303.093.2130.03.04	NETWORK TECHNICIANS	\$80,716.08	\$32,179.99	\$32,179.99	\$48,536.09	\$42,049.93	\$6,486.16	8.04%
01.303.093.2350.06.37	TRAVEL & CONFERENCES TECHNOLC	\$500.00	\$175.00	\$175.00	\$325.00	\$0.00	\$325.00	65.00%
01.303.093.2430.05.23	SOFTWARE TECHNOLOGY	\$0.00	\$9,312.60	\$9,312.60	(\$9,312.60)	\$0.00	(\$9,312.60)	0.00%
01.303.093.2430.05.24	SUPPLIES & MATERIALS TECHNOLOG	\$20,500.00	\$2,390.86	\$2,390.86	\$18,109.14	\$0.00	\$18,109.14	88.34%
01.303.093.2450.05.23	EDUCATIONAL EQUIPMENT TECHNOL	\$0.00	\$0.00	\$0.00	\$0.00	\$20,281.27	(\$20,281.27)	0.00%
01.303.093.4130.04.35	TELECOMMUNICATIONS	\$13,000.00	\$5,439.18	\$5,439.18	\$7,560.82	\$0.00	\$7,560.82	58.16%
01.303.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$3,500.00	\$3,401.22	\$3,401.22	\$98.78	\$0.00	\$98.78	2.82%
	Dept: COMPUTER PROGRAM - 093	\$118,216.08	\$52,898.85	\$52,898.85	\$65,317.23	\$62,331.20	\$2,986.03	2.53%
01.303.100.1104.04.36	LEGAL SERVICES - Special Educa	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	0.00%

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

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From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.303.100.2106.06.37	CONFERENCES	\$5,600.00	\$0.00	\$0.00	\$5,600.00	\$0.00	\$5,600.00	100.00%
01.303.100.2110.01.02	DIRECTOR, STUDENT SERVICES	\$24,927.09	\$11,620.19	\$11,620.19	\$13,306.90	\$15,195.64	(\$1,888.74)	-7.58%
01.303.100.2110.02.09	ADMINISTRATIVE ASST STUDENT SV	\$12,402.28	\$5,802.95	\$5,802.95	\$6,599.33	\$7,588.49	(\$989.16)	-7.98%
01.303.100.2110.06.37	TRAVEL/CONFERENCES	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.303.100.2415.04.33	ASSOCIATION DUES	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.303.100.4130.04.15	TELEPHONE	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
01.303.100.4230.04.31	SOFTWARE LICENSES	\$3,300.00	\$1,750.00	\$1,750.00	\$1,550.00	\$0.00	\$1,550.00	46.97%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$52,229.37	\$19,173.14	\$19,173.14	\$33,056.23	\$27,784.13	\$5,272.10	10.09%
01.303.102.2300.05.24	SUPPLIES & MATERIALS	\$600.00	\$602.00	\$602.00	(\$2.00)	\$0.00	(\$2.00)	-0.33%
01.303.102.2305.01.03	TEACHERS	\$101,001.00	\$35,354.22	\$35,354.22	\$65,646.78	\$66,346.78	(\$700.00)	-0.69%
01.303.102.2307.06.37	TRAVEL	\$200.00	\$0.00	\$0.00	\$200.00	\$200.00	\$0.00	0.00%
01.303.102.2330.03.08	PARAPROFESSIONALS	\$58,338.27	\$21,570.27	\$21,570.27	\$36,768.00	\$38,556.43	(\$1,788.43)	-3.07%
01.303.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: PROJECT GROW - 102	\$160,639.27	\$57,526.49	\$57,526.49	\$103,112.78	\$105,103.21	(\$1,990.43)	-1.24%
01.303.103.2305.01.03	TEACHERS	\$302,701.00	\$105,577.09	\$105,577.09	\$197,123.91	\$194,700.91	\$2,423.00	0.80%
01.303.103.2330.03.08	PARAPROFESSIONALS	\$244,276.13	\$86,920.04	\$86,920.04	\$157,356.09	\$143,204.22	\$14,151.87	5.79%
01.303.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.103.2430.05.23	SUPPLIES & MATERIALS	\$750.00	\$739.45	\$739.45	\$10.55	\$0.00	\$10.55	1.41%
01.303.103.2450.05.24	EDUCATIONAL EQUIPMENT CS	\$2,500.00	\$1,539.43	\$1,539.43	\$960.57	\$0.00	\$960.57	38.42%
	Dept: LEARNING SUPPORT CENTER - 103	\$550,727.13	\$194,776.01	\$194,776.01	\$355,951.12	\$337,905.13	\$18,045.99	3.28%
01.303.118.2305.01.03	TEACHERS	\$99,500.00	\$35,754.22	\$35,754.22	\$63,745.78	\$65,646.78	(\$1,901.00)	-1.91%
01.303.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$118.00	\$118.00	\$382.00	\$175.00	\$207.00	41.40%
01.303.118.2430.05.24	SUPPLIES	\$800.00	\$790.12	\$790.12	\$9.88	\$0.00	\$9.88	1.24%
01.303.118.2801.04.35	THERAPY	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
	Dept: SPEECH - 118	\$120,800.00	\$36,662.34	\$36,662.34	\$84,137.66	\$65,821.78	\$18,315.88	15.16%
01.303.121.2110.02.02	SPECIAL NEEDS SECRETARY	\$0.00	\$264.72	\$264.72	(\$264.72)	\$0.00	(\$264.72)	0.00%
01.303.121.2110.02.09	CLERICAL	\$20,894.25	\$8,126.94	\$8,126.94	\$12,767.31	\$12,735.36	\$31.95	0.15%
01.303.121.2301.01.03	TEACHER - HEARING IMPAIRED	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$2,400.00	\$2,400.00	\$3,600.00	\$3,600.00	\$0.00	0.00%
01.303.121.2350.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.121.2350.04.35	SPECIALIZED INSTRUCTION CS	\$25,000.00	\$4,350.00	\$4,350.00	\$20,650.00	\$20,650.00	\$0.00	0.00%
01.303.121.2415.05.24	SUPPLIES	\$750.00	\$490.29	\$490.29	\$259.71	\$229.91	\$29.80	3.97%
01.303.121.2440.04.35	EXTENDED YEAR SERVICES	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$11,750.10	\$40,249.90	77.40%
01.303.121.2801.04.35	THERAPY	\$96,000.00	\$28,917.54	\$28,917.54	\$67,082.46	\$41,914.46	\$25,168.00	26.22%
	Dept: SUPPORT SERVICES - 121	\$203,144.25	\$44,549.49	\$44,549.49	\$158,594.76	\$90,879.83	\$67,714.93	33.33%
01.303.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.127.2800.01.03	COUNSELOR	\$92,733.00	\$32,599.85	\$32,599.85	\$60,133.15	\$60,633.15	(\$500.00)	-0.54%
01.303.127.2800.05.24	SUPPLIES	\$750.00	\$105.40	\$105.40	\$644.60	\$95.70	\$548.90	73.19%
01.303.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$2,924.00	\$2,924.00	\$5,376.00	\$6,020.00	(\$644.00)	-7.76%
01.303.127.2801.01.03	PSYCHOLOGIST	\$43,109.79	\$14,630.04	\$14,630.04	\$28,479.75	\$28,334.46	\$145.29	0.34%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$145,392.79	\$50,259.29	\$50,259.29	\$95,133.50	\$95,083.31	\$50.19	0.03%
01.303.130.3300.06.43	SPED TRANSPORTATION - COLLABOR	\$135,885.00	\$40,400.00	\$40,400.00	\$95,485.00	\$71,100.00	\$24,385.00	17.95%
01.303.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$83,000.00	\$23,372.50	\$23,372.50	\$59,627.50	\$35,202.50	\$24,425.00	29.43%
01.303.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
01.303.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%

Mattapoissett Public Schools

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☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2022

To Date: 6/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.303.130.3300.06.49	SPED TRANSPORTATION - EXTRA CU	\$115.00	\$0.00	\$0.00	\$115.00	\$0.00	\$115.00	100.00%
	Dept: SPED TRANSPORTATION - 130	\$259,000.00	\$63,772.50	\$63,772.50	\$195,227.50	\$106,302.50	\$88,925.00	34.33%
01.303.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$95,000.00	\$0.00	\$0.00	\$95,000.00	\$0.00	\$95,000.00	100.00%
01.303.133.9300.06.43	SPED - TUITION COLLABORATIVE	\$181,680.00	\$37,476.42	\$37,476.42	\$144,203.58	\$110,354.38	\$33,849.20	18.63%
	Dept: PROGRAM WITH OTHERS SPED - 133	\$276,680.00	\$37,476.42	\$37,476.42	\$239,203.58	\$110,354.38	\$128,849.20	46.57%
01.304.004.5300.04.28	CONTRACTED SERVICE	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.304.007.2201.05.22	SUPPLIES COPYING	\$4,000.00	\$1,940.00	\$1,940.00	\$2,060.00	\$189.27	\$1,870.73	46.77%
01.304.007.2210.01.02	PRINCIPAL	\$113,008.27	\$57,499.91	\$57,499.91	\$55,508.36	\$57,500.09	(\$1,991.73)	-1.76%
01.304.007.2210.02.09	CLERICAL	\$33,182.00	\$12,701.40	\$12,701.40	\$20,480.60	\$20,322.12	\$158.48	0.48%
01.304.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$692.28	\$692.28	\$807.72	\$1,307.72	(\$500.00)	-33.33%
01.304.007.2210.04.33	ASSOCIATION DUES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.304.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$7,248.25	\$7,248.25	\$251.75	\$173.38	\$78.37	1.04%
01.304.007.2210.05.25	POSTAGE	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.304.007.2210.06.37	TRAVEL & CONFERENCES	\$900.00	\$483.50	\$483.50	\$416.50	\$0.00	\$416.50	46.28%
01.304.007.2213.03.08	LUNCH/RECESS MONITOR	\$32,474.00	\$11,381.79	\$11,381.79	\$21,092.21	\$20,932.29	\$159.92	0.49%
01.304.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$1,407.94	\$1,407.94	\$1,092.06	\$0.00	\$1,092.06	43.68%
01.304.007.5204.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: SCHOOL ADMINISTRATION - 007	\$197,164.27	\$93,355.07	\$93,355.07	\$103,809.20	\$100,424.87	\$3,384.33	1.72%
01.304.010.2305.01.03	TEACHERS	\$906,028.00	\$245,222.47	\$245,222.47	\$660,805.53	\$457,908.53	\$202,897.00	22.39%
01.304.010.2325.03.34	SUBSTITUTES	\$30,000.00	\$14,340.81	\$14,340.81	\$15,659.19	\$0.00	\$15,659.19	52.20%
01.304.010.2350.04.03	TUITION REIMB PROFESS DEV	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.304.010.2356.06.37	CONFERENCES TEACHERS	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$600.00	\$7,900.00	92.94%
	Dept: CLASSROOM TEACHERS - 010	\$948,028.00	\$259,563.28	\$259,563.28	\$688,464.72	\$458,508.53	\$229,956.19	24.26%
01.304.016.2305.01.03	TEACHERS	\$46,617.00	\$16,299.88	\$16,299.88	\$30,317.12	\$30,316.51	\$0.61	0.00%
01.304.016.2430.05.23	SUPPLIES & MATERIALS ART	\$1,200.00	\$795.44	\$795.44	\$404.56	\$0.00	\$404.56	33.71%
	Dept: ART - 016	\$47,817.00	\$17,095.32	\$17,095.32	\$30,721.68	\$30,316.51	\$405.17	0.85%
01.304.022.2305.01.03	TEACHERS	\$0.00	\$10,769.40	\$10,769.40	(\$10,769.40)	\$20,342.10	(\$31,111.50)	0.00%
01.304.022.2430.05.23	SUPPLIES READING	\$2,500.00	\$1,080.58	\$1,080.58	\$1,419.42	\$0.00	\$1,419.42	56.78%
	Dept: READING - 022	\$2,500.00	\$11,849.98	\$11,849.98	(\$9,349.98)	\$20,342.10	(\$29,692.08)	-1187.68%
01.304.025.2430.05.23	SUPPLIES READING	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Dept: ENGLISH - 025	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.304.037.2305.01.03	TEACHERS	\$0.00	\$34,596.14	\$34,596.14	(\$34,596.14)	\$64,403.86	(\$99,000.00)	0.00%
	Dept: MATHEMATICS - 037	\$0.00	\$34,596.14	\$34,596.14	(\$34,596.14)	\$64,403.86	(\$99,000.00)	0.00%
01.304.040.2305.01.03	PROFESSIONAL SALARIES	\$475.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00	100.00%
01.304.040.2330.01.03	LIBRARIAN	\$48,738.00	\$17,034.28	\$17,034.28	\$31,703.72	\$31,703.68	\$0.04	0.00%
01.304.040.2330.03.08	PARAPROFESSIONALS	\$11,485.72	\$3,917.34	\$3,917.34	\$7,568.38	\$7,399.44	\$168.94	1.47%
01.304.040.2415.05.23	SUPPLIES LIBRARY	\$1,000.00	\$599.17	\$599.17	\$400.83	\$399.62	\$1.21	0.12%
01.304.040.2415.05.24	BOOKS & MAGAZINES LIBRARY	\$1,000.00	\$625.43	\$625.43	\$374.57	\$251.02	\$123.55	12.36%
01.304.040.2415.05.25	AV MATERIALS LIBRARY	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.304.040.2503.05.23	RESOURCE MATERIALS LIBRARY	\$400.00	\$317.52	\$317.52	\$82.48	\$68.99	\$13.49	3.37%
01.304.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRA	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	\$1,300.00	100.00%

Mattapoissett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.304.040.7400.04.29	REPLACEMENT OF EQUIPMENT LIBRA	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: MEDIA SERVICES - 040	\$65,748.72	\$22,493.74	\$22,493.74	\$43,254.98	\$39,822.75	\$3,432.23	5.22%
01.304.043.2305.01.03	TEACHERS	\$94,941.90	\$33,055.68	\$33,055.68	\$61,886.22	\$61,871.72	\$14.50	0.02%
01.304.043.2330.04.09	ACCOMPANIST	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.304.043.2415.06.37	TRAVEL AND CONFERENCES MUSIC	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
01.304.043.2430.05.23	SUPPLIES MUSIC	\$2,100.00	\$1,066.27	\$1,066.27	\$1,033.73	\$262.15	\$771.58	36.74%
01.304.043.4230.04.29	MAINTENANCE OF EQUIPMENT MUSIC	\$600.00	\$433.97	\$433.97	\$166.03	\$0.00	\$166.03	27.67%
	Dept: MUSIC - 043	\$99,241.90	\$34,555.92	\$34,555.92	\$64,685.98	\$62,133.87	\$2,552.11	2.57%
01.304.049.2305.01.03	TEACHERS	\$82,067.30	\$28,381.39	\$28,381.39	\$53,685.91	\$53,155.88	\$530.03	0.65%
01.304.049.2430.05.23	SUPPLIES PHYS ED	\$1,200.00	\$997.87	\$997.87	\$202.13	\$0.00	\$202.13	16.84%
	Dept: PHYSICAL EDUCATION - 049	\$83,267.30	\$29,379.26	\$29,379.26	\$53,888.04	\$53,155.88	\$732.16	0.88%
01.304.052.2305.01.03	TEACHERS	\$91,350.40	\$31,943.21	\$31,943.21	\$59,407.19	\$59,392.64	\$14.55	0.02%
01.304.052.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$4,152.95	\$4,152.95	(\$1,752.95)	\$0.00	(\$1,752.95)	-73.04%
	Dept: SCIENCE - 052	\$93,750.40	\$36,096.16	\$36,096.16	\$57,654.24	\$59,392.64	(\$1,738.40)	-1.85%
01.304.055.2430.05.23	STEM SUPPLIES SCIENCE	\$2,400.00	\$531.68	\$531.68	\$1,868.32	\$29.14	\$1,839.18	76.63%
	Dept: SOCIAL STUDIES - 055	\$2,400.00	\$531.68	\$531.68	\$1,868.32	\$29.14	\$1,839.18	76.63%
01.304.076.3200.05.23	SUPPLIES NURSE	\$2,500.00	\$1,210.99	\$1,210.99	\$1,289.01	\$0.00	\$1,289.01	51.56%
01.304.076.3200.06.37	TRAVEL & CONFERENCES NURSE	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.304.076.3202.01.11	NURSE	\$65,662.00	\$22,728.78	\$22,728.78	\$42,933.22	\$42,932.22	\$1.00	0.00%
01.304.076.4230.04.29	MAINTENANCE OF EQUIPT OHS NURSI	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	\$1,400.00	100.00%
	Dept: HEALTH SERVICES - 076	\$69,862.00	\$23,939.77	\$23,939.77	\$45,922.23	\$42,932.22	\$2,990.01	4.28%
01.304.085.3522.06.36	EXTRACURRICULAR	\$7,500.00	\$704.75	\$704.75	\$6,795.25	\$0.00	\$6,795.25	90.60%
	Dept: MISCELLANEOUS - 085	\$7,500.00	\$704.75	\$704.75	\$6,795.25	\$0.00	\$6,795.25	90.60%
01.304.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,784.00	\$26,632.45	\$26,632.45	\$27,151.55	\$26,632.43	\$519.12	0.97%
01.304.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$87,000.00	\$41,981.95	\$41,981.95	\$45,018.05	\$45,018.05	\$0.00	0.00%
01.304.088.4115.03.34	SUBSTITUTES, P/T, OVERTIME	\$0.00	\$4,273.13	\$4,273.13	(\$4,273.13)	\$0.00	(\$4,273.13)	0.00%
01.304.088.4121.04.17	GAS HEAT	\$47,300.00	\$10,014.57	\$10,014.57	\$37,285.43	\$29,985.43	\$7,300.00	15.43%
01.304.088.4130.04.15	TELEPHONE	\$5,000.00	\$1,817.81	\$1,817.81	\$3,182.19	\$1,862.39	\$1,319.80	26.40%
01.304.088.4130.04.16	ELECTRICITY	\$100,000.00	\$35,258.97	\$35,258.97	\$64,741.03	\$39,741.03	\$25,000.00	25.00%
01.304.088.4130.04.19	WATER	\$13,000.00	\$1,910.93	\$1,910.93	\$11,089.07	\$4,089.07	\$7,000.00	53.85%
01.304.088.4210.04.32	MAINTENANCE OF GROUNDS	\$1,500.00	\$777.36	\$777.36	\$722.64	\$0.00	\$722.64	48.18%
01.304.088.4220.04.32	MAINTENANCE OF BUILDING	\$24,450.00	\$29,054.73	\$29,054.73	(\$4,604.73)	\$13,749.89	(\$18,354.62)	-75.07%
01.304.088.4220.05.26	CHEMICALS	\$3,600.00	\$0.00	\$0.00	\$3,600.00	\$0.00	\$3,600.00	100.00%
01.304.088.4220.05.27	PAPER	\$5,000.00	\$4,401.46	\$4,401.46	\$598.54	\$727.63	(\$129.09)	-2.58%
01.304.088.4224.05.26	MISCELLANEOUS	\$500.00	\$8.00	\$8.00	\$492.00	\$0.00	\$492.00	98.40%
01.304.088.4227.06.37	TRAVEL	\$850.00	\$502.63	\$502.63	\$347.37	\$497.37	(\$150.00)	-17.65%
01.304.088.4230.04.32	MAINTENANCE OF EQUIPMENT	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	100.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$350,984.00	\$156,633.99	\$156,633.99	\$194,350.01	\$162,303.29	\$32,046.72	9.13%
01.304.093.2350.06.37	TRAVEL & CONFERENCES TECHNOLC	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.093.2430.05.23	SOFTWARE TECHNOLOGY	\$9,500.00	\$10,900.00	\$10,900.00	(\$1,400.00)	\$0.00	(\$1,400.00)	-14.74%
01.304.093.2450.05.23	EDUCATIONAL EQUIPMENT OHS	\$0.00	\$0.00	\$0.00	\$0.00	\$11,562.84	(\$11,562.84)	0.00%
01.304.093.2451.05.23	EDUCATIONAL EQUIPT TECHNOLOGY	\$2,000.00	\$1,162.96	\$1,162.96	\$837.04	\$0.00	\$837.04	41.85%
01.304.093.4130.04.35	TELECOMMUNICATIONS	\$13,000.00	\$1,994.33	\$1,994.33	\$11,005.67	\$0.00	\$11,005.67	84.66%

Mattapoisett Public Schools

FY22-23 APPROVED BUDGET - SCHOOLS

From Date: 7/1/2022

To Date: 6/30/2023

Fiscal Year: 2022-2023

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.304.093.4230.04.29	MAINTENANCE OF EQUIPT TECHNOLC	\$3,500.00	\$145.92	\$145.92	\$3,354.08	\$0.00	\$3,354.08	95.83%
01.304.093.4230.04.35	COMPUTER CONTRACT SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	Dept: COMPUTER PROGRAM - 093	\$34,500.00	\$14,203.21	\$14,203.21	\$20,296.79	\$11,562.84	\$8,733.95	25.32%
01.304.103.2300.05.24	SUPPLIES & MATERIALS	\$750.00	\$715.69	\$715.69	\$34.31	\$0.00	\$34.31	4.57%
01.304.103.2305.01.03	TEACHERS	\$249,214.00	\$92,908.54	\$92,908.54	\$156,305.46	\$162,293.70	(\$5,988.24)	-2.40%
01.304.103.2330.03.08	PARAPROFESSIONALS	\$183,710.57	\$52,839.18	\$52,839.18	\$130,871.39	\$78,521.17	\$52,350.22	28.50%
01.304.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.103.2450.05.24	EDUCATIONAL EQUIPMENT OHS	\$2,500.00	\$396.00	\$396.00	\$2,104.00	\$0.00	\$2,104.00	84.16%
01.304.103.3300.02.12	BUS MONITOR	\$5,500.00	\$10,674.58	\$10,674.58	(\$5,174.58)	\$0.00	(\$5,174.58)	-94.08%
	Dept: LEARNING SUPPORT CENTER - 103	\$442,174.57	\$157,533.99	\$157,533.99	\$284,640.58	\$240,814.87	\$43,825.71	9.91%
01.304.118.2305.01.03	TEACHERS	\$91,698.00	\$31,460.00	\$31,460.00	\$60,238.00	\$58,480.00	\$1,758.00	1.92%
	Dept: SPEECH - 118	\$91,698.00	\$31,460.00	\$31,460.00	\$60,238.00	\$58,480.00	\$1,758.00	1.92%
01.304.121.2110.02.02	SPECIAL NEEDS SECRETARY	\$0.00	(\$264.72)	(\$264.72)	\$264.72	\$0.00	\$264.72	0.00%
01.304.121.2110.02.09	CLERICAL	\$13,929.50	\$5,639.06	\$5,639.06	\$8,290.44	\$8,490.24	(\$199.80)	-1.43%
	Dept: SUPPORT SERVICES - 121	\$13,929.50	\$5,374.34	\$5,374.34	\$8,555.16	\$8,490.24	\$64.92	0.47%
01.304.127.2800.01.03	ADJUSTMENT COUNSELOR	\$97,504.86	\$33,089.85	\$33,089.85	\$64,415.01	\$62,503.15	\$1,911.86	1.96%
01.304.127.2801.01.03	PSYCHOLOGIST	\$43,109.79	\$14,819.81	\$14,819.81	\$28,289.98	\$27,634.46	\$655.52	1.52%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$140,614.65	\$47,909.66	\$47,909.66	\$92,704.99	\$90,137.61	\$2,567.38	1.83%
Grand Total:		\$7,535,042.56	\$2,671,232.02	\$2,671,232.02	\$4,863,810.54	\$4,276,057.85	\$587,752.69	7.80%

End of Report

Mattapoisett Public Schools
Fiscal Year 2022-2023 Approved Budget - Department Based
As of December 31, 2022

Department	Budget	Year to Date	Encumbrances	Total Committed	Available Budget
001	\$ 10,700	\$ 243	\$ -	\$ 243	\$ 10,457
004	\$ 206,411	\$ 78,104	\$ 100,455	\$ 178,559	\$ 27,852
007	\$ 426,571	\$ 202,103	\$ 216,084	\$ 418,187	\$ 8,384
010	\$ 1,847,286	\$ 573,483	\$ 1,008,955	\$ 1,582,438	\$ 264,848
013	\$ 271,106	\$ 95,997	\$ 176,548	\$ 272,545	\$ (1,439)
016	\$ 96,234	\$ 34,249	\$ 60,633	\$ 94,882	\$ 1,352
022	\$ 205,551	\$ 82,293	\$ 152,257	\$ 234,549	\$ (28,998)
024	\$ 20,356	\$ 4,322	\$ 9,853	\$ 14,174	\$ 6,182
025	\$ 3,100	\$ 743	\$ -	\$ 743	\$ 2,357
037	\$ 32,958	\$ 66,156	\$ 122,884	\$ 189,040	\$ (156,082)
040	\$ 134,995	\$ 46,915	\$ 82,861	\$ 129,776	\$ 5,219
043	\$ 150,506	\$ 53,062	\$ 94,646	\$ 147,708	\$ 2,799
049	\$ 124,968	\$ 44,766	\$ 79,663	\$ 124,429	\$ 538
052	\$ 207,181	\$ 74,990	\$ 131,915	\$ 206,905	\$ 276
055	\$ 4,500	\$ 1,949	\$ 29	\$ 1,978	\$ 2,522
061	\$ 11,100	\$ 3,528	\$ -	\$ 3,528	\$ 7,572
076	\$ 161,219	\$ 54,407	\$ 99,604	\$ 154,011	\$ 7,208
079	\$ 284,300	\$ 101,073	\$ 184,001	\$ 285,075	\$ (775)
085	\$ 8,300	\$ 1,155	\$ -	\$ 1,155	\$ 7,145
088	\$ 717,955	\$ 338,119	\$ 344,619	\$ 682,738	\$ 35,217
093	\$ 152,716	\$ 67,102	\$ 73,894	\$ 140,996	\$ 11,720
100	\$ 52,229	\$ 19,173	\$ 27,784	\$ 46,957	\$ 5,272
102	\$ 160,639	\$ 57,526	\$ 105,103	\$ 162,630	\$ (1,990)
103	\$ 992,902	\$ 352,310	\$ 578,720	\$ 931,030	\$ 61,872
118	\$ 212,498	\$ 68,122	\$ 124,302	\$ 192,424	\$ 20,074
121	\$ 217,074	\$ 49,924	\$ 99,370	\$ 149,294	\$ 67,780
127	\$ 286,007	\$ 98,169	\$ 185,221	\$ 283,390	\$ 2,618
130	\$ 259,000	\$ 63,773	\$ 106,303	\$ 170,075	\$ 88,925
133	\$ 276,680	\$ 37,476	\$ 110,354	\$ 147,831	\$ 128,849
Totals	\$ 7,535,043	\$ 2,671,232	\$ 4,276,058	\$ 6,947,290	\$ 587,753



Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Food Service Director's Report: January 2023
Center & Old Hammondtown School

Directors Update:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- Had a successful Board of Health Inspections at each respective school.
- Meal Price Increase will take effect on February 1, 2023
 - This increase in price will only apply to any additional meals purchased by a student
 - Each student will continue to receive 1 Free Breakfast and 1 Free Lunch per day throughout the remainder of this school year

Center School

Students Receiving Free and Reduced Meals:

Free 47 → 20%

Reduced: 4 → 2%

Student Meal Participation

SY 22					SY 23			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	6	2%	66	27%	48	10%	171	37%
September	726	16%	1968	44%	1118	27%	2385	57%
October	902	22%	1950	47%	1216	29%	2579	61%
November	854	25%	1981	55%	942	27%	2172	61%
December	854	24%	2025	57%	837	24%	2105	61%
January	1005	26%	2233	57%				
February	838	25%	1973	59%				
March	1405	28%	2945	58%				
April	934	28%	2009	60%				
May	1492	32%	2720	58%				
June	1137	31%	2201	60%				

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

<https://www.facebook.com/ORRnutrition4kids>



Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Old Hammondtown School: Student Meal Participation

Students Receiving Free and Reduced Meals:

Free 40 → 21%

Reduced: 2 → 1%

Student Meal Participation

SY 22					SY 23			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	1	%	63	35%	20	5%	181	48%
September	155	5%	1549	46%	567	15%	2095	57%
October	145	5%	1536	52%	812	22%	2201	60%
November	118	4%	1572	54%	737	24%	1895	63%
December	146	5%	1671	57%	830	28%	1899	63%
January	142	5%	1662	55%				
February	170	6%	1492	56%				
March	283	7%	2292	57%				
April	219	8%	1589	60%				
May	398	11%	2097	58%				
June	349	12%	1575	55%				

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Facilities Director's Report: January 2023

Center Elementary School

- Replaced missing shingles in 1898 section roof.
- Replaced gaskets in #1 boiler.
- Commenced HVAC Building Management System (BMS) upgrade. (Capital)
- Completed routine maintenance on all facility systems.

Old Hammondtown Elementary School

- Repaired back playground structure steps.
- Serviced emergency generator.
- Repaired food service garbage disposal.
- Receiving quotes to upgrade back and side playgrounds.
- Completed routine maintenance on all facility systems.

Sincerely,

Gene Jones

District Facilities Director

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

**Principal's Report
Center School
Mattapoisett School Committee Meeting – January 9, 2023**

We have had a busy and productive month during December at Center School!

- We had a wonderful turnout for the Center School Winter Concert on December 21st. The concert began with a reading of Robert Frost's poem, "Stopping by Woods on a Snowy Evening." Students in grades 1-3 sang songs related to the book "A Snowy Day" by Ezra Jack Keats. The concert concluded with all students singing a song of peace. The concert was a beautiful Center School community event that brought together families, students, and staff together before the holiday vacation week. Thank you to our music teacher Mrs. Dowling and all Center School staff members for their support in making the concert a big success!
- All grade 3 students will participate in the New Bedford Symphony Orchestra Classroom Learning Symmetry in Shapes and Sounds program on January 6th.

This curriculum explores the concept of symmetry as it is demonstrated in music, geometry, nature, and art. Exploration focuses on the ways in which a musical shape or melody and a geometric shape can be transformed while still maintaining their original shape or measurement. Students see and hear three types of geometric and musical transformations, including translation (slide) and horizontal and vertical reflection (flip). Students learn to recognize that symmetry surrounds them in their environment, in music, in the architecture of their school building, or even in their own backyard. In music, students hear symmetry represented through exciting and vivid examples in classical music. In the visual arts, they explore symmetry in artwork and in vibrant images from nature. Students transform a short musical shape using techniques of slide, mirror, and flip using the Musical Escher Sketch and then hear their musical creations performed.

January and February- Upcoming events:

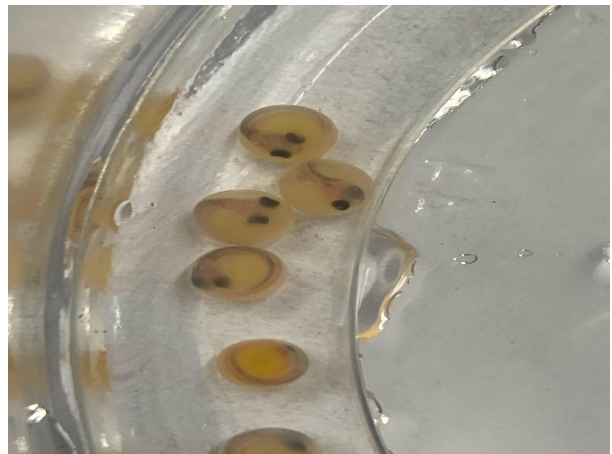
Jan. 10 PTA 7:00 pm via Zoom
Jan. 11 Kindergarten report cards issued
Jan. 12 Preschool Assessments issued
Jan. 13 Full-day Professional Development - No School for Students
Jan. 24 9:30 am - 12:30 pm Plimoth Patuxet in-class program - Grade 3
Feb. 7 PTA 7:00 pm
Feb. 8 Early Release Day - 12:20 Dismissal - Lunch is served
Feb. 20 Presidents' Day
Feb. 20 - 24 Vacation Week

Photos of recent Center School events and learning in action:

In science classes, students are learning about salt marsh ecosystems, conservation, and life cycles. We are head-starting a Diamondback Terrapin from NECWA (Northeast Coastal Wildlife Alliance):
He will be released in the spring in Wareham.



Trout: From Mass. Division of Fish and Wildlife: 200 brook trout eggs are hatching as alevin, and they will be released into the Mattapoisett River in June during the fry stage, about 2 inches long.



2022 Winter Concert





Turn the Principal into Frosty the Snowman - the whole school reward for the fall PTA Fun Run fundraiser.



Principal's Report
OHS
Mattapoisett School Committee Meeting – January 9, 2023

December is always an exciting month at Old Hammondtown and this year was no exception. Here are a few highlights.

- Old Hammondtown School's Chorus, Concert Band, and Jazz band performed at the Annual Holiday concert on December 15th. The students in grades 4, 5, and 6 were treated to a daytime performance and families and friends attended a nighttime performance. Students in the chorus and band showcased their talents and wowed the audience with some incredible sounds.

- Old Hammondtown alumnus and ORR Project 351 ambassador Caitlin O'Donnell joined forces with Center and OHS and organized a very successful food drive. Altogether, the drive raised almost 730 pounds of food for Damien's Place Food Pantry. Project 351 is a youth-led movement for social change. Founded in 2011, Project 351 is a nonprofit organization that develops a new generation of community-first service leaders through the yearlong engagement of an eighth-grade Ambassador from each of the 351 cities and towns in Massachusetts. Youth are selected by hometown educators for an exemplary ethic of service and the values of kindness, compassion, humility, and gratitude. ORR's participation in this program is due to the efforts of Dr. Shari Fedorowicz, Assistant Superintendent of Teaching & Learning.

- I am happy to report that Lisa Lourenco, OHS Computer Teacher, Jocelyn Mare, OHS Grade 5 teachers, and myself were each awarded \$500.00 Cape Cod 5 Educational Mini-Grant. Ms. Lourenco will use her grant money to purchase robotics equipment to enhance her instruction. Mrs. Mare plans to use her funds to purchase tools to start podcasting, and I plan to use my funds to purchase window and door shades as part of our school emergency plan. Every year, Cape Cod 5 provides thousands of dollars in mini-grants to fund educational projects to public school teachers in the communities they serve. Educational Mini-Grants in the amounts of up to \$500 are given to local public school teachers to fund educational projects.

- Trinity Repertory Theater from Providence, RI visited OHS on Dec 7th & 14th. Trinity Rep's mission is to engage audiences with dramatic art that stimulates, educates, and engages our diverse community. This PTA-sponsored event is a favorite of students and we thank the PTA for their ongoing support.

January/February 2023 - Upcoming events:

Friday, January 13th - Full Day Prof. Development: No School for students

Monday, January 16th - Martin Luther King Jr. Day: No School for students and staff

Wednesday, February 8th - Professional Development: Early Release 12:20 dismissal.

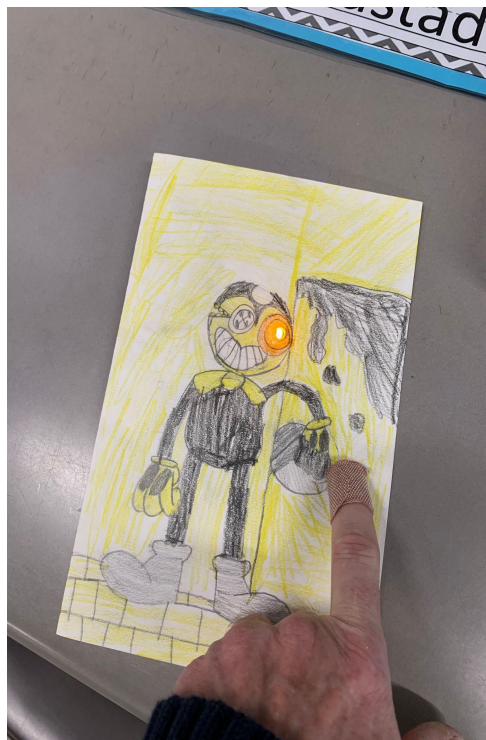
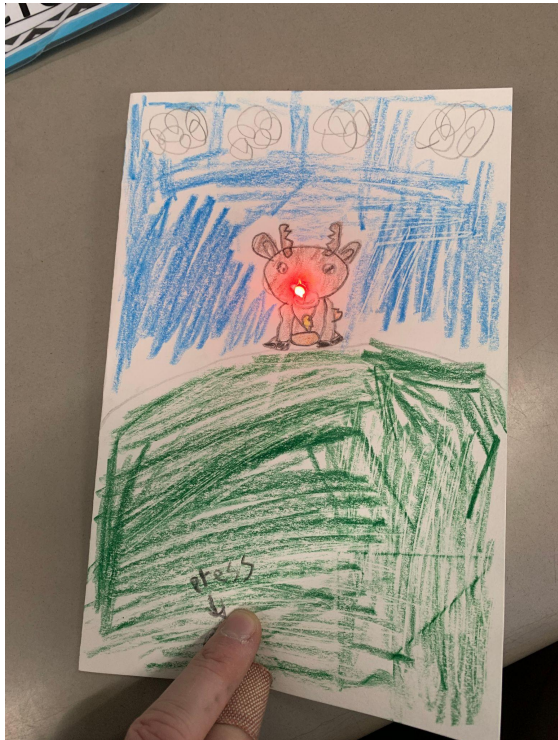
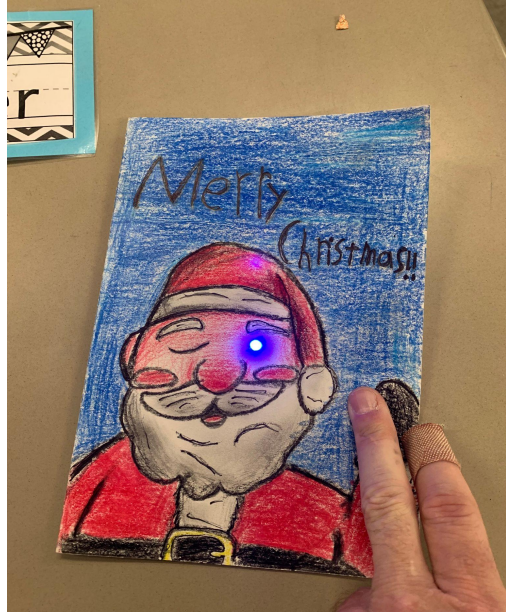
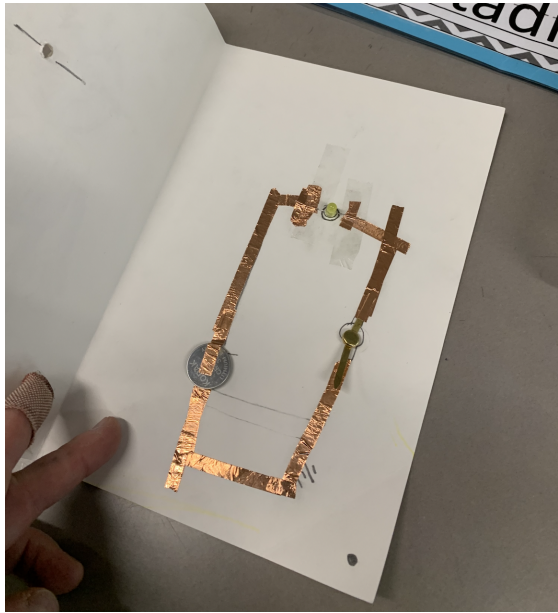
Monday, February 20 - Friday, February 24th: February Vacation

Monday, February 27th - Students return to school

OHS Jazz band members entertain the audience. The chorus sounded amazing.



Grade 4 students learned all about electrical circuits. They created their own circuits that included a button to turn the bulbs off and on.



December 2022 Annual Report for 21-22

READS Collaborative

Promoting the success and well-being of every learner since 1974



Regional Educational Assessment and Diagnostic Services (READS) Collaborative

105 East Grove St., Middleborough, MA 02346

READS Collaborative's mission is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

www.readscollab.org



Approved by the Board on November 17, 2022

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 18 Member Districts.

Leadership at READS Collaborative

READS Collaborative is governed by a Board of Directors which consists of the superintendent from each Member District.

Executive Committee as of December 2022

President – Paula Bailey, Ed.D., Superintendent, Acushnet

Vice-President – John Cabral, Superintendent, Taunton

Secretary/Clerk – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

- Peter Schafer, Superintendent, Abington
- Melissa Ryan, Superintendent, Berkley
- Derek Swenson, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Carolyn Lyons, J.D., Superintendent, Middleborough
- Michael Nelson, Superintendent, Marion, Mattapoissett, Rochester
- Joseph Baeta, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Paul Tzovolos, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Melissa Leary, Carver
- Marie-juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Ashley Bouley, Freetown-Lakeville Regional
- Craig Davidson, Marion, Mattapoissett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathy Marble, West Bridgewater

READS Collaborative Administration

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Administrative Leadership Team

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Carrie Smith, Academy Clinical Director
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program, High School & Outreach
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program. Preschool-8th
- Bethany Estrella, OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

READS Collaborative Mission Statement

The mission of READS Collaborative is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

Guiding Beliefs and Core Values

- **RESPECT** for each other through strong connections to students and families fosters active engagement in the student's education.
- **ENCOURAGEMENT** of a sense of belonging and responsibility for the community is essential to student social and emotional well-being.
- **ACHIEVEMENT** promotes a sense of comfort, confidence and growth when an individual's needs are met. Continuous assessment of programs and services assures student learning, achievement and growth.
- **DETERMINATION** is an essential trait to cultivate in order for students to contribute to an increasingly diverse, complex, technological, and rapidly changing global society.
- **SUCCESS** of the students, and the organization, is accomplished through a respectful approach to shared decision-making, meaningful encouragement, recognition of achievement and determination to continuously improve.

Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of **READS Collaborative** takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.
- **READS Collaborative** emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- **READS Collaborative** continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. **READS Collaborative** continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

READS Collaborative is a non-profit, public educational organization that specializes in the development of regional educational programs for children with low incidence disabilities. READS Collaborative provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. READS Collaborative provides comprehensive educational programming for children with emotional and/or social challenges and children who are Deaf or hard-of-hearing.

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 18 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

READS Collaborative builds connections between students, families, school districts and community

services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service – 48
- Employees – 146
- 18 Member Districts:
Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served – 18 Members, 30+ Non-Members

Programs Sites

Norton, West Bridgewater, Middleborough, Taunton (Bristol-Plymouth VTHS)

Enrollment

- READS Academy – 97 students
- Deaf and Hard of Hearing Program – 49 students
- Family Success Partnership – 65 families
- District Services - approximately 300

Programs and Services Provided to Member and Non-Member Districts

• Administrative Mentoring
• Alternative Education/Therapeutic Intervention Program K -12+ Public Day Program - READS Academy Program
• Assistive Technology Assessments and Consultation
• Augmentative and Alternative Communication (AAC) Assessments and Consultation
• Clinical Evaluations
• Deaf and Hard-of-Hearing Program (PreK-12+)
• District Services (Therapeutic Intervention and Support)

● Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)
● Educational Audiology Consultation
● Family Success Partnership (Wraparound Services)
● Grant Applications, as a collaboration of districts
● In-District Program Consultation
● Program Evaluations and Consultation to School Districts
● Program Evaluation
● Professional Development
● Social Emotional Learning and Behavioral Health Consultation
● Summer Programs
● Teacher of the Deaf Consultation

Staff Demographics *Indicates part-time or per diem staff

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) *Transcriptionist (part-time)	5
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*31	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	30	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	12
*Clinical Psychologists	3	School Psychologists	2
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1		
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Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

The **READS Collaborative Agreement** sets forth the purpose of the collaborative as:

“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

The focus of READS Collaborative is the provision and creation of special education programs and services in the least restrictive environment, the provision of diagnostic assessments for children within the local communities, and the delivery of professional development for educators.

The overall objectives of READS Collaborative are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;*
- 2. to improve the academic growth of students;*
- 3. to provide a range of diagnostic educational assessments for local districts;*
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers; and*
- 5. to expand programs and services in a manner consistent with the needs of the Member Districts.”*

The **READS Collaborative Strategic Plan** for 2021 -2024 sets forth the following priorities.

- Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- Enhance programs and services to better serve the students and families, our staff, and the member districts.
- Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

Continuing Impact of the Ongoing Pandemic

As students in surrounding districts returned to more in-person learning throughout the state last year the predicted increase in mental health concerns and emotional challenges resulted in corresponding increase in: referrals for placements in the READS Alternative Program; requests for counselors, psychologists and other mental health professionals; increasing the number of evaluations conducted at READS Clinic; and a critical need for additional staff to meet the needs of the students. Due to the staffing shortages that are plaguing schools throughout the country, READS now has instituted a waiting list for students who are referred but cannot be accepted because of the vacant positions in our programs.

READS made a commitment throughout the pandemic to maintain staffing levels, even when enrollment was low and finances were challenging, in order to sustain the capacity to accept students who are referred to our programs. The lack of applicants for open positions is a newer challenge within the last 8 months that is having a negative impact on the capacity to accept students from our sending districts.

The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students. During the 2021-2022, for the first time READS had over 20% of the days in the school year when 20-30% of the staff were absent.

An additional challenge that continues to be felt by all educators is the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable supports in place to improve their emotional wellbeing.

Program Specific Progress Toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and

READS is in the process of revising the Collaborative Agreement for approval by the Board, Member School Committees and the DESE. The agreement is being revised to admit two new members – Brockton Public Schools and Whitman-Hanson Regional School District, and to adjust and refine language in the finance section.

A brief overview of the actions taken in the past year to meet the 5 objectives of READS Collaborative as set forth in the Collaborative Agreement are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;**
 - a. Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS – MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
 - b. Tuition increases were 4% despite financial challenges due to the pandemic.
 - c. Two additional districts are seeking membership
 - d. The process for issuing tuition and clinic credits is being revised to better support the collaborative funds
- 2. to improve the academic growth of students;**
 - a. Students educated in person for the entire school year 21-22 with the exception of those whose families chose to keep them home. Educators balanced in-person, remote and hybrid learning for their students simultaneously.
 - b. Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
- 3. to provide a range of diagnostic educational assessments for local districts;**
 - a. READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.
 - b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education and other assessments as requested.
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers;**
 - a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Mentoring
 - iii. SCRO Social Emotional Wellness Symposium March 2022
 - iv. SCRO Symposium National Speaker Series – Tackling School Avoidance,
 - v. Special Education Transportation Savings with Colleen Cavanaugh of MAPT for Transportation coordinators
 - vi. Presentations on the Wraparound Services Model of Family Success Partnerships to the Commissioner and his team, the MOEC Executive Directors, MASS Executive Institute and the MASS/MASC joint conference.

5. to expand programs and services in a manner consistent with the needs of the Member Districts.”

- a. The wraparound services known as Family Success Partnership has continued to grow each year. This year it is expanding to serve 75 families in 7 districts.
- b. READS has hired 2 additional full time counselors to respond to this need.
- c. READS Academy has increased an additional full time counselor and a Clinical Director to meet the increasingly complex needs of students in that program.
- d. District Services has contracted with a member school district to provide 4 counselors to meet their growing needs.
- e. Teacher of the Deaf consultation to students in their home district has expanded enough to require 2 full time consultants.
- f. The READS Member Districts will consider revising the Collaborative Agreement to allow for the addition of 2 more school districts in the coming months: Brockton Public Schools and Whitman-Hanson Regional School District. The revisions will include additional changes to support the fiscal operation of the collaborative.

Progress Toward Achieving the Objectives in READS Strategic Plan

The READS Collaborative Strategic Plan for 2021 -2024 sets forth the following priorities.

- o Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- o Enhance programs and services to better serve the students and families, our staff, and the member districts.
- o Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.

The relocation of READS Academy to a newly renovated and leased facility in the fall of 2021 has provided a more equitable learning space for the social, emotional, physical, and academic learning of the students. READS Member School Committees formally approved the Capital Fund and the reserve limit through votes taken at school committee meetings during the spring of 2022.

Progress toward the objectives in the Strategic Plan are included within the description of each corresponding program heading below.

READS Academy Program Overview

READS Academy’s new location at 44 Bedford St. in Middleborough consist of one public day school building that houses two schools: Academy PreK-6 and Academy 7-12+.

READS Academy is a therapeutic public day school that establishes strong connections within the school community. The Academy serves children and adolescents between the ages of 3 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their IEP goals. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized and small-group academic instruction, individual and group counseling, and individualized emotional support and intervention. Therapeutic services such as speech/language therapy, occupational/physical therapy, adaptive physical education are also available. READS Academy promotes student learning success within the Massachusetts Curriculum Frameworks and the MCAS. The school operates on a 10-month calendar with an Extended School Year 5-week summer program.

The community at READS Academy cares for the students individually and collectively throughout the school year. This is especially evident during the holidays, which can be particularly difficult for students in the Academy. The Kindness Closet accepts donations and provides gift baskets, food items and gift cards to families in need. The Emporium is filled with donated items, including clothing, that students can select for themselves or wrap and gift to their family members.

Students' successes are measured and documented using READS Analytics. The READS Analytics tool gathers data for review by staff, students, and IEP teams in the following areas: Social Emotional Learning Skills, Employability Skills and Academic Skills. The analytics tool provides data that is integral to instruction, assessment, intervention and team discussions around students' readiness to return to their home school district.

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the new preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. This year READS has restructured the leadership model at READS Academy to include a Clinical Program Director who provides guidance and input to the PreK-6 and 7-12+ Program Directors and the Student Support and Referral Coordinator.

READS Alternative Learning Program Supports (ALPS)

READS did not have sufficient staffing to provide this highly specialized intervention for students at the Academy during the 2021-2022 school year. The program is being reviewed during the 2022-2023 to determine if the model can be adjusted to provide services and reentry support for students within the current staffing levels. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose needs exceed the Academy Program structure and supports.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (4)
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - Individualized and small group academic instruction
 - Technology Instruction PreK-12
 - MCAS preparation and support
 - Reading Intervention
 - Pre-vocational training
 - Fine Arts education opportunities including Art and Music
 - Employability Skills (9-12+)
 - Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings

- Consultation to referring school districts

READS Academy - PreK-6 School at Bedford St., Middleborough

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The addition of a preschool classroom during the 2021-2022 received DESE approval and was added in response to requests from districts. The READS Academy's PreK-6 specialized staff has added a counselor to bring the number to 3 full time counselors. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

READS incorporates hands-on, project-based learning to engage students at all levels. The Academy is a Project Lead the Way school and has a dedicated makerspace that provides additional opportunities for students to engage in STEAM activities.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education, Class Dojo and other applications to provide families with access to student learning.

The elementary students will be learning science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices are expected to arrive in the late fall of 2022.

READS Academy - 7-12+ School at Bedford St., Middleborough

READS Academy Program Director Justin Smith supervises programming that serves the students, families and districts in 7 - 12+. The READS Academy's specialized staff includes 4 full time counselors as well as special educators with experience and specialized training in promoting self-regulation and social development. READS has 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

Students at READS Academy acquire empathy and a sense of social justice through organized student council activities to raise funds for worthy causes. The students and staff have raised hundreds of dollars for organizations such as the Hoyt Foundation, Jimmy Fund, Susan G. Komen Breast Cancer Fund and Hurricane Relief.

Community members donate new and gently used items to the school Emporium where students can use "READS bucks" earned for acts of kindness and behavior levels to purchase household items, clothes and gifts for themselves and family members. There has been a significant increase in the need to provide food and clothing directly to students and their families. In response, the Academy expanded the "Kindness Closet" to provide food staples that students can take home to share with their families.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education and other applications to provide families with access to student learning.

READS Academy 9-12+ offers pre-vocational tracks within the public day high school, such as:

- Industrial Technology:
 - 3-D and Laser Printing Lab
 - Drone Pilot Lab
 - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.

- NEW this year as a result of the Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations are being introduced in the fall of 2022.

Dual Enrollment

READS Academy offers Dual Enrollment in partnership with Bristol Community College and Bay State College according to student interest.

Work-Based Learning Program

READS Academy offers a Work-Based Learning Program for high school students who seek prevocational and vocational training in the form of on-site internships and off-site work study placements. This component of the program offers career readiness, transitional services, and opportunities for students to experience real-life working expectations to build employability skills and helps them to strengthen community connections.

WBL Programming includes Employability Skills Classes, vocational counseling, job shadowing and coaching, on-site internships, and off-site work-study placements as well as focused tutoring for successful performance on MCAS and acquisition of a high school diploma.

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic.

READS Academy - 9-12 at West Bridgewater Middle Senior High School

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

READS Academy is continuously advancing services that support students in the Academy and students in their home districts. Program Advancement Director Deirdre Dowd-Pizzuto is the contact person for these services for providing resources to meet the mental health needs of students. The following are some of the services that have been put in place over the past year to respond to the needs of students, families and districts.

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities

- Collaborative Problem Solving - Think:kids Program from MGH with Dr. Stuart Ablon
- Social Resilience Model - Professional Development Offering
- Mental Health First Aid - Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - inform IEP Teams in the development of goals and objectives
 - monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements

READS Academy's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022. The Emergency Response Team has scheduled 'table drills' to practice emergency evacuations in the event of an intruder.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for the Academy program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity audit to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS Academy enrollment trends have improved significantly since December of 2021. Due to the increasing referrals for placement and the simultaneous decrease in applicants for open staff positions READS is unable to accept all students who are appropriate for the placement and must keep enrollment lower than anticipated thus the fiscal health of the collaborative is a continuing concern this year.

Deaf and Hard-of-Hearing Program, PreK -12+, EI and Consultation

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the

program has educated hundreds of children with hearing loss. The program currently (FY22) serves 51 students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

The DHH program offers flexible and wide-ranging programming options within public school settings. There are eight classrooms for children in Preschool through grade 12 located within the Norton Public Schools. There is a second high school classroom option at Bristol-Plymouth Regional Technical High School. READS DHH program has the only program for Deaf students that is fully matriculated into a vocational high school. It has been stated that “the READS Deaf and Hard of Hearing Program is unmatched in the state.”

Program options range from self-contained classrooms with a Teacher of the Deaf providing maximum support in a small group, to full inclusion in general education settings with appropriate supports tailored to individual students. Instruction is accessible to students through the direct use of American Sign Language, interpreted ASL, use of spoken English, and a variety of specialized instructional techniques that enhance language and literacy for d/Deaf students.

The DHH preschool is a full-day program offering intensive language intervention (ASL and spoken language/listening, as appropriate), sensory-motor integration, Early Childhood Learning Standards and social-emotional skills. Students engage in play-based learning with an early literacy focus incorporating themes based on children’s literature.

Beginning in kindergarten and continuing through elementary grades, students receive academic and language instruction within self-contained classes with a Teacher of the Deaf while they also have opportunities to be included in general education classrooms. Students at this level join hearing peers for Specials classes (Art, PE, Computers, and Music (when accessible)), and are increasingly accessing content in the general education classroom with interpreters or other accommodations and supports through the DHH program. Intensive literacy intervention and support is provided throughout the elementary years from two specialized Teachers of the Deaf.

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

Students at both Norton High School and Bristol-Plymouth Vocational Technical High School are surrounded with supports that assist them in meeting the competency requirements for a high school diploma or certification of completion. They are able to participate in all school activities including extracurriculars according to their interests. Students in the DHH program who do not have an additional diagnosis to hearing loss will typically graduate from high school within 4 years. Some students attend high school for an additional year or two depending on their IEP transition goals. Students with an additional diagnosis are able to continue with a transition plan that includes placement in the program until the age of 22 as appropriate. Transition planning for these students includes participation in in-school pre-vocational internships & off-site internships as students are ready to do so.

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified

as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

The DHH program provides each child with speech and language intervention that is specialized to their level of language acquisition, communication mode and type of amplification. The Speech and Language Pathologists and Assistants are fluent in ASL and have specialized skills in working with DHH students. The DHH program provides each child intensive literacy intervention in the early grades and continued support through high school. The Literacy Specialists have specialized training in providing literacy intervention to children with hearing loss and incorporate tools and assessments designed for children who are Deaf or hard-of-hearing.

The DHH program provides children with specialized counseling services through a structured social emotional learning program designed for children with hearing loss in the early grades and ongoing group or individual counseling support as needed at the secondary level.

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. For the last several years, the Team placed in the top 4 overall in the East Regional competition and qualified for the National Competition at Gallaudet University. The competition for the last two years was held virtually due to the pandemic.

In partnership with Norton Public Schools, students in DHH have access to one-to-one Chromebooks, Google for Education and other technology. READS has provided each classroom with a state of the art Promethean TouchScreen to replace outdated SmartBoards.

New this year: READS DHH preschool is serving as a paid co-op placement for a student from Bristol-Plymouth Regional Technical High School as part of their Early Education and Care learning experience. This new partnership has provided the student with an opportunity for work experience and has provided the program with much needed support staff during a staffing shortage.

DHH Services Provided in All Locations

- Therapeutic support that includes:
 - Spoken language skill development
 - American Sign Language instruction
 - Speech/Language therapy
 - Specialized aural habilitation for children with Cochlear Implants and the full range of audition
 - Explicit literacy instruction
 - Small group and individual counseling
 - Educational Audiology consultation
- Academic Support to promote college and career readiness that includes:
 - Small group & individual instruction
 - General education classroom participation with supports
 - Educational Interpreters
 - School-to-work programming at the high school level
 - Opportunities to participate in extracurricular activities

Additional services may include:

- Extra-curricular support
- Intensive intervention

- One to one assistant (job coach, nurse, note taker)
- Occupational/physical/adaptive physical education as needed
- Vision consultation as needed
- Extended School Year
- Functional Listening Evaluations

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has expanded this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 65 students in their home schools/districts. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS is expanding this service and will go from 1 to 2 full time Consulting Teachers of the Deaf.

DHH Early Intervention Specialty Service Provider

READS DHH Educators also serve as Specialty Service Providers through the Department of Public Health to meet the needs of families with children identified with reduced hearing or deafness from birth to age 3. These Early Intervention services focus on building the infant or toddler's communication skills while supporting parents and connecting them to resources and other families with similar experiences.

READS provides specialized instruction and support to children and families through contracts with several Early Intervention Offices. These services are provided per-diem and offer families in-home therapeutic intervention in areas that include: care of cochlear implants; American Sign Language instruction; behavioral intervention; language development; communication development (alternative and augmentative communication if needed); auditory attention skills; fine motor development for sign language proficiency and early literacy.

The number of children receiving specialized services from DHH staff through Early Intervention varies each year. There are currently 10 children receiving in-home services and support to families. READS provides specialized Early Intervention in partnership with EI Centers in Brockton, Taunton, Fall River and others.

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 58 to 65 reflecting a trend of 4 straight years of increased contracts. This service is billed through the Clinic though many requests are initially received through the DHH program.

Deaf and Hard of Hearing Program's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022.

- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee which was formed in April of 2021. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity review to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. READS DHH program continues to have a stable enrollment of students and several new referrals each year. In response to the demand for consultation services additional staff are being sought to provide services for students in districts..

District Services

The District Services Program is a highly individualized program encompassing a wide variety of services, including consultation, evaluation, and direct services in response to the needs of students and districts in the following areas:

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Family Success Partnership Counselor (wraparound services)
- Functional Behavioral Assessments, consultation and training
- Home-Care Services
- Occupational Therapy
- Orientation and Mobility Consultation
- Physical Therapy
- Professional Development
- Program Reviews
- Sensory Integration, evaluation/consultation
- Speech/Language Evaluation and Intervention
- Specialized Staffing, including counselors
- Summer services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 6 to 7 districts and the number of families supported has increased from 46 to 75. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family

intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

Program Reviews are conducted for Member Districts at reduced cost. Past reviews have been conducted for Speech and Language services, Alternative Program models and Substantially Separate Program models.

District Services continues to coordinate and provide Assistive Technology and AAC services. The Assistive Technology/AAC Team is composed of a Speech Pathologist and Occupational Therapist with specialized expertise. This team can identify low, mid, and high-tech assistive/AAC tools that can support students with learning and communication. The AT/AAC team's expanded services include a software/equipment loan program and a model for sustained support for implementation after the initial assessment and recommendations are made.

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. Services provided increased from 281 students in 2021 to 336 and from 40 to 48 districts as of November 2022. Social emotional support demand was increased for a second year with the addition of three more full time social emotional clinicians being added who provide school-wide support and intervention (which are not included in the total student support numbers). There were 32 AT evaluations completed during the 21-22 school year which is more than double the number of AT evaluations (13) conducted prior to the pandemic in FY19.

All District Services referrals are carefully evaluated; goals and objectives are formulated; and a service/consultation delivery system is established by the service provider in coordination with the school/district.

District Service's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. District Services staff comply with all safety directives from both READS Collaborative and the host schools in which they work.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. The Director of District Services is a participant in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic. District Services continues to offer services to students and families in their schools/homes and has seen an increase in contracts for services and a significant increase in requests for Family Success Partnership services and mental health providers.

READS Diagnostic Clinic and Ancillary Services ***Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan***

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom

observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 213 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 256 evaluations of students from Member and non-member districts during the 21-22 school year. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

Districts are permitted to use up to 25% of their pre-committed evaluation slots for Risk Assessments (not to exceed 5). This expansion of Member's use of clinic slots reflects READS Collaborative's responsiveness to an increased need of the districts as indicated by the Special Education Administrators group and was adopted as general operational practice for the 2019-2020 school year.

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 58 to 65 reflecting a trend of 4 straight years of increased contracts.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2022 as a hybrid model via ZOOM to support both Member and Non-Member Districts. For the first time a consultation model was offered as a follow support for new administrators to implement the best practices of educator evaluation. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

Regional and State Capacity – SCRO (Southeast Collaborative Regional Organization) and MOEC

SCRO

READS Collaborative facilitated the fifth annual Symposium on March 23 and 24, 2022 welcoming over 250 educators back to an in-person symposium focused on the social-emotional wellbeing of students as they were exhibiting challenges in school following the pandemic.

The first SCRO National Speaker Symposium was facilitated by READS Collaborative on September 28, 2022 and featured a topic that is critical for schools post-pandemic: Tackling School Avoidance with Lynn Lyons. The symposium was attended by over 150 educators, counselors and administrators from across the southeastern region of the state.

MOEC

Dr. Theresa Craig is currently serving as President of the Executive Board of MOEC. Recently Dr. Craig represented MOEC at the 50th Anniversary Celebration of Chapter 766 Special Education Law at the Massachusetts State House. In the spring of 2022 Dr. Craig led a panel of Executive Directors in a presentation to Commissioner

Riley and Associate Commission Regina Robinson to provide an overview of wraparound services that collaboratives are providing for families in member districts. During the Paul Andrews MASS Summer Executive Institute Dr. Craig, Dr. Estrella and Counselor Sarah Cochran presented Family Success Partnership information to superintendents. An extended presentation was also provided by a panel of Collaborative Directors during the November MASS/MASC joint conference in Hyannis.

MOEC hosted an inaugural breakfast for Collaborative Board Members at the MASS/MASC joint conference in November. Dr. Craig, as President, and Joanne Haley-Sullivan, as Executive Director of MOEC, shared an overview of the work of collaboratives. The audience of 25-30 was very engaged in the session which went over the expected time limit due to their questions and interest. The attendees recommend making this breakfast an annual event and anticipate a growing audience in the years to come.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY22

<i>PROGRAM</i>	<i>FY22 APPROVED BUDGET</i>
Administration	\$1,441,820
Clinic	\$317,270
Clinic Ancillary	\$170,200
Deaf and Hard-of-Hearing Program	\$3,050,952
Academy Program	\$6,368,396
District Services & Ancillary	\$1,208,495
Teacher of the Deaf	\$114,478
DHH Summer	\$82,709
Academy Summer	\$160,152
District Services Summer	\$77,305
Early Intervention	\$23,425
Professional Development	\$16,498
<i>TOTAL FY22 BUDGET</i>	<i>\$13,031,700</i>

The collaborative structure is designed to leverage cost savings on behalf of districts in the provision of programs and services to children with disabilities as well as other collaborations for services. The collaborative's process for the development of the budget provides for a thorough review of revenues and expenses in relation to tuition rates and fees for services. Budget subcommittees of the Special Education Administrators Advisory Group meet for an in-depth review of the following budgets: READS Academy, Deaf and Hard-of-Hearing, District Services and the Clinic. The Personnel Subcommittee and Finance Subcommittee of the Board of Directors and the President of the Board meet jointly to do a further analysis of the proposed budget. The Special Education Administrators Advisory Group meets as a whole to endorse the budget after another review of revenues, expenses,

tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process. READS Collaborative has considerable assets in property ownership on East Grove St. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

READS Collaborative's educational programs provide interventions that promote a student's return to their home district to continue learning as appropriate. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma, most often within 4 years. Both of these programmatic goals result in reduced expenses for school districts as students spend fewer years in READS Collaborative, if appropriate, than they might spend in a private placement.

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 18 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

The costs of services and programs provided by READS Collaborative are highly competitive and result in cost savings to the Member and Non-Member Districts when compared to other out of district placements. The services would not be available in the area if the Collaborative did not coordinate them on behalf of the Board of Directors and in collaboration with the Special Education Administrators Advisory Group. A comparison of tuition rates with private schools and other collaboratives does not yield an accurate or informative description of the multi-faceted cost effectiveness of READS programs and services but is provided in the appendices.

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY23 tuition for Member districts was \$58,860.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 23 for the majority of students placed in the DHH program is \$66,780. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for

participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

Due to the evolving nature of the communication and learning needs of students in the DHH program a revised 2 tiered tuition structure, which was developed in cooperation with the Special Education Administrators Advisory Group, was implemented in FY21.

The assessment of cost-effectiveness for programs includes several factors that cannot be measured in tuition alone such as:

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;
- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

In relation to fees for service, the Collaborative absorbs the liability of health insurance costs and unemployment benefits for specialized service personnel and support personnel. The Clinic, District Services and Ancillary Services (including professional development) are designed to merely recoup the cost of providing the service and compensate the collaborative for administrative costs.

The surplus funds from these services are typically returned to the Member Districts in the form of Clinic Credits and Tuition Credits in the subsequent year thereby providing an additional financial benefit and further reducing the cost of participation in programs and services.

Tuition Credits and Clinic Credits to Districts at the Close of FY22

There were no Tuition Credits or Clinic Credits issued for FY 22 due to the impact of the COVID-19 pandemic on enrollment and services.

READS has provided cost-effective solutions to Member Districts since 1974 and will continue to provide those solutions into the future in alignment with the mission statement **to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.**



Prepared by:
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Executive Director

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Appendix A

Strategic Planning Action Steps 2021-2024

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
 - Develop and Staff Elements of 3 Tiers of Support for Mental Health as identified for priority implementation by Special Education Administrators.
 - Enhance mitigation and prevention strategies to reduce the spread of illnesses such as COVID-19.
 - Form a Wellness Committee to develop action steps to address the ongoing physical and mental wellbeing of students and staff.
- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - Invite staff from across the collaborative to engage in initial conversations.
 - Form a Committee and develop a 3 year plan.
 - Embed [Antiracist Leadership Competencies](#) in Program Director and Leadership Team Agendas and Professional Development.
- **Priority 3** Enhance programs and services to better serve the students and their families, our staff, and the member districts.
 - Build on the skills learned during remote learning to provide flexible growth opportunities for students and staff, and engagement opportunities for families.
 - Develop a process for improvement that encompasses a balanced, 3-pronged approach to: Academics, College and Career Readiness and Personal Social Development.
 - Expand programs that prepare students to transition to a fulfilling adult life through opportunities for internships, certification leading to employment, college readiness and dual enrollment, building financial literacy, preparing for adult responsibilities, and building healthy relationships.
 - Review program staffing models to provide increased opportunity for advancement and leadership.
- **Priority 4** Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - Create supports throughout programs that result in improved focus on referrals and enrollment.
 - Engage in purposeful marketing of the Collaborative programs and services to attract more referrals to programs and more contracts for services.
 - Review the effectiveness of technology solutions to support students, staff and families in engagement, access, academics, college and career readiness, and personal social development.
 - Review Academy budget to align revenues and expenses related to staffing and the new building.
 - Develop a plan to allocate funds to the capital fund to prepare for an option to own 44 Bedford St. in the future.

Appendix B

Deaf and Hard of Hearing Tuition Comparison FY23

Tuition Comparisons for placements that DHH students have transferred from, or to, over the past decade. For reference only:

Deaf and Hard of Hearing Programs FY23						
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
Perkins School for the Blind	Intensive Day	Deaf/Blind/Multi-Impaired	205	\$214,291.78	\$1,045.33	
Learning Ctr. for the Deaf	Day	Walden	216	\$157,173.93	\$727.66	
Perkins School for the Blind	Intermediate Day	Intermediate Day	205	\$185,788.60	\$906.29	
Perkins School for the Blind	Day	Day	205	\$143,326.57	\$699.15	
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$104,427.82	\$511.90	
READS DHH - Level 2 Intensive 3 Non-Member Students projected	Day - Level 2	Deaf and Hard of Hearing	180	\$88,920.00	\$494.00	No increase for FY23
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$93,945.43	\$474.47	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84	
Walker, Inc.	Day	Walker School	216	\$98,739	\$457.13	
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$95,384.10	\$441.59	
Learning Ctr. for the Deaf	Day	Day	198	\$84,776.57	\$428.16	
Beverly School for the Deaf	Day	BSD	204	\$85,369.20	\$418.48	
Willie Ross School for the Deaf	Day	Day	180	\$71,142.64	395.24	
READS DHH - Level 1 17 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$66,780	\$371	
Clarke School for the Deaf	Day	Day Education	180	\$64615.68	\$350.08	

Appendix C

READS Academy Therapeutic Day Program Tuition Comparison FY23

Therapeutic Day Programs FY23					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80
F. L. Chamberlain School, Inc.	Day	Day	216	\$109,701.84	\$507.88
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84
Home for Little Wanderers	Day	Southeast Campus Day	216	\$101,233.25	\$468.67
Walker, Inc.	Day	Walker School	216	\$98,739.44	\$457.13
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$91,880.29	\$417.64
Stevens Children's Home	Day	Stevens Home	224	\$87,504	\$390.64
Justice Resource Institute	Day	Granite Day	202	\$71,485.60	\$353.89
New England Academy	Day	NE Academy	198	\$70,010.34	\$353.59
Pilgrim Area Collaborative	Day	All Programs	180	\$63,000	\$350
READS Collaborative Member	Day	READS Academy	180	\$58,860	\$327
Walker, Inc.	Day	Beacon High School	198	\$63,688.50	\$321.66
Justice Resource Institute	Day	Anchor Academy	198	\$59,875.38	\$302.40
North River Collaborative	Day	North River School	180	\$50,450	\$280.28

MATTAPOISETT PUBLIC SCHOOLS
Mattapoisett, Massachusetts

TO: Town Clerk, Town of Mattapoisett, Massachusetts

DATE: January 5, 2023

SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the Massachusetts General Laws, you are notified of the following REGULAR meeting of the **MATTAPOISETT SCHOOL COMMITTEE**.

Monday, January 9, 2023 @ 6:30 p.m.

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.

If you need more information about this meeting, please feel free to call 508-758-2772 ext. 1956.

Respectfully submitted,

Melissa Wilcox
Executive Assistant to the Superintendent

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts

REGULAR MEETING
Monday, January 9, 2023
ZOOM LINK:

<https://oldrochester-org.zoom.us/j/97613245523?pwd=T0pBL1Y5alZNTWJaUHpsR3JlTFc3dz09>

Meeting ID: 976 1324 5523

Passcode: 734474

This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Cafeteria at Center School located at, 16 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.

6:30 P.M.

MEETING TO ORDER

SCHOOL COMMITTEE RECOGNITION

I. Approval of Minutes

A. Minutes

- 1. Regular Meeting Minutes – November 15, 2022**
- 2. Executive Session Minutes – November 15, 2022**
- 3. Budget Sub Committee Minutes – NONE**

II. Consent Agenda

III. Agenda Items Pending

IV. General

A. FY24 Initial Draft Budget Discussion

B. Update on Town Initiated Collins Center School Consolidation Study

V. New Business

A. Curriculum

B. Business/Finance & Operations

- 1. Financial Report**
- 2. Food Services Report**
- 3. Facilities Report**
- 4. Budget Transfers**

C. Personnel

VI. Special Topic Report

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

VII. Unfinished Business

VIII. School Committee

A. Committee Reports

- 1. ORR District School Committee**
- 2. SMEC**
- 3. READS**
- 4. Early Childhood Council**
- 5. MASC**
- 6. Mattapoisett Capital Needs Committee**
- 7. Tri-Town Education Foundation**
- 8. Policy Sub-Committee**
- 9. Budget Sub-Committee**
- 10. Clock Committee**
- 11. Equity Sub-Committee**

B. School Committee Reorganization

C. School Committee Goals

IX. Future Business

A. Timeline

B. Future Agenda Items

X. Open Comments

XI. Information Items

XII. Executive Session

ADJOURNMENT