

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts
BY: HYBRID FORMAT

MEETING MINUTES
April 30, 2024

Regular meeting of the Mattapoisett School Committee was held on Tuesday, April 30, 2024, and called to order by Chairperson Carly Lavin at 6:36pm. 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 (remote), Cristin Cowles (in-person) and Tiffini Reedy (in-person).

MEMBERS ABSENT: Amanda Hastings

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Kristine Lincoln, Interim Director of Student Services; Kevin Tavares, Principal – Old Hammondtown School and Melissa Wilcox, Recording Secretary (all in-person).

MEETING TO ORDER:

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

FY25 PUBLIC BUDGET HEARING

Chairperson Lavin called the public budget hearing to order at 6:37pm.

Superintendent Nelson shared that the school choice public hearing is an annual obligation in which the district must decide to participate in school choice or not, and if so, how many spots. Mattapoisett has participated in school choice for some time and currently has thirteen spots filled out of the fourteen spots voted last year. He explained that there are no school choice students in grade six at this time, so there are no students aging out. He also shared that projections show at least fifty-seven students in Kindergarten for the fall. The current thirteen school choice students are eligible to stay through 6th grade. He reviewed the reimbursement amount of \$5,000 per student from the sending district and if there is special education services, a portion of those expenses will be reimbursed as well.

Mr. Muse commented that typically they like to start school choice students in Kindergarten but based on the current numbers for the fall that may not be feasible.

Ms. Lavin agreed that historically they like to start the students in the district as early as possible but this year may need to exclude Kindergarten.

Ms. Cowles confirmed with Superintendent Nelson that the budget supports three classrooms. He confirmed.

A community member asked if the lottery is random. Superintendent Nelson confirmed that is was. All names are placed in a basket to establish priority and a waitlist.

Chairperson Lavin closed the public hearing at 6:48pm.

I. Approval of Minutes:

I. A. 1. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of March 21, 2024.

MOTION: by Cristin Cowles to approve the Regular Meeting minutes of March 21, 2024 as presented

SECONDED: Tiffini Reedy

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

1. A. 2. Approval of Minutes – Executive Session

Recommendation:

That the School Committee review and approve the minutes of March 21, 2024.

MOTION: by Cristin Cowles to approve the Executive Session minutes of March 21, 2024 as presented

SECONDED: Tiffini Reedy

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

IV. General

A. School Choice Vote

Recommendation:

That the School Committee vote on school choice for the 2024-2025 school year.

MOTION: by Cristin Cowles to accept school choice students with a cap of fourteen and a preference given to first grade.

SECONDED: James Muse

DISCUSSION: Chairperson Lavin shared that she would prefer preference given to more than just first grade.

Ms. Cowles withdrew her motion.

MOTION: by Carly Lavin to accept school choice students with a cap of fourteen and a preference given to grades one through three for the 2024-2025 school year.

SECONDED: Cristin Cowles

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

B. Approval of Student Opportunity Act

Recommendation:

That the School Committee review the Student Opportunity Act.

Superintendent Nelson explained that the Student Opportunity Act is important work for the district, however not a significant amount of funding comes from this for the district. Dr. Fedoworicz presented an overview to the school committee of the Student Opportunity Act (SOA). The SOA is developed as a requirement from DESE and includes feedback from three public forums and over 200 responses by members of the school community. Please see appendix A.

MOTION: by Carly Lavin to approve the Student Opportunity Act as presented

SECONDED: Cristin Cowles

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP.

Superintendent Nelson said the state has updated the Individualized Education Program (IEP) form which will be implanted in the 2024-2025 school year. Ms. Lincoln provided a presentation of the updates to the new IEP form. The new form was provided to the school committee as well. Please see appendix B. She also informed the school committee of an upcoming training for families/guardians in collaboration with SMEC remotely on May 14th about the new IEP form.

School Committee Feedback:

Chairperson Lavin asked if there were any practices the district would be changing as a result of this new form. Ms. Lincoln said the new form incorporates student input much earlier so it will be more of a gradual process starting at an earlier age and the student feedback will be gathered prior to the IEP meetings.

Chairperson Lavin said the May 14th remote training is a great opportunity for families/guardians.

Mr. Muse shared that this is a long overdue update and he applauded the district for proactively starting the training process and their work over the years in this department. He said this is a process developed over time with families and staff working as a team and this form will help everyone get involved and more easily understand the priorities for the student to have an opportunity for the best education.

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

\$1,443.00 from the Mattapoissett Land Trust, in collaboration with the Mattapoissett Cultural Council and the MASS/Cultural Council for a second grade field trip.

MOTION: by Cristin Cowles to approve the \$1,443.00 from the Mattapoissett Land Trust, in collaboration with the Mattapoissett Cultural Council and the MASS/Cultural Council as presented

SECONDED: Tiffini Reedy

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

The following Mattapoissett PTA donations:

\$150 for Kindergarten - Buttonwood Park Zoo2You Life Cycles/Habitats program at Center School

\$350 for Grade 1 Story Teller - Karen Chase

\$1,000 for Grade 3 - Plimoth Pawtuxet Museums field trip

\$688 for Grade 3 - Mattapoissett YMCA field trip

\$500 for Grade 6 – Cuttyhunk field trip

MOTION: by Cristin Cowles to approve the Mattapoissett PTA donations as presented

SECONDED: Carly Lavin

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

A donation of \$24.10 from Box Tops for Education as presented.

MOTION: by Cristin Cowles to approve the \$24.10 from Box Tops for Education as presented

SECONDED: Carly Lavin

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

V. New Business

B. Business

1. Financial Report

Recommendation:

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

Mr. Barber reported that the Mattapoissett School District currently has \$268,988 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 7,743,424 - General Funds Approved

\$ 7,474,436 – Obligations Paid Year to Date

\$ 268,988 - Remaining Available Funds

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Mr. Barber added the importance of families completing the free and reduced lunch application as needed throughout the school year.

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

Center School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Had a successful Board of Health Inspection.
- Currently trying to fill a 3-hour vacancy spot at the ORR campus.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to be strong.

Old Hammondtown School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Had a successful Board of Health Inspection.
- Currently trying to fill a 3-hour vacancy spot at the ORR campus.
- Currently working on procuring food and supplies for next year.
- Meal participation continues to be strong.

3. Facilities Report

Recommendation:

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

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

Center Elementary School

- Repaired hinge on COA exit door.
- Replaced kitchen faulty garbage disposal.
- Groomed fields and grounds.
- Completed routine repair/maintenance on all facility equipment and systems.

Old Hammondtown Elementary School

- Town assisted in preparing two picnic table foundations.
- Groomed all fields and grounds.
- Replaced faulty exterior lighting timers and switch.
- Installed new chemical command centers.
- Completed routine repair/maintenance on all facility equipment and systems.

VI. CHAIRPERSON'S REPORT:

Chairperson Lavin stated the following:

For tonight's' comments, I found myself returning often to this quote from Suzy Ross: "Transformation is an ongoing process that tends to appear ordinary, when in fact, something extraordinary is taking place."

It is hard to believe that May is upon us. It's incredible to think that this is the last scheduled meeting before the school year wraps up. Our students and our district have accomplished so much over this past year. And while we have many lofty goals ahead of us, it is truly important to pause and appreciate the successes cultivated over this last year. As a district, we have many things to be proud of. The largest of them all is our focus on curriculum. We have begun a literacy transformation that has impacted every corner and crevice of our buildings, our staff and our students. The amount of hard work that has gone into driving this program's implementation cannot be understated. There truly has been extraordinary happenings in Mattapoissett schools this past year. When the calendar flips to May tomorrow, many of us will see the days quickly filled up with end of year activities, from field trips to year-end concerts, from field day to graduation ceremonies. This is both a busy and exciting time in the lives of our students and their families. My hope is that each of us may slow down enough to enjoy all of these extraordinary moments. Tonight, I am thankful for this town and community who care about the well-being and education of our children. I am optimistic that this District can continue our educational mission with a fully supported budget at the upcoming town meeting. I remain steadfast that within these halls and with this staff, there is truly something extraordinary day in and out.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson shared that the Superintendent's monthly newsletter was released early in the day and there are only about 30 days of school left, as his children remind him. There is a number of fun events coming up and he cannot underestimate the work of the staff starting on day 1, which is showcased this time of year as we can all see the relationships built throughout the year. He also shared that the district has received preliminary notification of approval for all four districts receiving the competitive summer grants for the extended learning.

Chairperson Lavin asked if SAIL will run again. Superintendent Nelson said yes, Mr. West and Mr. Letendre will be operating the program again. He also added that the principal search for OHS is underway and interviews are starting soon. On the day of the solar eclipse, he was driving behind a bus and each time students exited, they used their glasses to look up!

Dr. Fedorowicz stated the following:

We continue to work with HILL for Literacy on implementation training, data informed instruction and Science of reading. The routines in place and the confidence in the classroom have been amazing since the beginning of the year. A special thanks to our teachers and principals for the rollout. As a side note, I also would like to just reiterate that a lot of effort comes with the change and in many cases, there is likely to be an implementation dip which might be reflected this year's MCAS scores. It is temporary but does sometimes come with a big change in curriculum...no matter the subject. Our last Learning Walks for the year was held last Friday. In working with the IC, we are looking and possibly expanding this to teachers to attend next year. The last PD day for the year will be on June 5th where teachers will be working on transitions for next year. New teachers had a parent communication from Rose Bowman who, as always, did an amazing job and provided useful information for our new teachers. Mid-march, we had another Project 351 workshop on the ORR Campus where the upper elementary students were able to meet from all three districts and collaborate on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. This was organized by Ms. Millette, which then concluded in a collaborative lunch. What a fantastic performance by our musically talented students and teachers! Both the chorus and band had an amazing turnout and the kids did such a wonderful job! Katie Greer came to the elementary schools and Junior High School on Monday, March 25th to speak to our students and then we had a parent session in the evening. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology.

A special thank you to:

- 1. ORR School Ambassadors who assisted with the event*
- 2. Our 3 public health nurses from Marion, Mattapoisett and Rochester from South Coast Regional Collaborative who actually partnered with us and provided funding to have Katie Greer here to support the mental health of our students.*

Ms. Lincoln, Interim Director of Student Services stated the following:

The Spring Math Acceleration Academy occurred over the April vacation and was located at the Sippican School in Marion. Students were engaged in targeted math instruction over four days, April 16 - 19. There were a variety of themes and hands-on activities embedded throughout the week from geometric chalk art, building birdhouses to reinforce the concepts of parallel, perpendicular and parallel lines, to making dog cookies to reinforce the concepts of dry and liquid measurement. Students also participated in art and physical education classes. Art classes incorporated teaching various folding techniques to create artistic books. Physical education classes focused on teamwork and coordination. Additionally lessons on social emotional learning were also part of the daily schedule. I would also like to commend the academy coordinators Kyle Letendre and Julie Taylor for all of their efforts in making a successful academy week. Our next Community Talk in Collaboration with the Southeastern Massachusetts Educational Collaborative will be held May 14th from 6:30-8:00pm. The topic will be the New IEP - A Session for Parents. It will be in a virtual format. Kindergarten Readiness screenings will be held at Center School on Monday May 20th and Thursday May 23rd.

PRINCIPAL'S REPORTS

Mr. Tavares submitted the following report:

It has been a busy month at OHS and it's hard to believe that we only have 30 days of school left. Here are a few highlights from the past month. OHS Grade 5 Chess Club. The club meets every Friday from 3:00 to 4:00.

Science in the courtyard. Grade five students enjoy the beautiful courtyard setting as they explore habitats with Mr. Squire. Block Printing and symmetrical design were the activity in Mrs. Anderson's art class. Jacob C and Kellen B. were honored at our All School Meeting. They competed in this year's Special Olympics at Tabor Academy. It was a great day and we are proud of their accomplishments. Grade 5 Project 351 students presented lessons to our 4th stage students. Topics included how stereotypes and judging others can be hurtful and have lasting effects. Conversations about what they can do to stick up to bullying and ways to support each other.

Dr. Ashley reported the following:

Eclipse lessons with Mr. Squire, our science specialist. While grade 1 typically focuses on learning about the sun, moon, and Earth individually, students in grades K-3 expanded their understanding by engaging in projects that explored the unique

phenomenon of eclipses. These projects allowed them to learn about this rare event while witnessing it in person with their solar eclipse glasses after school.

Great Job, Third Graders! Congratulations to our third graders for doing their best on the English Language Arts MCAS tests before vacation week! They definitely earned the extra recess time and PJ day! Third graders will take the Mathematics MCAS tests on May 14 and 15.

First Grade Storyteller Assembly with Karen Chase: First graders traveled to six continents through stories without ever leaving school! We sincerely thank our PTA for funding this fabulous enrichment program for our students!

Mattapoisett School Resource Officer Visit: School Resource Officer Lima visited Kindergarten library classes to read A Dragon's Guide to Stranger Safety.

Mattapoisett Land Trust Grant: We are delighted to share that the second grade has been awarded a grant of \$1443.00 from the Mattapoisett Land Trust in collaboration with the Mattapoisett Cultural Council and the MASS/Cultural Council. This generous grant will fund a second-grade field trip to the Heritage Museums and Gardens in Sandwich, MA, on May 17th. Students will explore gardens, observe the local flora and fauna, and learn to appreciate the beauty of our local habitats. This trip will reinforce concepts embedded into the second-grade science curriculum during the 2023/2024 school year. This includes seed dispersal, animal habitats, how plants and animals interact with their environment, and preservation. This field trip will give students a rich opportunity to interact with nature. The MLT's vision "to acquire and preserve natural resources and wildlife areas for the use and enjoyment of present and future generations" directly relates to this field trip experience.

Upcoming Center School Events

First Grade Musical Performance - Parents/Guardians invited - 9:30 am on Wednesday, May 8, 2024

We are approaching a very exciting time for our students here at Center School. Over the last few months, the first graders have been working hard to prepare for their first-grade musical adaptation of **The Day the Crayons Quit**.

Second Grade Musical Performance - Parents/Guardians invited - 9:30 am on Wednesday, May 22, 2024

Over the last few months, the second graders have been working hard to prepare for their Concert.

Important Dates:

May 7 - Lifetouch Spring Individual Student Pictures

May 6 - 3:15 – 4:15 pm Center/OHS School Council

May 8 - Grade 1 Music Concert 9:30 am

May 9 - PTA meeting @ 7 pm via Zoom

May 14 and 15 - Grade 3 Math MCAS

May 17 - Grade 2 Field Trip to Heritage Museum and Gardens in Sandwich

May 20 and 23 - Incoming Kindergarten Screening

May 22 - Grade 2 Music Concert 9:30 am

May 23 - Grade 3 Field Trip to Plimoth Patuxet Museums

May 27 - Memorial Day - No School

May 29 - Center School Field Day

May 30 - Rain Date - Center School Field Day

June 3 - Gr. 3 Massachusetts biography presentations for parents and guardians @ 1:30 pm

June 4 - Grade 3 Orientation field trip to Old Hammondtown School

June 5 - Project Grow Early Release 11:30 am, No lunches served

June 5 - K- 3 Early Release 12:20 pm, lunches served

June 6 - Grade 3 End of Year concert and celebration @ 6 pm

June 7 - Grade field trip to the Mattapoisett YMCA

June 11 - Tentative last day of school - Early Release

VIII. School Committee

A. Committee Reports

1. ORR District School Committee - James Muse shared that ORR heard the SOA and IEP presentations and made the decision to defer the request to take on debt earlier in the day today. He said it is very important funding and it takes time to explain the necessity of this funding. He also thanks Ms. Reedy for her service to the district and her passion and significant fierce advocate for what she believes in.

2. SMEC – Tiffini Reedy reported they were meeting tonight and she would report at the next meeting.

3. READS – Superintendent Nelson reported they have not met since the last meeting.
4. Early Childhood Council – Cristin Cowles reported there next meeting is to be determined.
5. MASC – Chairperson Lavin shared that the Day on the Hill is coming up.
6. Mattapoissett Capital Planning – Chairperson Lavin reported they have completed their work and submitted it to the town.
7. Tri-Town Education Foundation Fund– Superintendent Nelson shared the grants applications are now open for teachers and available online.
8. Policy Subcommittee – Cristin Cowles reported the next meeting is in June.
9. Budget Subcommittee – no report.
10. Equity Subcommittee – no report.

IX. Future Business

A. Timeline

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

<u>Mattapoissett School Committee</u>	<u>Joint School Committee</u>
June 13, 2024 at 6:30pm	June 20, 2024 at 6:30pm

B. FUTURE AGENDA ITEMS

- School Committee Reorganization (June)
- Approval of Leases (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 30 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 the 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 chairperson will alternate between in-person and zoom participants.

There were no public comments.

Executive Session was not held.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Mattapoissett School Committee at 7:50pm.

MOTION: by Cristin Cowles to adjourn at 7:50pm

SECONDED: Carly Lavin

MOTION PASSED: 4:0

ROLL CALL: Lavin (yes), Muse (yes), Cowles (yes), Reedy (yes)

Respectfully Submitted,

Melissa Wilcox, Recording Secretary



Student Opportunity Act School Committee Presentation

March 30, 2024

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching and Learning

Old Rochester Regional School District
MA Superintendency Union # 55

Today's Agenda:

- What is the Student Opportunity Act (SOA)?
- Student Opportunity Act Plan versus District Improvement Plan
- Overview of SOA Process
- DESE's Strategic Objectives and Evidence-Based Programs (EBP)
- Determining Learning Gaps and Areas of Need for SOA Plan
- SOA funds
- Questions

District Improvement Plan *versus* Student Opportunity Act Plan

District Improvement Plan (DIP)

- (Vision2028) serves as a comprehensive plan that describes the full set of strategies that a district will implement to support all students in their district.
- DESE reviews DIPs on an intermittent basis.

Student Opportunity Act Plan (SOA)

- The SOA Plan addresses a subset of our district's overall initiatives, focusing on Evidence-Based Programs (EBPs) and strategies that will improve the educational experiences and outcomes of **high needs** students.
- Programs and strategies that are new or already in place focused on improving outcomes for students with low academic performance.
- DESE reviews all SOA plans every three years and annual updates each year.

Overview of SOA Process

- Review DESE's Guidelines
- Analyze Student Data and Community and Stakeholder Input
- Align Focal Areas (Commissioner's top five priorities suggests specific initiatives to close gaps)
- Write and submit SOA (requires school committee votes)
- Approval by DESE

DESE's Strategic Objectives and Evidence-Based Programs (EBP)

- DESE's Commissioner has identified **five** of the 30 high-quality "Evidence-Based Programs" (EBPs) in the SOA he encourages districts to consider:
 - Targeted Academic Support and Acceleration
 - Comprehensive Approach to Early Literacy and Early Literacy Screening and Support
 - Expanded Access to Pre-K
 - High Quality Secondary Pathways and Programs
 - Enhanced Pathways to Increase Educator Diversity

SOA Funding by District

- SOA is NOT a grant
- Part of our Chapter 70 funds providing an additional \$30/student
 - SOA plan shows how we integrate the extra \$30/student to reduce student learning gaps
- Approximate amounts embedded into Chapter 70 to close gaps:

Mattapoissett: \$11,490

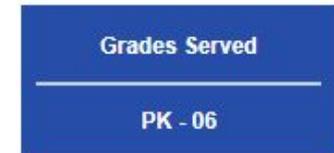
What data do we use to determine learning gaps?

- MCAS Data Analysis
 - Achievement
 - Growth
- Accountability Indicators (*Ex. demographics, etc.*)
- Lowest Performing Students
- High Needs Group
 - Students with Disabilities
 - Low Income Students

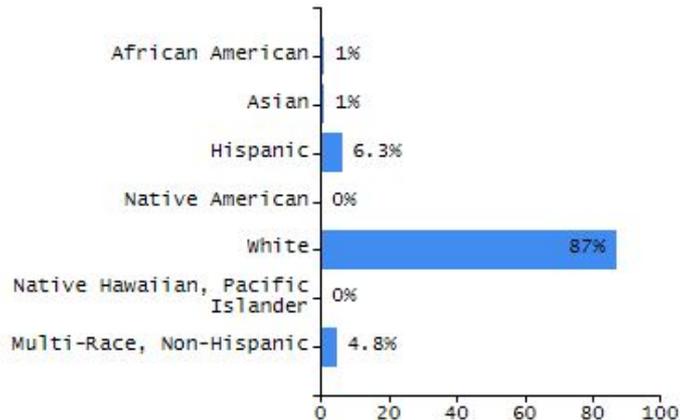
Demographics: Subgroups by District

Mattapoissett School District (Center School & Old Hammondtown School)

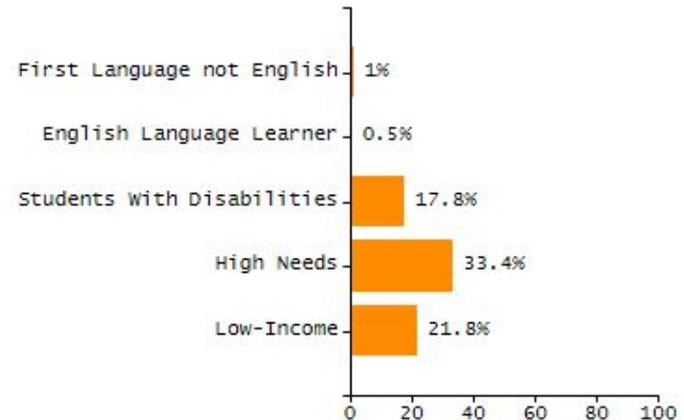
2023-24 Enrollment



Student Race and Ethnicity



Selected Populations



ELA MCAS: Achievement - All Students and High Needs

ELA MCAS Achievement by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Mattapoisett	42%	61%	12%	22%	24%	31%

ELA Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Mattapoisett	49.7	60	43.7	46	47	48

Math MCAS: Achievement - All Students and High Needs

Math MCAS Achievement by Subgroups

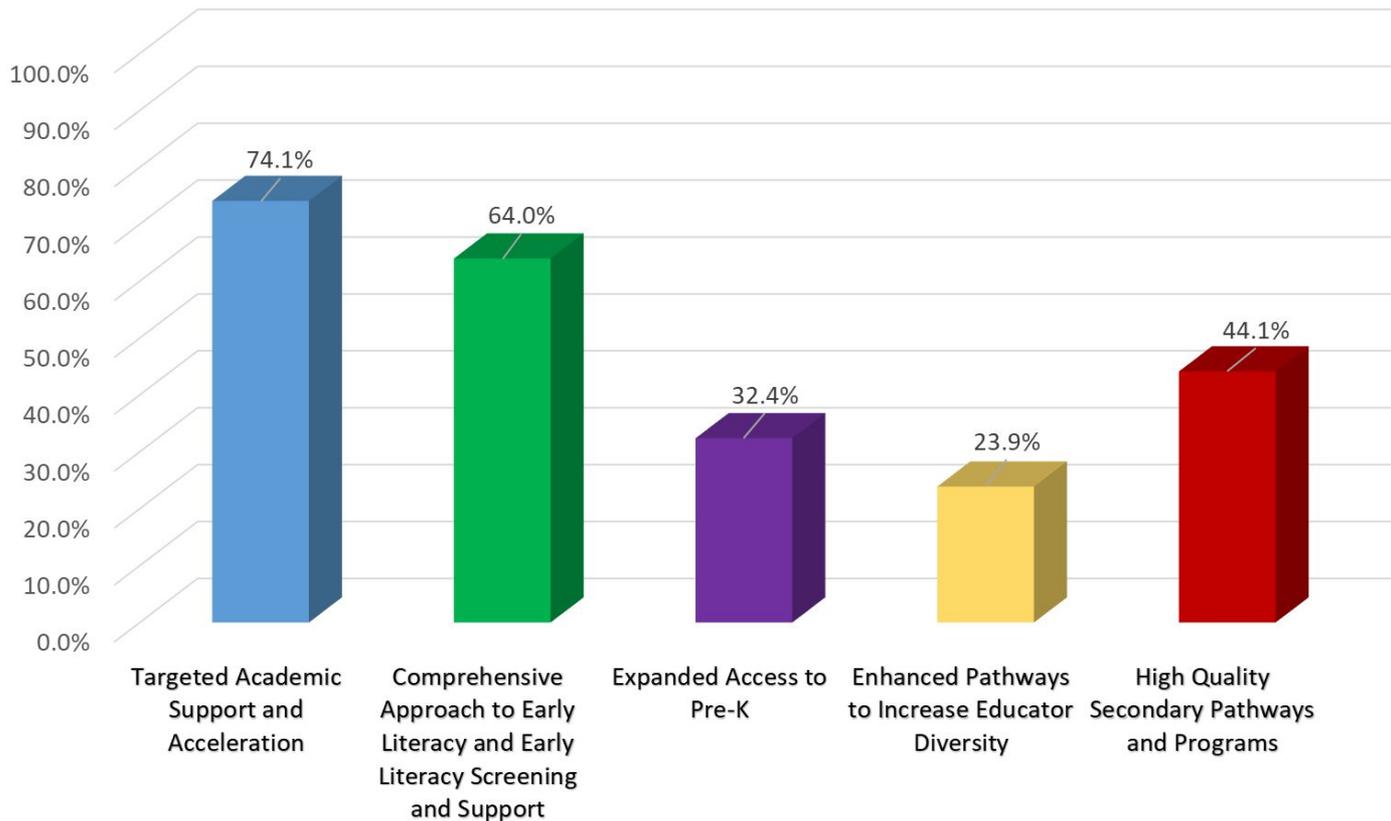
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Mattapoisett	41%	60%	13%	20%	21%	38%

Math Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
Mattapoisett	49.8	60	44.8	54	47.3	55

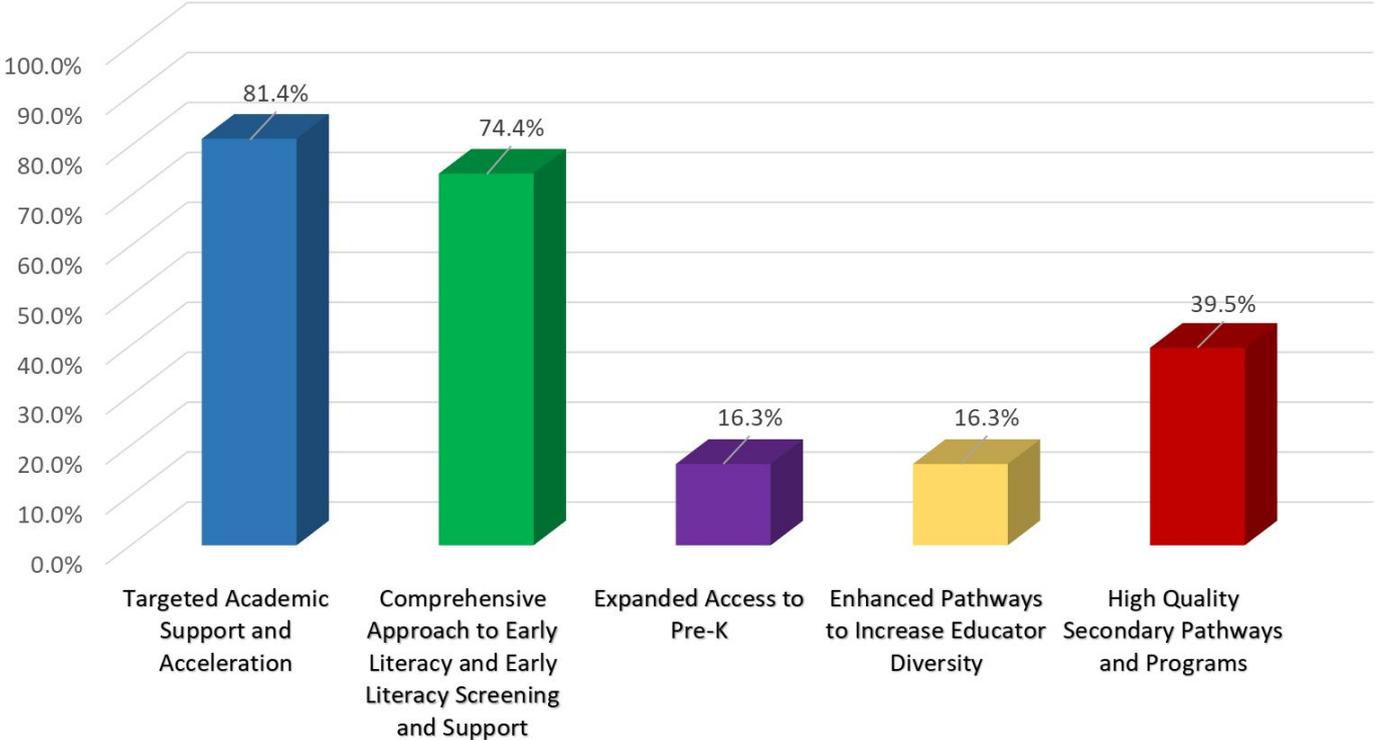
SOA Community/Stakeholder Input and Feedback

All Community Feedback of DESE Prioritized Strategies



Mattapoissett Community/Stakeholder Input and Feedback

Mattapoissett Community Feedback of DESE Prioritized Strategies



Additional Community SOA Focal Areas

Top Three Additional Suggested Areas

- After School/Summer School Enrichment
- Mental Health
- Life Skills for Career and College

Selected SOA Focal Areas for Mattapoisett

DESE EBP FOCUS AREA (2.1) Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning:

- EBP 2.1C Comprehensive Approach to Early Literacy
- EBP 2.1D Early Literacy Screening and Support

Alignment of Data and Focal Areas

Alignment of Data:

- School data, community input, and DESE suggested focal areas are in alignment

Focus Areas:

- Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Comprehensive Approach to Early Literacy and Early Literacy Screening and Support

Into Reading - New Elementary Literacy Curriculum

- Into Reading is a Tier 1 core literacy curriculum
- Tier 1: Core instruction - a universal tier provided to all students every day
- Captures 80% of student learning needs
- 20% may receive additional supports based on data and feedback:
 - Tier 2 Into Reading “Word Study Studio” or more intensive Tier 3
- Purpose: aligned to Science of Reading, DESE approved and improves reading and writing skills

DIBELS - Early Literacy Screener

- DESE approved early literacy screener that also assesses for dyslexia

HILL for Literacy Support

- Continued work with HILL on implementation, including Tier 2 and 3 interventions
- DIBELS assessment



Questions?



Thank you!



IEP Improvement Project Overview

April 2024

DESE IEP Improvement Project

The Department of Elementary and Secondary Education (DESE) last updated the forms for Individualized Education Plans (IEP) in the state of Massachusetts in 2001.

“This new statewide IEP form helps teams to more effectively address the needs of students eligible for special education services. The revised form focuses attention on gathering complete information about your child’s strengths, challenges, and individualized goals to develop a more personalized education plan for your child.”
-DESE

Improvement Focus Areas

DESE focused on the following areas when looking to improve our current document.

- Family and Student Voice
- Form Documents Process
- Least Restrictive Environment
- Integrated Transition Planning
- Accessibility of Language

Timeline

- Updated IEP forms will not be used until the 24-25 School Year*
- IEP's will be updated to the new format at regularly scheduled annual meetings or when a new draft is proposed (i.e. after evaluations)
- All IEPs are anticipated to be converted to the updated form by the end of the 24-25 school year

**There are some school districts that are part of a pilot program in the 23-24 school year*

Getting to Know the Document

A walk through

Current - Page 1

Individualized Education Program			
IEP Dates: from [] to []			
Student Name: []	DOB: []	ID#: []	Grade/Level: []
Parent and/or Student Concerns What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education? []			
+			
Student Strengths and Key Evaluation Results Summary What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments? What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any? []			
□			
Vision Statement: What is the vision for this student? Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments. []			

Student/Parent Concerns & Vision



Massachusetts DESE Individualized Education Program (IEP)

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

--

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)

This year, I want to learn:

By the time I finish (circle one: elementary or middle school), I want to:

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

Additional Team Vision Ideas

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

Student Profile

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Health Impairment | <input type="checkbox"/> Sensory Impairment |
| <input type="checkbox"/> Communication Impairment | <input type="checkbox"/> Intellectual Impairment | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Developmental Delay (ages 3–9) | <input type="checkbox"/> Neurological Impairment | <input type="checkbox"/> Vision |
| <input type="checkbox"/> Emotional Impairment | <input type="checkbox"/> Physical Impairment | <input type="checkbox"/> Deaf-Blind |
| | | <input type="checkbox"/> Specific Learning Disability |

English Learner

Has the student been identified as an English learner?

- Yes No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

Identify any language needs and consider how they relate to the student's IEP:

Assistive Technology

Does the student require assistive technology devices or services?

- Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

Current: Present Levels of Educational Performance

Present Levels of Educational Performance	
A: General Curriculum	
Check all that apply.	General curriculum area(s) affected by this student's disability(ies):
<input type="checkbox"/> English Language Arts	Consider the language, composition, literature (including reading) and media strands.
<input type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify: _____
How does the disability(ies) affect progress in the curriculum area(s)? _____	
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____	
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.	
<input type="checkbox"/> Content: _____	
<input type="checkbox"/> Methodology/Delivery of Instruction: _____	
<input type="checkbox"/> Performance Criteria: _____	

Present Levels of Educational Performance		
B: Other Educational Needs		
Check all that apply.	General Considerations	
<input type="checkbox"/> Adapted physical education	<input type="checkbox"/> Assistive tech devices/services	<input type="checkbox"/> Behavior
<input type="checkbox"/> Braille needs (blind/visually impaired)	<input type="checkbox"/> Communication (all students)	<input type="checkbox"/> Communication (deaf/hard of hearing students)
<input type="checkbox"/> Extra curriculum activities	<input type="checkbox"/> Language needs (LEP students)	<input type="checkbox"/> Nonacademic activities
<input type="checkbox"/> Social/emotional needs	<input type="checkbox"/> Travel training	<input type="checkbox"/> Skill development related to vocational preparation or experience
<input type="checkbox"/> Other _____		
Age-Specific Considerations		
<input type="checkbox"/> For children ages 3 to 5 — participation in appropriate activities		
<input type="checkbox"/> For children ages 14+ (or younger if appropriate) — student's course of study		
<input type="checkbox"/> For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills		
How does the disability(ies) affect progress in the indicated area(s) of other educational needs? _____		
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____		
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.		
<input type="checkbox"/> Content: _____		
<input type="checkbox"/> Methodology/Delivery of Instruction: _____		
<input type="checkbox"/> Performance Criteria: _____		

Getting to know the document

Present Levels of Performance

There are now four sections to this category

Present Levels of Performance (1): Academics

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Present Levels of Performance (2): Behavioral/Social/Emotional

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Bullying	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

Yes No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

Yes No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

Yes No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

Yes No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

Yes No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Bullying Statement

Bullying

Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.

Specify how these needs, if any, will be addressed in the IEP.

Disability Specific Questions

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

Yes No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

Yes No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

Yes No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

Yes No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

Yes No

Present Levels of Performance (3): Communication

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

Yes No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- The student needs an AAC device/system at school.
- The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- The student needs training and/or technical assistance to use the AAC device/system.
- The student's family needs training and/or technical assistance concerning the AAC device/system.
- Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

Yes No

If yes, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Present Levels of Performance (4): Additional Areas (related services - i.e.OT/PT)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

- The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Blind or Visually Impaired (including Cortical Visual Impairment)

- Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Getting to know the document

Postsecondary Transition Planning

Transition planning form is now embedded into the IEP form rather than an additional section.

Current: Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from: _____ to: _____	
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Page 1 of 2

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

Student: _____ **Date form completed:** _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, [service-learning](#) projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in [community-based](#) experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Postsecondary Transition Planning

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Decision Making & 688 Referral

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- The student will make their own educational decisions.
- The student will share decision-making with their parent, caregiver, or other adult.
Individual with whom the student will share decision-making: _____
- The student has delegated decision-making to their parent, caregiver, or other adult.
Individual to whom the student has delegated decision-making: _____
- A court has appointed a legal guardian for the student who will make educational decisions.
Name of court-appointed legal guardian: _____

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Current: Accommodations & Modifications

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

[Redacted]

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

Content: [Redacted]

Methodology/Delivery of Instruction: [Redacted]

Performance Criteria: [Redacted]

Accommodations and Modifications

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

Current: Testing Accommodations

State or District-Wide Assessment			
Identify state or district-wide assessments planned during this IEP period:			
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.			
	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See ● below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See ● below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.			
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
● For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.			
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
			NOTE
			When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.

Testing Accommodations

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

Getting to know the document

Measurable Annual Goals

Current Performance now referenced as
Baseline

Current: Measurable Annual Goals

Current Performance Levels/Measurable Annual Goals	
Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	
Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?	
Benchmark/Objectives: What will the student need to do to complete this goal?	

Measurable Annual Goals

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:				
Baseline (What can the student currently do?):					
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?	
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)					

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

Current: Service Delivery Grid

Service Delivery					
What are the total service delivery needs of this student?					
Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.					
School District Cycle: <input type="checkbox"/> 5 day cycle <input type="checkbox"/> 6 day cycle <input type="checkbox"/> 10 day cycle <input type="checkbox"/> other: _____					
A. Consultation (Indirect Services to School Personnel and Parents)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
B. Special Education and Related Services in General Education Classroom (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
C. Special Education and Related Services in Other Settings (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Participation and Service Delivery

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

Yes No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Service Delivery Grid - Extended School Year

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
 - Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
 - Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

Transportation & Schedule Modification

TRANSPORTATION SERVICES

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
- Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

- Yes No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent(s)) during Extended School Year in the service delivery grid below.

Nonparticipation vs Participation

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

No Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs **only when** the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

Yes No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

Preparing for Implementation

Trainings:

October 16	DESE Sponsored Training of Trainers
October 27	Allan Blume Training
November 7	Professional Development - Vertical Department Overview
January 31	Professional Development - Present Levels of Performance
March 6	Professional Development - Accommodations and Modifications
March 27	Meeting - Special Education Administrative Assistants
May 14	Parent Information Night with Allan Blume
June 5	Professional Development - Paraprofessional staff Overview

*Ongoing sessions during our department meetings and regular special education meetings.

Thank you for your time.
We look forward to
working collaboratively
as a team as we
navigate this new
format together.

Moving Forward

MATTAPOISETT SCHOOL COMMITTEE MEETING

Mattapoisett, Massachusetts

REGULAR MEETING

Tuesday, April 30, 2024

ZOOM LINK:

Join Zoom Meeting

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U21lQT09>

Meeting ID: 968 1584 5547

Passcode: 146869

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, 17 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

FY25 SCHOOL CHOICE PUBLIC HEARING

RECOGNITION PRESENTATION

- I. Approval of Minutes**
 - A. Minutes**
 - 1. Regular Meeting Minutes – March 21, 2024**
 - 2. Executive Session Minutes – March 21, 2024**
 - 3. Budget Subcommittee Minutes
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General**
 - A. School Choice Vote**
 - B. Approval of Student Opportunity Act**
 - C. IEP Improvement Presentation**
 - D. Approval of Donation(s)**
- 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 Planning**
 - 7. Tri-Town Education Foundation Fund**
 - 8. Policy Subcommittee**
 - 9. Budget Subcommittee**
 - 10. Equity Subcommittee**
 - 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: April 25, 2024
RE: Agenda Items

The following items are on the agenda for April 30, 2024:

**FY25 PUBLIC BUDGET HEARING
RECOGNITION PRESENTATION**

I. Approval of Minutes (VOTE NEEDED)

1. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of March 21, 2024. Please refer to “MTSC 04302024 March Minutes”.

1. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of March 21, 2024.

IV. General

A. School Choice Vote (VOTE NEEDED)

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

B. Approval of Student Opportunity Act (VOTE NEEDED)

Recommendation:

That the School Committee review the Student Opportunity Act. Please refer to “MTSC 04302024 Student Opportunity Act”.

C. IEP Improvement Presentation

Recommendation:

That the School Committee hear a presentation of the updates to the IEP. Please refer to “MTSC 04302024 IEP Presentation”.

D. Approval of Donation(s) (VOTE NEEDED)

Recommendation:

That the School Committee review the following donations:

- \$1,443.00 from the Mattapoisett Land Trust, in collaboration with the Mattapoisett Cultural Council and the MASS/Cultural Council for a second grade field trip
- Mattapoisett PTA donations:
 - \$150 for Kindergarten - Buttonwood Park Zoo2You Life Cycles/Habitats program at Center School
 - \$350 for Grade 1 Story Teller - Karen Chase
 - \$1,000 for Grade 3 - Plimoth Pawtuxet Museums field trip
 - \$688 for Grade 3 - Mattapoisett YMCA field trip
 - \$500 for Grade 6 – Cuttyhunk field trip
- \$24.10 from Box Tops for Education

V. New Business

B. Business

1. Financial Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 04302024 FY24 Financial Memo”, “MTSC 04302024 FY24 BCAHS Financial Report”, “MTSC 04302024 FY24 GF Financial Report” and “MTSC 04302024 FY24 GF Financial Report – Department Based”.

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 04302024 Food Service Report”.

3. Facilities Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Please refer to “MTSC 04302024 Facilities Report”.

IX. Future Business

A. Timeline

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

Mattapoisett School Committee

June 13, 2024 at 6:30pm

Hybrid Format

Joint School Committee

June 20, 2024 at 6:30pm

Hybrid Format

B. FUTURE AGENDA ITEMS

- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (June)

XII. Executive Session

Recommendation:

That the School Committee enter into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

If you have questions about any of the recommendations above, please feel free to contact the Superintendent’s Office.

MATTAPOISETT SCHOOL COMMITTEE MEETING
Mattapoisett, Massachusetts
BY: HYBRID FORMAT

MEETING MINUTES
March 21, 2024

Regular meeting of the Mattapoisett School Committee was held on Thursday, March 21, 2024, 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, James Muse, Cristin Cowles, Amanda Hastings and Tiffini Reedy (all in-person).

MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Dr. Linda Ashley, Principal – Center School; Kevin Tavares, Principal – Old Hammondtown School and Melissa Wilcox, Recording Secretary (all in-person).

MEETING TO ORDER:

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

FY25 PUBLIC BUDGET HEARING

Chairperson Lavin called the public budget hearing to order at 6:35pm.

Superintendent Nelson welcomed the school committee members and community members to the hearing. He informed the school committee that as they are aware, this was a more difficult budget season with the increase in the cost of doing business, specifically transportation, facilities and student services. He thanked Town Administrator Michael Lorencio and Finance Committee member Colby Rottler for their collaboration throughout the budget process.

Mr. Barber, Assistant Superintendent of Finance and Operations, welcomed the school committee members and community members as well. He thanked the administration and staff for their support and feedback while developing the proposed FY25 budget. He appreciates the assistance of the school committee, town administrators and finance committee as well. Mr. Barber reviewed the below budget presentation with the FY25 Proposed budget being Mattapoisett Elementary Schools General Operating in the amount of \$8,064,433, and Bristol County Agricultural School District in the amount of \$130,618.

Mr. Barber shared the vision for the schools:

- Is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences.
- Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness.
- Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

He then discussed the core values for the schools:

THINK:

Cultivate a culture of academic rigor and integrity, which encourages critical thinking, creative thinking, collaboration and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

Mr. Barber explained the administration and budget subcommittee worked to create a budget the supports the following priorities:

- Ensuring high expectations of teaching and learning for all students
- Efficiency and cost-effectiveness measures
- Strategic staffing and professional development
- Data-driven decision-making

Mr. Barber reviewed the budget development process, which primarily takes place from October through May each year.

Preparation and Planning:

Superintendent, school administrators and other stakeholders analyze past budgets, assess current financial status and set budgetary goals for the upcoming fiscal year.

Budget Proposal Creation:

Based on the planning stage, a preliminary budget proposal is developed. This proposal outlines anticipated revenues, expenditures and allocations for different programs and departments.

The budget proposal may include funding for personnel salaries, benefits, instructional materials, technology, facilities maintenance, transportation and other operational costs.

School Committee Budget Approval:

After incorporating feedback and making necessary adjustments, the final Superintendent’s Budget proposal is presented to the School Committee and community at a Budget Public Hearing for approval.

The School Committee reviews the budget, conducts discussions and may vote to approve or make additional changes before finalizing the budget.

Final Budget Approval:

Once the budget is approved by the School Committee, the School Committee’s Proposed Budget is presented at the Annual Town Meeting.

The Superintendent or designated representative attends the Annual Town Meeting to offer any additional information in support of the School Committee’s Proposed Budget.

The next part of the presentation, Mr. Barber reviewed the budget information items for Rochester School District, which consists of three items:

- Bristol County Agricultural High School
- Grants and Other Special Revenues
- General Funds

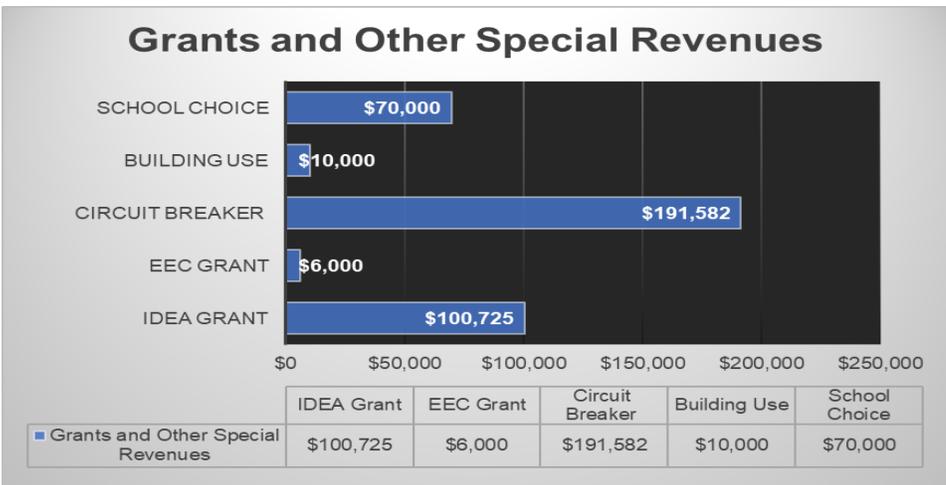
Three (3) Mattapoisett resident students attend Bristol County Agricultural High School.

Expenditure	Amount	Note
Tuition	\$ 67,769 *	* 3 Students Enrolled
Debt Service	\$ 17,939 *	
		** Bus Contract Split
Transportation	\$ 44,910 **	** Between 2 Districts
Total BCAHS	\$ 130,618	

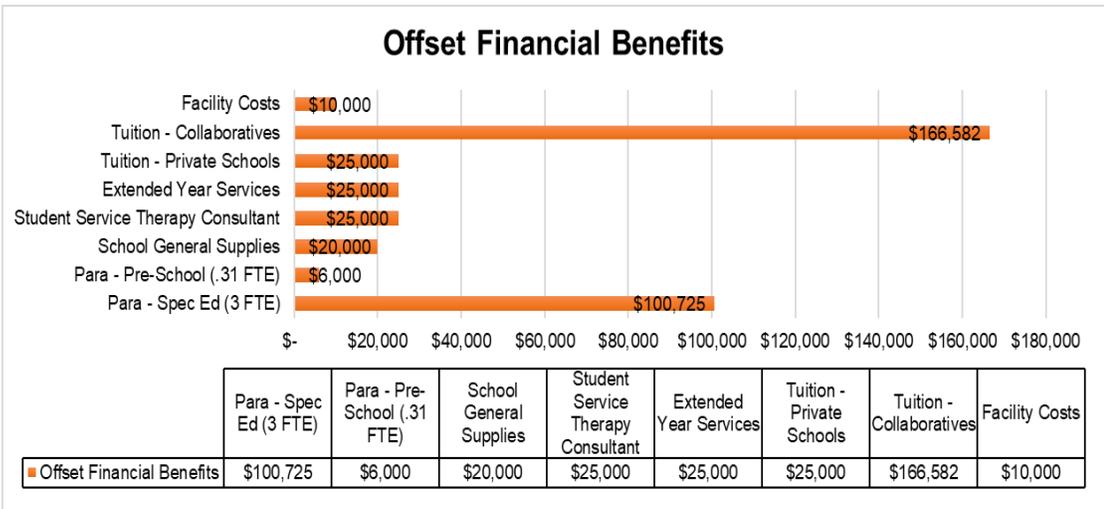
Grants and other special revenues are alternative funding used to supplement and reduce necessary general funds, typically called funding offsets. The information below shows buildings/departments supplemented by alternate funding.

Building/ Department	Funding Offsets
Center School	\$ 116,725
Old Hammondtown	\$ 10,000
Facilities	\$ 10,000
Student Services	\$ 241,582
Total FY25 Budget	\$ 378,307

The sources of these grants and other special revenues is shown in the graph below.



Mr. Barber continued to explain using the graph below where these funds are used.

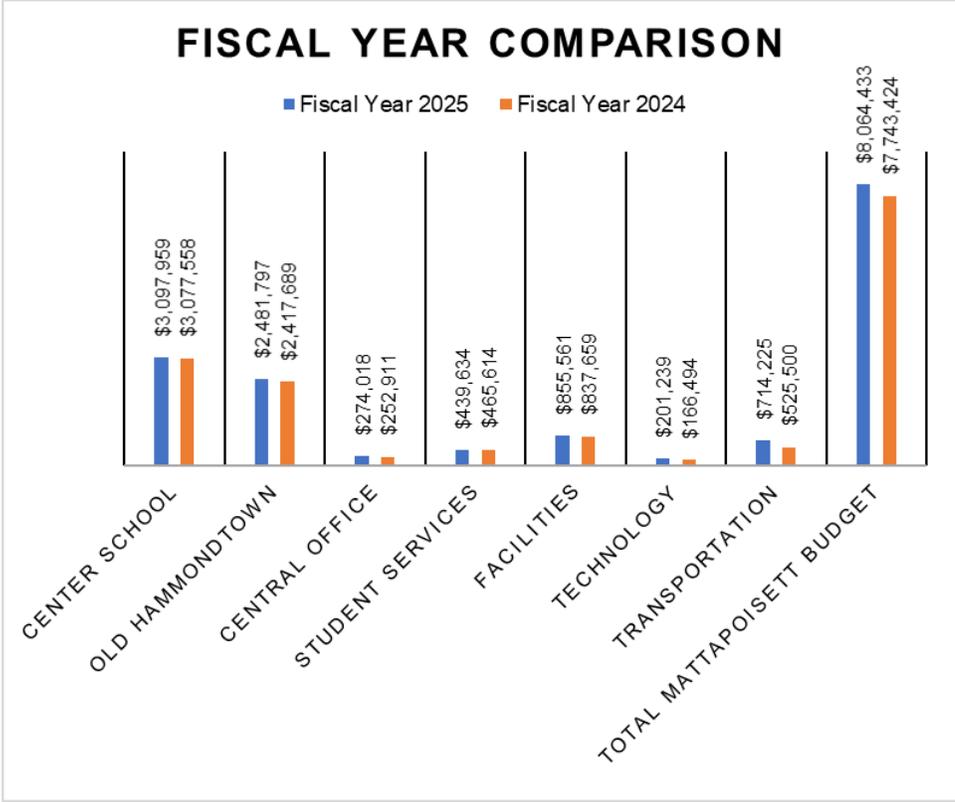


Next, Mr. Barber discussed the general funds for Mattapoisett Public Schools. This the primary source of funding for academics, student services, facilities, technology and transportation for the school. Below shows the amount by building/department for the proposed budget.

Building/ Department	Budget Amounts	
Center School	\$	3,097,959
Old Hammondtown	\$	2,481,797
Central Office	\$	274,018
Facilities	\$	855,561
Student Services	\$	439,634
Technology	\$	201,239
Transportation	\$	714,225
Total FY25 Budget	\$	8,064,433
Total FY24 Budget	\$	7,743,424
	\$	321,009
		104.146%

The next slide of the presentation reviewed a comparison of the approved FY24 budget and the proposed FY25 budget by building/department.

School/ Department	Fiscal Year 2025	Fiscal Year 2024	Department Changes
Center School	\$ 3,097,959	\$ 3,077,558	\$ 20,401
Old Hammondtown	\$ 2,481,797	\$ 2,417,689	\$ 64,108
Central Office	\$ 274,018	\$ 252,911	\$ 21,107
Student Services	\$ 439,634	\$ 465,614	\$ (25,980)
Facilities	\$ 855,561	\$ 837,659	\$ 17,902
Technology	\$ 201,239	\$ 166,494	\$ 34,745
Transportation	\$ 714,225	\$ 525,500	\$ 188,725
Total Mattapoisett Budget	\$ 8,064,433	\$ 7,743,424	\$ 321,009



Next, Mr. Barber showed the changes more in-depth by department.

Department Code	Department	Proposed Fiscal Year 2025 Budget	Approved Fiscal Year 2024 Budget	Budget Variance	Proposed Fiscal Year 2025 FTE	Approved Fiscal Year 2024 FTE	FTE Variance
001	School Committee	\$ 10,700	\$ 10,700	\$ -	-	-	-
004	Superintendents Office	\$ 206,519	\$ 210,410	\$ (3,891)	1.57	1.66	(0.09)
007	School Administration	\$ 459,055	\$ 432,264	\$ 26,791	6.00	6.00	-
010	Classroom Teachers	\$ 1,548,145	\$ 1,548,050	\$ 95	15.00	15.00	-
013	Kindergarten	\$ 296,760	\$ 289,382	\$ 7,378	3.00	3.00	-
016	Art	\$ 102,016	\$ 108,854	\$ (6,838)	1.00	1.00	-
022	Reading	\$ 295,451	\$ 246,104	\$ 49,347	2.80	2.50	0.30
024	Ell Program	\$ 23,083	\$ 21,606	\$ 1,477	0.20	0.20	-
025	English	\$ 110,964	\$ 107,960	\$ 3,004	1.00	1.00	-
037	Mathematics	\$ 141,702	\$ 138,244	\$ 3,458	1.50	1.50	-
040	Media Services	\$ 114,414	\$ 136,336	\$ (21,922)	1.00	2.00	(1.00)
043	Music	\$ 129,865	\$ 154,741	\$ (24,876)	1.80	1.80	-
049	Physical Education	\$ 135,649	\$ 131,321	\$ 4,328	1.30	1.30	-
052	Science	\$ 216,678	\$ 211,620	\$ 5,058	2.00	2.00	-
055	Social Studies	\$ 109,514	\$ 105,516	\$ 3,998	1.00	1.00	-
061	Curriculum Development	\$ 61,000	\$ 36,000	\$ 25,000	-	-	-
076	Health Services	\$ 172,753	\$ 166,078	\$ 6,675	2.00	2.00	-
079	Transportation	\$ 419,000	\$ 298,000	\$ 121,000	-	-	-
085	Miscellaneous	\$ 4,800	\$ 4,800	\$ -	-	-	-
088	Operation And Maintenance	\$ 855,561	\$ 837,659	\$ 17,902	2.17	2.18	(0.01)
093	Computer Program	\$ 201,239	\$ 166,494	\$ 34,745	1.05	1.11	(0.06)
100	Special Needs Administration	\$ 50,790	\$ 52,398	\$ (1,608)	0.35	0.37	(0.02)
102	Project Grow	\$ 171,120	\$ 166,782	\$ 4,338	3.54	3.28	0.26
103	Learning Support Center	\$ 1,020,401	\$ 1,003,120	\$ 17,281	19.00	19.00	-
118	Speech	\$ 226,546	\$ 217,735	\$ 8,811	2.00	2.00	-
121	Support Services	\$ 199,203	\$ 206,151	\$ (6,948)	1.00	1.00	-
127	Psychological Services	\$ 310,335	\$ 301,783	\$ 8,552	3.00	3.00	-
130	Sped Transportation	\$ 283,225	\$ 257,405	\$ 25,820	-	-	-
133	Program With Others Sped	\$ 187,944	\$ 175,911	\$ 12,033	-	-	-
		<u>\$ 8,064,433</u>	<u>\$ 7,743,424</u>	<u>\$ 321,009</u>	<u>73.28</u>	<u>73.90</u>	<u>(0.62)</u>

More information was shared to illustrate the major changes in the FY25 budget, including union contract obligations, tuition placement costs in special education and transportation.

Building/ Department	Fiscal Year 2025	Fiscal Year 2024	Department Changes	Notes
Center School	\$ 3,097,959	\$ 3,077,558	\$ 20,401	Union Contract Compensation, Staff Building Transfer
Old Hammondtown	\$ 2,481,797	\$ 2,417,689	\$ 64,108	Union Contract Compensation, Staff Building Transfer
Central Office	\$ 274,018	\$ 252,911	\$ 21,107	Core Literacy, Budget Offset Expired
Student Services	\$ 439,634	\$ 465,614	\$ (25,980)	Tuition Placement Costs, Circuit Breaker Reduced
Facilities	\$ 855,561	\$ 837,659	\$ 17,902	Contracted Services
Technology	\$ 201,239	\$ 166,494	\$ 34,745	Equipment and Software
Transportation	\$ 714,225	\$ 525,500	\$ 188,725	Reg & Sped Ed Bus Contracts
Total Mattapoisett Budget	\$ 8,064,433	\$ 7,743,424	\$ 321,009	4.146%

Mr. Barber reviewed major cost drivers of the budget. For building based expenses, cost drivers were union based compensation, 1.0 FTE Reduced Paraprofessional and 0.3 FTE Adjusted Teacher – Reading for a net \$75,000 increase. In academics and professional development a \$25,000 increase was reflected as one-time grant funding was eliminated. In student services, changes in programs of need enabled a \$25,000 reduction. A \$30,000 increase in facilities and operations was due to contracted custodial services and new contract agreement rates. In Technology, an increase of \$26,000 was due to equipment contracted updates and a \$13,000 increase was due to software programming costs. In transportation, the new three year bus contract increased the budget by \$121,000 and placement and route changes increased special needs transportation by \$61,000.

Next, Mr. Barber reviewed the below information from the Governor’s Proposed Budget of Chapter 70 aid which has aid at just a slight increase of \$11,490 more than FY24.

Comparison to FY24

	FY24	FY25	Change	Pct Chg
Enrollment	414	383	-31	-7.49%
Foundation budget	5,079,933	4,861,035	-218,898	-4.31%
Required district contribution	4,120,905	4,010,354	-110,551	-2.68%
Chapter 70 aid	1,005,221	1,016,711	11,490	1.14%
Required net school spending (NSS)	5,126,126	5,027,065	-99,061	-1.93%
Target aid share	17.50%	17.50%		
C70 % of foundation	19.79%	20.92%		
Required NSS % of foundation	100.91%	103.42%		

Mr. Barber concluded that the Superintendent’s Proposed FY25 Budget was \$8,064,433 an increase of \$321,009 from FY24.

Fiscal Year 2025 Proposed Budget	\$ 8,064,433
Fiscal Year 2024 Approved Budget	\$ 7,743,425
Net Increase:	\$ 321,009
Net Percentage Increase	4.146%

School Committee Feedback:

Chairperson Lavin thanked Mr. Barber and expressed her gratitude for his work, along with Superintendent Nelson’s as this is a lot of work to review the budget line by line during a difficult budget season. She has happy to see the .3 Reading Specialist as part of the proposed budget, since it was previously funded by other sources.

Mr. Muse agreed that this was an enormous amount of work as behind every bulletin the presentation is many, many lines that go into it.

Ms. Reedy asked to confirm that for three students to attend Bristol County Agricultural High School it costs \$130,000. Mr. Barber confirmed yes, but it is separate from the general funds for Center and Old Hammondtown Schools. Ms. Reedy asked if it is fiscally responsible to send students there. Mr. Barber said it is similar to school choice. The students elect to go there and the amount of students varies year to year. Superintendent Nelson added that Town Officials are aware this is separate from Mattapoisett Public Schools operating costs.

Chairperson Lavin mentioned that as the school committee may have noticed, over 50% of the increase this year in the budget is due to the new transportation contract.

Ms. Cowles said she is glad Amaral is the vendor that came out on top as they currently provide great service in Mattapoisett.

Superintendent Nelson added that the Town representatives recalled the current literacy initiatives in the schools and supported the .3 Reading Specialist being added to the proposed FY25 budget.

There were no comments from the community members present in-person or via Zoom.

Chairperson Lavin closed the Public Budget Hearing at 7:13pm.

I. Approval of Minutes:

1. A. 1. Approval of Minutes – Regular Session

Recommendation:

That the School Committee review and approve the minutes of January 31, 2024.

MOTION: by James Muse to approve the Regular Meeting minutes of January 31, 2024 as presented

SECONDED: Cristin Cowles

MOTION PASSED: 5:0

1. A. 3. Approval of Minutes – Budget Subcommittee

Recommendation:

That the School Committee review and approve the minutes of February 12, 2024.

MOTION: by James Muse to approve the Budget Subcommittee Meeting minutes of February 12, 2024 as presented

SECONDED: Carly Lavin

MOTION PASSED: 2:0

IV. General

A. Approval of FY25 Budget

Recommendation:

That the School Committee approve the FY25 Budget.

Mr. Barber reviewed the proposed motions in the school committee back-up information. Ms. Reedy further discussed if it is fiscally responsible if more students want to attend Bristol County Agricultural High School. Ms. Lavin explained that decision is not in the control of the school committee.

MOTION: by James Muse to approve the Superintendent's Proposed Fiscal Year June 30, 2025 Budget in the total amount of \$8,195,051 for the Mattapoisett Public Schools. The total amount of \$8,195,051 recognizes the two (2) segments of its funding:

1. Mattapoisett Elementary Schools General Operating in the amount of \$8,064,433, and 2. Bristol County Agricultural School District in the amount of \$130,618.

SECONDED: Carly Lavin

MOTION PASSED: 5:0

MOTION: by James Muse to approve the transfer of \$70,000 for the Mattapoisett Public Schools from the School Choice Revolving Fund account to expenditures to be incurred in addition to the Superintendent's Proposed Fiscal Year June 30, 2025 Budget.

SECONDED: Carly Lavin

MOTION PASSED: 5:0

B. Approval of Transportation Contract

Recommendation:

That the School Committee review the transportation contract for FY 2025-2027.

Superintendent Nelson explained this is the last stop in the four districts to review this new transportation agreement. Each Town is responsible for their transportation grades K-12 and the memorandum of agreement presented is to properly allocate funds between Mattapoisett and Old Rochester Regional based on ridership.

MOTION: by James Muse to approve the transportation contract as presented

SECONDED: Cristin Cowles

MOTION PASSED: 5:0

C. Approval of Grant

Recommendation:

That the School Committee review the FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000.

Superintendent Nelson explained that this grant will support the four to five individuals leading this work in the form of stipends and/or support supplies needed. Each of the districts received and approved year one funds of \$10,000 each last year. There was no additional application process for year two. The teams were developed in the first year and determined the need for a specific social emotional curriculum. Fly Five was recommended. The materials are being unpacked by these teams in each district and discussion around when to pilot is on-going as the districts are all focusing on literacy at this time. This social emotional work also ties to the strategic plan and the school improvement plans as the districts work to support the whole child. MOTION: by James Muse to approve FY2024 Safe and Supportive Schools Continuation Fund Code 337 in the amount of \$10,000 as presented
SECONDED: Amanda Hastings
MOTION PASSED: 5:0

D. Approval of READS Collaborative Agreement Amendment

Recommendation:

That the School Committee review the READS Collaborative Agreement Amendment.

Superintendent Nelson informed the school committee that this updated agreement reflects new districts Whitman-Hanson and Brockton becoming part of the collaborative as supported by the school committee earlier this year.

MOTION: by James Muse to approve the READS Collaborative Agreement Amendment as presented

SECONDED: Carly Lavin

MOTION PASSED: 5:0

E. Approval of Donation(s)

Recommendation:

That the School Committee review a donation of the Books 1-10 of Diary of a Wimpy Kid Series, signed by the author, from student Collin Nashold and his mother, Kimberly Nashold.

Superintendent Nelson invited Collin to the table to share his story with the school committee. Collin informed the school committee that he was at The Unlikely Story bookstore and he participated and won a trivia show about the Diary of a Wimpy Kid book series. He won \$150 to spend at the store and decided to purchase the autographed books to donate to the Library at OHS. Mr. Tavares said he is very proud of Collin for winning and for his decision to donate to the school. The books will be in circulation for students to read per Collin's request.

MOTION: by James Muse to accept the Diary of Wimpy Kid books as presented

SECONDED: Carly Lavin

MOTION PASSED: 5:0

V. New Business

B. Business

1. Financial Report

Recommendation:

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

Mr. Barber reported that the Mattapoisett School District currently has \$297,287 available of the general funds appropriated in the 2024 Fiscal Year.

\$ 7,743,424 - General Funds Approved

\$ 7,446,137 – Obligations Paid Year to Date

\$ 297,287 - Remaining Available Funds

2. Food Services Report

Recommendation:

That the School Committee hear a report from Mr. Barber. Mr. Barber added the importance of families completing the free and reduced lunch application as needed throughout the school year.

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

Center School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Had a successful week serving the students in the Math Acceleration Program.

- Currently working on procuring food and supplies for next year.
- Meal participation continues to be strong.

Old Hammondtown School

- Friendly reminder any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Had a successful week serving the students in the Math Acceleration Program.
- Currently working on procuring food and supplies for next year.
- Had repairs to the Walk-In Refrigerator.
- Meal participation continues to be strong.

3. Facilities Report

Recommendation:

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

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

Center Elementary School

- Completed fire alarm system inspection and testing.
- Completed fire sprinkler inspection.
- Repaired faulty electric lighting transformer
- Conducted inspection of ANSUL kitchen fire suppression system.
- Completed routine repair/maintenance on all facility equipment and systems.

Old Hammondtown Elementary School

- Completed fire alarm system inspection and testing.
- Replaced front awning lighting ballasts.
- Completed fire sprinkler inspection.
- Repaired basement kitchen drainpipe.
- Conducted inspection of ANSUL kitchen fire suppression system.
- Completed routine repair/maintenance on all facility systems.

Chairperson Lavin asked if Center School was all set after the recent fire alarm. Superintendent Nelson shared the Mattapoissett Fire Department responded with their best response time ever when it mattered most. The administration responded as well and immediately went to the school to support the students and staff. He explained the electrical inspector was also present to investigate what happened. He is grateful for the first responders, staff and students for their exceptional response in this situation.

VI. CHAIRPERSON'S REPORT:

Chairperson Lavin stated the following:

I'd like to use a few minutes to extend my gratitude and appreciation to the administration for their countless hours of work to prepare the budget that was shared this evening. There is no doubt that the financial landscape is challenging, but I am grateful for their thought leadership and their dedication to the constituents of Mattapoissett. One does not need to look very hard to see that financial pressures are rampant in schools across the state, with many facing double digit increases and or devastating cuts. If it wasn't for the efforts of this central office team to creatively put our contract out to a 2nd bid, the transportation costs would have been significantly higher than presented. Thank you.

As I was thinking about what message I would share tonight, it didn't take long for me to focus upon all of the wonderful things that are happening and have happened in our schools over the past few weeks. We had a wonderful community event with the 6th grade vs staff basketball game. And earlier this week we had a wonderful Art Show, which displayed art work from every student from Project Grow through 6th grade. It was wonderful to see all of the talent on full display. My personal favorite was the Terra-pin exhibit, which highlighted the cross departmental projects displaying science, art, and writing. Neither of these fabulous events would have been possible with dedicated staff and an amazing PTA. Thank you to all who helped create such wonderful memories for our children and the families of Mattapoissett.

CENTRAL OFFICE ADMINSTRATOR'S REPORT:

Superintendent Nelson agreed with Chairperson Lavin's comments about the recent great events held in the schools, and spring time always brings many more traditions in the buildings as well.

Dr. Fedorowicz discussed the following:

We had our Family Literacy night, which was held on Feb 7th at the ORR cafeteria to showcase the new K-6 IntoReading curriculum through an overview presentation followed by teacher-led small group presentations per grade level where families were able to look at the books, materials, resources and digital components. A special thank you to the PTO for the giveaway baskets and to our teachers that participated to share the new literacy curriculum. We had our last learning walk February 28th. Our next and last learning walk is in April. However, when visiting classrooms, the confidence and routine developed throughout the year regarding IntoReading is amazing and noticeable. Teachers and students have come a long way and should be proud. Thank you to our teachers for all of their hard work. We are looking forward to visiting classrooms. Our second to last PD day was Wednesday, March 6. Our teachers focused on Data Analysis, Small Group Planning and Progress Monitoring with the new literacy curriculum implementation. Our last PD day will be in June. Unbelievable! During our last New Teacher mentoring time, Kris Lincoln provided a thorough overview of the Student Services office which included an eloquent presentation and activities related to accommodations and modifications to help new teachers better understand the learning services provided for our students. Thank you Kris. At the end of February and again this week, we had another Project 351 workshop on the ORR Campus where the upper elementary students met and collaborated on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. The upper elementary students from all three districts met before lunch as a team on the same workshop. This was organized by Ms. Millette, which then concluded in a collaborative lunch. We had and continue to have a few community outreach opportunities to obtain input and feedback on the 3-year Student Opportunity Act (or SOA) plans from our stakeholders. The SOA plan serves to describe how we will utilize evidence-based approaches and strategies to address closing learning gaps for these student groups. A survey for community input is on the website, went out as an email and last Sunday's SMORES. It is open until Tuesday, March 26th. We hope you are able to spend some time filling out this important feedback survey. Last- what a phenomenal performance by our elementary and secondary students at the FORM chorus and instrumental concerts the past two weeks. The teachers and students are so talented and it was a pleasure to be able to hear them perform. Congratulations to them and a special thank you to FORM. That concludes information from the Office of Teaching and Learning.

Superintendent Nelson added that on Monday, in collaboration with Emily Field, the Public Health Nurse in Mattapoissett, along with Rochester and Marion, the districts will be welcoming Katie Greer to speak to students during the day and an evening presentation for parents about internet safety. The nurses had contacted him recently regarding funding to support public health in the schools and community and this will be covered by these funds.

PRINCIPAL'S REPORTS

Mr. Tavares submitted the following report (but was absent from this meeting):

We have made it to the middle of March but there are still lots of things to do at OHS. Teacher professional development regarding the implementation of our new District Reading Series continues. HILL for Literacy has provided ongoing PD throughout the year. MCAS is just around the corner with ELA testing in April, and Math and Grade 5 STE taking place in May. Here are a few of the things that have happened since the last time we met. Mattapoissett Tree Committee Poster Contest Winners, 1st Prize Cabot Van Keuren 2nd Prize Hadlee Weeden

The OHS Chorus under the direction of Dr. Leahy performed at this year's FORM Concert. They sounded amazing and we are very proud of their performance. The OHS Concert band under the direction of Mr. Alger performed at this year's FORM Concert. The band performed two sounds for the packed house and we are proud of their hard work and effort. Dominic Philie plays the timpani.

Breaking News! Mr. T's record remains unbeaten in his final Staff vs. Student Basketball Game.

The students defended their title in front of a packed house on Friday night. It was a close score at the half but the students broke out in the second to defeat the staff 72-49. The ORYF Cheerleaders were on hand at performed for the packed house. IT was our first ever half time show. The OHS pep band was also on hand and filled the air with cheering sounds.

A huge thank you goes out to Mr. C. for all of his hard work, planning, and keeping this tradition alive. This event would not take place without his commitment to making it happen. Thanks goes out to Mrs. Hughes for keeping the clock running, the Mattapoisett Police Dept., and all of the staff who risk their knees and elbows for this great event.

FUTURE DATES:

4/13-4/21 April Vacation
4/24 Spring Pictures – Class and Individual
5/21 6th Grade trip to Cuttyhunk (Rain date, May 23 rd)
5/29 Spring Concert
5/31 OHS Field Day (Rain date 6/3)
6/11 Last Day of School – Early Release

Dr. Ashley reported the following:

Literacy in Action:

Project Grow: Our youngest learners are learning and exploring famous artists and many artistic styles. Students are creating their own artwork in these styles. Look for their inspiring artwork during our upcoming Art Show! In their current reading module, kindergarteners are reading stories and poems about what makes America special. They apply the letters and sounds they have learned to read and spell words. First graders are reading traditional tales and contemporary stories that teach lessons. Students are reading about and discussing characters who overcome challenges and try new things. Second-grade students are reading and listening to stories about important people and how people’s lives are shaped and molded by their experiences. They are learning that every person has an important story! Third graders a reading texts closely and thinking deeply about the information they are reading. They are working on adding details and textual evidence to their open-response writing.

Center School Events:

- Second-grade students went on a field trip to see the Young People’s Concert performed by the New Bedford Symphony Orchestra. Students returned to school enthusiastic and proud of how their musical compositions were incorporated into the Symphony’s performance.
- Mattapoisett Firefighters joined our All School Morning Meeting in the gym on Thursday, March 14th. Firefighters talked with students about important fire prevention and safety rules.
- March Book Madness is underway at Center School.

Center School students are reading and voting on their favorite picture books written by various authors. The books are centered around spring and garden themes in urban, suburban, and rural settings. Mrs. Mirabito is reading the books to her library classes and students vote on their favorites in each bracket. Winning books move to the next round. We will then read and celebrate winning semi-finalists and finalists during Morning Meetings in the gym. One of our School Improvement Plan goals is to celebrate books by authors and characters from different backgrounds. During School Council meetings, we brainstormed possible ideas for achieving this goal. We selected books with these characteristics from a variety of authors.

Important Dates:

April 9 and 10 - Grade 3 ELA MCAS

April 15 - Patriots' Day - No School

April 15 - 19 - April Vacation Week

May 8 - Grade 1 Concert @ 9:30 am - Parents/Guardians invited

May 9 -Center/OHS PTA Meeting

May 14 and 15 - Grade 3 Math MCAS

May 22 - Grade 2 Concert @ 9:30 am - Parents/Guardians invited

May 27 - Memorial Day - No School

June 5 - Early Release Day

June 6 - Grade 3 End-of-year concert and celebration @ 6:00 pm

June 11 - Tentative last day of school

VIII. School Committee

A. Committee Reports

1. ORR District School Committee - James Muse shared that this evening opening night for Little Shop of Horrors.
2. SMEC – Tiffini Reedy reported they meet again on April 30th.
3. READS – Superintendent Nelson reported they met virtually on March 14th and the majority of the business was an update on the collaborative amendment and updates to programming.
4. Early Childhood Council – Cristin Cowles reported they meet next week.
5. MASC – James Muse thanked Superintendent Nelson for sharing the reminders of webinars with all members and the Day on the Hill is coming up in May.
6. Mattapoissett Capital Planning – Chairperson Lavin reported they have warped up their work for this school year. She said Mr. Dahill is an excellent Chair and they presented their plan to the Select Board.
7. Tri-Town Education Foundation Fund– No report.
8. Policy Subcommittee – Cristin Cowles reported met on February 1st and approved updates to the CORI policies and added reference information to a policy based on a community member’s request.
9. Budget Subcommittee – no report.
10. Equity Subcommittee – Amanda Hastings reported they meet next week.

IX. Future Business

A. Timeline

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

Mattapoissett School Committee

May 2, 2024 at 6:30pm

Joint School Committee

March 28, 2024 at 6:30pm (to be rescheduled)

B. FUTURE AGENDA ITEMS

- School Choice Public Hearing (April)
- Administrator Contracts (May)
- School Committee Reorganization (June)
- Approval of Leases (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 30 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 the 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 chairperson will alternate between in-person and zoom participants.

Charles Motta of Mattapoissett shared his work as a school committee member and the clock tower at the time. He also wanted to share with the community that his grand-daughter is a Project 351 ambassador and they are currently collecting for a clothing drive. She has set up a box in the lobby of each elementary school if community members would like to donate.

XI. Information Items

Recommendation:

That the School Committee review the READS Collaborative Quarterly Report Overview.

XII. Executive Session

Recommendation:

That the School Committee enter into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION: by James Muse to enter executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public

body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements and return to the regular meeting only for adjournment.

SECONDED: Carly Lavin

MOTION PASSED: 5:0

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

MOTION: by James Muse to exit executive session of the Mattapoisett School Committee at 8:21pm only to adjourn.

SECONDED: Cristin Cowles

MOTION PASSED: 5:0

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

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Mattapoisett School Committee at 8:22pm.

MOTION: by James Muse to adjourn at 8:22pm

SECONDED: Cristin Cowles

MOTION PASSED: 5:0

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Section 1: Summarize your district's plan

Mattapoisett (0173) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

The Mattapoisett Public Schools are committed to accelerating learning improvements and minimizing gaps for our High Needs students which include Low Income, Students with Disabilities, and English Language Learners. Our three-year Student Opportunity Act plan addresses the disparities and gaps of our lowest performing students as determined by a thorough analysis of data and by following Evidenced-Based Programs (EBP) as suggested from DESE, educators, caregivers and community stakeholders. We are addressing the following EBP:

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1C Comprehensive Approach to Early Literacy

EBP 2.1D Early Literacy Screening and Support+

With the implementation of the new core literacy curriculum and early literacy universal screening assessment tool, our analysis highlighted the importance of using an High-Quality Instructional Materials (HQIM) resources to narrow achievement and growth gaps of our lowest performing students in literacy. We will continue our district-wide implementation of the new core literacy curriculum and assessment tool to ensure all students receive equitable access to education that is high-quality with progress monitoring through data analysis for all students, with a particular focus on our high needs students.

Mattapoisett Public Schools will look to invest approximately \$35,000 over the next three years to implement and progress monitor all students with a high priority on our lowest performing students including our high needs through professional development, supplemental materials and resources in tier 2 and 3 supports.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Mattapoissett (0173) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

The Mattapoissett Public Schools is a K-6 district along the South Coast of Massachusetts made up of two schools, Center School – Pre-K to Grade 3 and Old Hammondtown School – Grade 4 to Grade 6, and serves approximately 400 students total. Our student population is 1% African American, 1% Asian, 6.3% Hispanic, 87% White and 4.8% Multi-Race Non-Hispanic. In addition, 0.5% are English Language Learners, 17.8% are Students with Disabilities, and 21.8% Low Income.

In examining MCAS Achievement over the past three years, we are underperforming in the demographics of High Needs students (Low Income, Students with Disabilities, and English Language Learners).

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Our MCAS achievement and growth data has shown that High Needs students are improving slightly from 2022-2023 but still not making adequate gains particularly in the area of literacy in grades 3-6. Due to the pandemic, the historical data is disjointed and therefore we are analyzing the most current data based on the population of students that went through the pandemic and the aftermath. More specifically, when we conduct a deeper analysis, we see disparities in academic performance as early as third grade and up through sixth grade especially in English Language Arts (ELA).

The best way to address the disparities across the High Needs group was to purchase a new core literacy program that best meets the diverse needs of our population. Last year we started working with the HILL for Literacy to conduct a Needs Assessment and found that we needed a new High Quality Instructional Material (HQIM) core literacy program. The data from previous years reflects the fact that we were using a curriculum that was not approved on the DESE Curate list that did not meet all the diverse needs of our students.

This year, 2024, is the first year we are implementing a new core literacy program and a universal early literacy universal screener assessment. Although our new literacy program is a tier 1 and should capture 80% of all our student learning needs, it does also have tier 2 components. Our High Needs students are in need of a HQIM with additional supports to reach their diverse literacy learning needs. We continue to consult with the HILL for Literacy this year for monthly Implementation meetings for the new HMH Into Reading Core Literacy program along with monthly data analysis meetings using the new DESE approved early literacy screener, DIBELS 8. We will need to use the data going forward in classrooms to be able to provide targeted supports using instructional focus areas as a result of the DIBELS 8 analysis, or provide areas for interventions. Teachers will need professional development training in the areas of data analysis and instructional delivery in targeted focus areas to reach the specific literacy needs of our High Needs students and improve performance. The IntoReading modules also embed SEL theme woven into the Reading comprehension strand.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities, Low-income

Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander



Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

* Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Mattapoisett Public Schools have utilized several strategies to engage families and caregivers in a meaningful way. As part of our new district-wide strategic plan, Vision2028, we have as part of one of our initiatives to "Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing." We started our first Literacy Night this year as a means of communication regarding our new literacy curriculum. We have either monthly or quarterly meetings between district and school-wide leadership in the form of School Councils, Title I Family/Caregiver night, PTO, SEPAC, and former Strategic Plan community forums during the development of the Vision2028, in addition to teachers providing home support work to families and caregivers to ensure all students have the reinforcement tools needed for success for our students. The aforementioned means of communication will continue moving forward with our Low Income, Students with Disabilities, and English Language Learner populations. In addition, with the new DIBELS8 screener for early elementary, we will conduct outreach to parents for students that are falling significantly below benchmark.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

We plan to utilize the following strategies to measure family and caregiver engagement in our district:

- Annual district-wide PD family feedback survey

- Enhance communication through our weekly "SMORE" newsletters and ORRConnect app to ensure consistent and regular engagement with parents and caregivers (as part of our new district-wide strategic plan initiative)
- Monthly Special Education Parent Advisory Council (SEPAC) meetings
- Monthly School Council meetings
- Regular PTO communication
- Title I Family/Caregiver nights

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

We engaged in stakeholder group development and feedback of our three-year SOA plan in several ways which include:

- Data used from educator focus groups using DIBELS 8 literacy screener results and focus areas
- Three separate SOA Community forums
- Administrative Team Leadership Meetings
- School Committee
- Parent/Caregiver/Community SOA outreach survey

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

05/02/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The selected Focus Area is in alignment with the DESE Commissioner's suggested EBP, the school's data analysis findings, and stakeholder feedback. This year, we adopted the new core literacy curriculum from the approved DESE Curate list called IntoReading by HMM and the DIBELS 8th Ed. Early Literacy Universal Screener. The literacy curriculum uses structured literacy in alignment to the Mass Literacy Initiative to ensure educators as well as student are utilizing Evidence-Based Early Literacy practices and resources. IntoReading is being implemented consistently in grades K-6 for all students. The tier 1 component of IntoReading should address 80% of all students' needs. The IntoReading also provides tier 2 access through their Word Study Studio to supplement the core program. Using IntoReading provides a comprehensive approach to early literacy, specifically allowing the district to identify our lowest performing students.

Our district has been consulting with the DESE approved provider HILL for Literacy for the initial literacy needs assessment, selection of a high quality instructional material core program, and ongoing professional development in the implementation of tier 1, 2, and 3 components to literacy learning along with the implementation and data analysis. By implementing a new comprehensive literacy assessment and a new core literacy program in conjunction with

the leveled tiers of support with the assistance and professional development from the HILL for Literacy, we will be able to reach all students and have the opportunity to especially focus targeted support for our high needs students which include low income, students with disabilities and English-Language learners using data-informed decisions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Center Elementary School which is a PreK-3 school and Old Hammondtown School which is a grade 4-6 school both located in Mattapoisett and part of Mattapoisett Public Schools.

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

The anticipated amount of funding to be allocated estimates the continued support of DIBELS 8th Ed. in the form of professional development, data analysis, and progress monitoring scheduling needed by teachers and students. Professional development includes analyzing data to determine the disparities in learning gaps of our high needs, low income, students with disabilities and English-Language learners. It also includes implementation training for tiers 1, 2 and 3 to be able to reach our lowest performing students based on the DIBELS 8th Ed. data analysis. We will continue to partner with the HILL for Literacy to provide the aforementioned professional development with targeted focus on our high needs students and lowest performing students.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech.	<input type="button" value="Clear"/>
<input type="text" value="Search..."/>	
Select All / Deselect All	
<input type="checkbox"/> Administration	
<input type="checkbox"/> Instruction Leadership	
<input type="checkbox"/> Classroom & Specialist Teachers	
<input type="checkbox"/> Other Teaching Services	
<input checked="" type="checkbox"/> Professional Development	
<input checked="" type="checkbox"/> Instructional Materials, Equip., and Tech.	
<input type="checkbox"/> Guidance and Psychological	
<input type="checkbox"/> Pupil Services	
<input type="checkbox"/> Operations and Maintenance	
<input type="checkbox"/> Employee Benefits/Fixed Charges	
<input type="checkbox"/> SPED Tuition	

Other

*** What metrics will your district use to monitor progress in this EBP?**

Metrics utilized to monitor the progress of this EBP includes observation and feedback on the following:

- Learning Walk visits
- Improvement in scores: Data analysis of:
 - MCAS
 - DIBELS 8th Ed.
 - Benchmark scores for progress
- Common Planning Time Collaboration

EBP 2.1D Early Literacy Screening and Support+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The selected Focus Area is in alignment with the DESE Commissioner's suggested EBP regarding Early Literacy Screening and Support, the school's data analysis findings, and stakeholder feedback. This year, we adopted the DIBELS 8th Ed. Early Literacy Universal Screener. DIBELS 8th Ed. is being used as measures for universal screening, benchmark assessment, and progress monitoring in Kindergarten to 6th grade. IntoReading and DIBELS 8th Ed. are being implemented consistently in grades K-6 for all students. The tier 1 component of IntoReading should address 80% of all students' needs in which we will be using DIBELS 8th Ed. as beginning, middle and end of year to assess. For students that need more supports based on the DIBELS scores, we will conduct progress monitoring and analyze scores to determine how are students are performing, particularly our lowest performing student and students in the high needs category. Using DIBELS 8th Ed. in conjunction with IntoReading provides a comprehensive approach to early literacy, specifically allowing the district to identify our lowest performing students.

Our district has been consulting with the DESE approved provider HILL for Literacy for the initial literacy needs assessment, selection of a high quality instructional material core program, and ongoing professional development in the implementation of tier 1, 2, and 3 components to literacy learning along with the implementation and data analysis of DIBELS 8th Ed. By implementing a new comprehensive literacy assessment and a new core literacy program in conjunction with the leveled tiers of support with the assistance and professional development from the HILL for Literacy, we will be able to reach all students and have the opportunity to especially focus targeted support for our high needs students which include low income, students with disabilities and English-Language learners using data-informed decisions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Center Elementary School which is a PreK-3 school and Old Hammondtown School which is a grade 4-6 school both located in Mattapoisett and part of Mattapoisett Public Schools.

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

The anticipated amount of funding to be allocated estimates the continued support of DIBELS 8th Ed. in the form of professional development, data analysis, and progress monitoring scheduling needed by teachers and students. Professional development includes analyzing data to determine the disparities in learning gaps of our high needs, low income, students with disabilities and English-Language learners. It also includes implementation training for tiers 1, 2 and 3 to be able to reach our lowest performing students based on the DIBELS 8th Ed. data analysis. We will continue to partner with the HILL for Literacy to provide the aforementioned professional development with targeted focus on our high needs students and lowest performing students.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech.

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Metrics utilized to monitor the progress of this EBP includes observation and feedback on the following:

- Learning Walk visits
- Improvement in scores: Data analysis of:
 - MCAS
 - DIBELS 8th Ed.
 - Benchmark scores for progress
- Common Planning Time Collaboration

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- EBP 2.2A Effective Use of WIDA Framework
- EBP 2.2B High Leverage Practices for Students with Disabilities
- EBP 2.2C Collaborative Teaching Models
- EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- EBP 2.3A Authentic Postsecondary Planning
- EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4A Expanded Access to Pre-Kindergarten+
- EBP 2.4B Extended Learning Time
- EBP 2.4C Effective Programming for Multilingual Learners
- EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity+

EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices

EBP 3.3C Collaborative Labor-Management Partnerships



Massachusetts DESE Individualized Education Program (IEP)

Student Name: _____ Student ID: _____
 IEP Dates: From _____ To _____

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, “parent” shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

STUDENT AND TEAM VISION

<i>Student’s Vision (ages 3–13)</i>	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
<i>Student’s Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</i>	
While I am in high school, I want to:	
After I finish high school, my education or training plans are:	
After I finish high school, my employment plans are:	
After I finish high school, my independent living plans are:	
<i>Additional Team Vision Ideas</i>	
In response to the student’s vision, this year:	
In response to the student’s vision, in 5 years:	

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.		
<input type="checkbox"/> Autism <input type="checkbox"/> Communication Impairment <input type="checkbox"/> Developmental Delay (ages 3–9) <input type="checkbox"/> Emotional Impairment	<input type="checkbox"/> Health Impairment <input type="checkbox"/> Intellectual Impairment <input type="checkbox"/> Neurological Impairment <input type="checkbox"/> Physical Impairment	<input type="checkbox"/> Sensory Impairment <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Specific Learning Disability

English Learner

Has the student been identified as an English learner?

Yes No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

Identify any language needs and consider how they relate to the student's IEP:

Assistive Technology

Does the student require assistive technology devices or services?

Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities

Bullying	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

- Yes No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

- Yes No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

- Yes No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

- Yes No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

- Yes No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

- Yes No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- The student needs an AAC device/system at school.
- The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- The student needs training and/or technical assistance to use the AAC device/system.
- The student's family needs training and/or technical assistance concerning the AAC device/system.
- Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

- Yes No

If yes, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
--	--

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

- The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Blind or Visually Impaired (including Cortical Visual Impairment)

- Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student’s disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information	
--	--	--

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student’s planned course of study?

What is the student’s current status regarding meeting those requirements?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

Yes No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- The student will make their own educational decisions.
- The student will share decision-making with their parent, caregiver, or other adult.
Individual with whom the student will share decision-making: _____
- The student has delegated decision-making to their parent, caregiver, or other adult.
Individual to whom the student has delegated decision-making: _____
- A court has appointed a legal guardian for the student who will make educational decisions.
Name of court-appointed legal guardian: _____

Date of determination:

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

- The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student’s needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student’s other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP’s timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student’s progress toward meeting the annual goal(s):

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

Yes No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

--

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

TRANSPORTATION SERVICES

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
 - Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

- Yes No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires Extended School Year Services, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the service delivery grid below.

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs during extended school year to receive a free appropriate public education.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
 - Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

School Assurance: I certify that the goals in this IEP are those recommended by the Team and that the indicated special education services will be provided.

Name and role of LEA representative:

Signature:

Date:

Response from parent(s) or student who has reached the age of majority with decision-making rights:

It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

I accept this IEP as developed.

I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

I reject this IEP as developed.

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date:

** Student signature is required once a student reaches 18 unless there is a court-appointed guardian.

Meeting Request

I request a meeting to discuss the rejected IEP or rejected portion(s).



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester
135 Marion Road
Mattapoisett, MA 02739

www.oldrochester.org

Phone: 508-758-2772
Fax: 508-758-2802

Michael S. Nelson, M.Ed.
Superintendent of Schools

Sharlene Fedorowicz, Ph.D.
Assistant Superintendent of Teaching & Learning

Howard Barber, CPA, SFO, MCPPO
Assistant Superintendent of Finance & Operations

Kristine Lincoln, M.Ed.
Interim Director of Student Services

Memo

To: Mattapoisett School Committee Members
From: Michael S. Nelson, Superintendent of Schools
Date: April 30, 2024
Re: Motion – Donation

Motion:

To approve \$1,443.00 from the Mattapoisett Land Trust, in collaboration with the Mattapoisett Cultural Council and the MASS/Cultural Council for a second grade field trip as presented.

To approve the following Mattapoisett PTA donations:

\$150 for Kindergarten - Buttonwood Park Zoo2You Life Cycles/Habitats program at Center School

\$350 for Grade 1 Story Teller - Karen Chase

\$1,000 for Grade 3 - Plimoth Pawtuxet Museums field trip

\$688 for Grade 3 - Mattapoisett YMCA field trip

\$500 for Grade 6 – Cuttyhunk field trip

To approve a donation of \$24.10 from Box Tops for Education as presented.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.



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: April 30, 2024

Re: Financial Report – Fiscal Year 2024

Financial Report:

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

- Budget Report – Detail Based for April 22, 2024
- Budget Report - Department Based for April 22, 2024

For the purpose of our Financial Forecasting:

The Mattapoisett School District currently has \$268,988 available of the general funds appropriated in the 2024 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 \$7,743,424 appropriated to the Mattapoisett School District.

- **\$ 7,743,424 - General Funds Approved**
- **\$ 7,474,436 – Obligations Paid Year to Date**
- **\$ 268,988 - Remaining Available Funds**

Mattapoisett Public Schools
Fiscal Year 2023-2024 Final Approved Budget - Department Based
As of April 22, 2024 for the Fiscal Year June 30, 2024

Department	Department Name	FY2023 Final	FY2024			Total	Available
		Expenditures	Budget	Year to Date	Encumbrances	Committed	FY2024 Budget
001	SCHOOL COMMITTEE	\$ 11,068	\$ 10,700	\$ 4,312	\$ 120	\$ 4,433	\$ 6,267
004	SUPERINTENDENTS OFFICE	\$ 183,753	\$ 210,410	\$ 133,115	\$ 36,519	\$ 169,635	\$ 40,775
007	SCHOOL ADMINISTRATION	\$ 426,201	\$ 432,264	\$ 329,606	\$ 108,742	\$ 438,347	\$ (6,083)
010	CLASSROOM TEACHERS	\$ 1,673,241	\$ 1,548,050	\$ 1,014,336	\$ 551,949	\$ 1,566,285	\$ (18,235)
013	KINDERGARTEN	\$ 272,545	\$ 289,382	\$ 177,044	\$ 109,416	\$ 286,460	\$ 2,922
016	ART	\$ 95,430	\$ 108,854	\$ 61,379	\$ 36,469	\$ 97,848	\$ 11,006
022	READING	\$ 235,060	\$ 246,104	\$ 160,330	\$ 97,569	\$ 257,900	\$ (11,796)
024	ELL PROGRAM	\$ 14,083	\$ 21,606	\$ 8,292	\$ 5,849	\$ 14,141	\$ 7,465
025	ENGLISH	\$ 743	\$ 107,960	\$ 62,628	\$ 39,850	\$ 102,478	\$ 5,482
037	MATHEMATICS	\$ 189,040	\$ 138,244	\$ 84,785	\$ 52,678	\$ 137,463	\$ 782
040	MEDIA SERVICES	\$ 131,803	\$ 136,336	\$ 68,547	\$ 51,150	\$ 119,697	\$ 16,639
043	MUSIC	\$ 148,506	\$ 154,741	\$ 98,040	\$ 42,011	\$ 140,051	\$ 14,690
049	PHYSICAL EDUCATION	\$ 124,429	\$ 131,321	\$ 82,361	\$ 48,229	\$ 130,590	\$ 731
052	SCIENCE	\$ 206,951	\$ 211,620	\$ 129,864	\$ 79,335	\$ 209,199	\$ 2,421
055	SOCIAL STUDIES	\$ 2,062	\$ 105,516	\$ 66,925	\$ 39,485	\$ 106,410	\$ (894)
061	CURRICULUM DEVELOPMENT	\$ 30,772	\$ 36,000	\$ 20,952	\$ 7,826	\$ 28,778	\$ 7,222
076	HEALTH SERVICES	\$ 154,998	\$ 166,078	\$ 102,039	\$ 63,023	\$ 165,062	\$ 1,016
079	TRANSPORTATION	\$ 300,772	\$ 298,000	\$ 203,679	\$ 86,321	\$ 290,000	\$ 8,000
085	MISCELLANEOUS	\$ 8,696	\$ 4,800	\$ 3,877	\$ -	\$ 3,877	\$ 923
088	OPERATION AND MAINTENANCE	\$ 849,059	\$ 837,659	\$ 713,972	\$ 140,424	\$ 854,396	\$ (16,737)
093	COMPUTER PROGRAM	\$ 213,291	\$ 166,494	\$ 113,741	\$ 14,559	\$ 128,300	\$ 38,194
100	SPECIAL NEEDS ADMINISTRATION	\$ 43,446	\$ 52,398	\$ 30,889	\$ 9,178	\$ 40,067	\$ 12,331
102	PROJECT GROW	\$ 162,624	\$ 166,782	\$ 102,393	\$ 58,988	\$ 161,382	\$ 5,400
103	LEARNING SUPPORT CENTER	\$ 939,044	\$ 1,003,120	\$ 599,756	\$ 373,886	\$ 973,642	\$ 29,478
106	LEARNING SUPPORT CENTER	\$ 1,635	\$ -	\$ -	\$ -	\$ -	\$ -
118	SPEECH	\$ 212,249	\$ 217,735	\$ 122,282	\$ 75,024	\$ 197,306	\$ 20,429
121	SUPPORT SERVICES	\$ 178,596	\$ 206,151	\$ 132,861	\$ 108,774	\$ 241,634	\$ (35,483)
127	PSYCHOLOGICAL SERVICES	\$ 51,223	\$ 301,783	\$ 185,009	\$ 112,353	\$ 297,361	\$ 4,422
130	SPED TRANSPORTATION	\$ 203,161	\$ 257,405	\$ 163,478	\$ 60,144	\$ 223,622	\$ 33,783
133	PROGRAM WITH OTHERS SPED	\$ 208,891	\$ 175,911	\$ (3,710)	\$ 91,784	\$ 88,074	\$ 87,837
		\$ 7,273,369	\$ 7,743,424	\$ 4,972,781	\$ 2,501,655	\$ 7,474,436	\$ 268,988

Mattapoissett Public Schools

FY23-24 APPROVED BUDGET - SCHOOLS DEPT BASED

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask
 Include pre encumbrance
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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	\$1,857.88	\$1,857.88	\$142.12	\$0.00	\$142.12	7.11%
01.303.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$1,200.00	\$1,200.00	\$800.00	\$35.13	\$764.87	38.24%
01.303.001.1110.06.36	ADVERTISING	\$2,000.00	\$1,254.53	\$1,254.53	\$745.47	\$85.00	\$660.47	33.02%
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	\$4,312.41	\$4,312.41	\$6,387.59	\$120.13	\$6,267.46	58.57%
01.303.004.1110.04.35	CENSUS	\$875.00	\$875.00	\$875.00	\$0.00	\$0.00	\$0.00	0.00%
01.303.004.1210.01.02	SUPERINTENDENT	\$37,393.00	\$26,872.63	\$26,872.63	\$10,520.37	\$9,133.47	\$1,386.90	3.71%
01.303.004.1210.02.02	EXEC ASST TO SUPT	\$13,667.00	\$8,774.91	\$8,774.91	\$4,892.09	\$2,632.48	\$2,259.61	16.53%
01.303.004.1210.04.33	ASSOCIATIONS & DUES	\$9,700.00	\$2,046.58	\$2,046.58	\$7,653.42	\$0.00	\$7,653.42	78.90%
01.303.004.1210.05.21	POSTAGE	\$1,000.00	\$805.62	\$805.62	\$194.38	\$0.00	\$194.38	19.44%
01.303.004.1210.05.22	SUPPLIES	\$2,500.00	\$2,828.32	\$2,828.32	(\$328.32)	\$0.00	(\$328.32)	-13.13%
01.303.004.1210.06.36	MISCELLANEOUS	\$1,000.00	\$4,621.49	\$4,621.49	(\$3,621.49)	\$0.00	(\$3,621.49)	-362.15%
01.303.004.1210.06.37	TRAVEL & CONFERENCES	\$3,000.00	\$2,858.57	\$2,858.57	\$141.43	\$0.00	\$141.43	4.71%
01.303.004.1220.01.02	ASST SUPT CURRICULUM	\$24,127.00	\$19,293.58	\$19,293.58	\$4,833.42	\$5,715.96	(\$882.54)	-3.66%
01.303.004.1220.02.02	CLERICAL, CURRICULUM	\$9,185.00	\$6,750.89	\$6,750.89	\$2,434.11	\$1,979.89	\$454.22	4.95%
01.303.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,855.00	\$21,026.94	\$21,026.94	\$8,828.06	\$6,836.62	\$1,991.44	6.67%
01.303.004.1410.03.02	FINANCE OFFICE STAFF	\$34,545.00	\$24,434.58	\$24,434.58	\$10,110.42	\$10,220.73	(\$110.31)	-0.32%
01.303.004.1420.03.02	HUMAN RESOURCES	\$14,313.00	\$10,084.09	\$10,084.09	\$4,228.91	\$0.00	\$4,228.91	29.55%
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	\$325.44	\$325.44	\$674.56	\$0.00	\$674.56	67.46%
01.303.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.4130.04.15	TELEPHONE	\$4,000.00	\$1,057.05	\$1,057.05	\$2,942.95	\$0.00	\$2,942.95	73.57%
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	\$3,500.00	\$459.76	\$459.76	\$3,040.24	\$0.00	\$3,040.24	86.86%
	Dept: SUPERINTENDENTS OFFICE - 004	\$203,660.00	\$133,115.45	\$133,115.45	\$70,544.55	\$36,519.15	\$34,025.40	16.71%
01.303.007.2210.01.02	PRINCIPAL	\$124,630.00	\$95,869.21	\$95,869.21	\$28,760.79	\$28,760.79	\$0.00	0.00%
01.303.007.2210.02.02	PRINCIPAL'S SECRETARY	\$0.00	\$3,737.50	\$3,737.50	(\$3,737.50)	\$0.00	(\$3,737.50)	0.00%
01.303.007.2210.02.09	CLERICAL	\$46,935.00	\$31,512.96	\$31,512.96	\$15,422.04	\$11,299.68	\$4,122.36	8.78%
01.303.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$1,230.72	\$1,230.72	\$269.28	\$769.28	(\$500.00)	-33.33%
01.303.007.2210.03.08	CAFE LUNCH MONITOR	\$29,459.00	\$14,760.48	\$14,760.48	\$14,698.52	\$9,225.30	\$5,473.22	18.58%
01.303.007.2210.04.33	ASSOCIATION DUES	\$800.00	\$499.00	\$499.00	\$301.00	\$0.00	\$301.00	37.63%
01.303.007.2210.05.23	SUPPLIES COPYING	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$12,720.22	\$12,720.22	(\$5,220.22)	\$43.48	(\$5,263.70)	-70.18%
01.303.007.2210.05.25	POSTAGE	\$1,100.00	\$420.39	\$420.39	\$679.61	\$0.00	\$679.61	61.78%
01.303.007.2210.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$67.99	\$67.99	\$2,432.01	\$0.00	\$2,432.01	97.28%
01.303.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.303.007.5300.04.28	COPIER RENTAL	\$6,750.00	\$13,569.83	\$13,569.83	(\$6,819.83)	\$2,530.17	(\$9,350.00)	-138.52%
	Dept: SCHOOL ADMINISTRATION - 007	\$227,274.00	\$174,388.30	\$174,388.30	\$52,885.70	\$52,628.70	\$257.00	0.11%
01.303.010.2305.01.03	TEACHERS	\$876,026.00	\$544,575.87	\$544,575.87	\$331,450.13	\$336,524.13	(\$5,074.00)	-0.58%
01.303.010.2324.01.34	LONG TERM SUBS CENTER-PROFESS	\$0.00	\$31,095.54	\$31,095.54	(\$31,095.54)	\$0.00	(\$31,095.54)	0.00%
01.303.010.2325.03.34	SUBSTITUTES - CENTER	\$36,894.00	\$40,769.50	\$40,769.50	(\$3,875.50)	\$2,737.10	(\$6,612.60)	-17.92%
01.303.010.2325.03.35	OTHER SALARIES	\$0.00	\$165.00	\$165.00	(\$165.00)	\$0.00	(\$165.00)	0.00%
01.303.010.2351.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$735.75	\$735.75	\$2,764.25	\$0.00	\$2,764.25	78.98%
01.303.010.2356.06.37	TRAVEL & CONFERENCES TEACHERS	\$7,500.00	\$854.00	\$854.00	\$6,646.00	\$0.00	\$6,646.00	88.61%

Mattapoissett Public Schools

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: CLASSROOM TEACHERS - 010	\$923,920.00	\$618,195.66	\$618,195.66	\$305,724.34	\$339,261.23	(\$33,536.89)	-3.63%
01.303.013.2300.05.23	SUPPLIES CS	\$0.00	\$978.02	\$978.02	(\$978.02)	\$0.00	(\$978.02)	0.00%
01.303.013.2305.01.03	TEACHERS	\$286,982.00	\$176,065.76	\$176,065.76	\$110,916.24	\$109,416.24	\$1,500.00	0.52%
01.303.013.2430.05.23	KINDERGARTEN SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: KINDERGARTEN - 013	\$289,382.00	\$177,043.78	\$177,043.78	\$112,338.22	\$109,416.24	\$2,921.98	1.01%
01.303.016.2305.01.03	TEACHERS	\$49,660.00	\$29,425.04	\$29,425.04	\$20,234.96	\$18,234.46	\$2,000.50	4.03%
01.303.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$1,419.22	\$1,419.22	\$980.78	\$0.00	\$980.78	40.87%
	Dept: ART - 016	\$52,060.00	\$30,844.26	\$30,844.26	\$21,215.74	\$18,234.46	\$2,981.28	5.73%
01.303.022.2305.01.03	TEACHERS	\$208,220.00	\$128,035.36	\$128,035.36	\$80,184.64	\$79,334.64	\$850.00	0.41%
01.303.022.2430.05.23	READING SUPPLIES	\$2,400.00	\$2,726.29	\$2,726.29	(\$326.29)	\$0.00	(\$326.29)	-13.60%
	Dept: READING - 022	\$210,620.00	\$130,761.65	\$130,761.65	\$79,858.35	\$79,334.64	\$523.71	0.25%
01.303.024.2300.05.23	SUPPLIES	\$0.00	\$343.81	\$343.81	(\$343.81)	\$0.00	(\$343.81)	0.00%
01.303.024.2305.01.03	TEACHERS	\$19,206.00	\$7,902.15	\$7,902.15	\$11,303.85	\$5,795.05	\$5,508.80	28.68%
01.303.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$46.25	\$46.25	(\$46.25)	\$53.75	(\$100.00)	0.00%
01.303.024.2430.05.23	ELL SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ELL PROGRAM - 024	\$21,606.00	\$8,292.21	\$8,292.21	\$13,313.79	\$5,848.80	\$7,464.99	34.55%
01.303.025.2430.05.23	ENGLISH SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ENGLISH - 025	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
01.303.037.2305.01.03	TEACHERS	\$35,084.00	\$21,109.28	\$21,109.28	\$13,974.72	\$13,193.22	\$781.50	2.23%
	Dept: MATHEMATICS - 037	\$35,084.00	\$21,109.28	\$21,109.28	\$13,974.72	\$13,193.22	\$781.50	2.23%
01.303.040.2330.01.03	LIBRARIAN	\$0.00	\$300.00	\$300.00	(\$300.00)	\$0.00	(\$300.00)	0.00%
01.303.040.2340.01.03	LIBRARIAN	\$49,343.00	\$31,880.00	\$31,880.00	\$17,463.00	\$19,925.00	(\$2,462.00)	-4.99%
01.303.040.2340.03.08	LIBRARY PARAPROFESSIONAL	\$17,570.00	\$0.00	\$0.00	\$17,570.00	\$5,992.45	\$11,577.55	65.89%
01.303.040.2430.05.23	SUPPLIES LIBRARY	\$2,400.00	\$297.21	\$297.21	\$2,102.79	\$0.00	\$2,102.79	87.62%
01.303.040.2430.05.24	BOOKS AND MAGAZINES LIBRARY	\$0.00	\$1,939.42	\$1,939.42	(\$1,939.42)	\$0.00	(\$1,939.42)	0.00%
01.303.040.2430.05.25	RESOURCE MATERIALS LIBRARY	\$0.00	\$89.00	\$89.00	(\$89.00)	\$0.00	(\$89.00)	0.00%
	Dept: MEDIA SERVICES - 040	\$69,313.00	\$34,505.63	\$34,505.63	\$34,807.37	\$25,917.45	\$8,889.92	12.83%
01.303.043.2305.01.03	TEACHERS	\$50,658.00	\$32,638.43	\$32,638.43	\$18,019.57	\$11,822.97	\$6,196.60	12.23%
01.303.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$1,033.94	\$1,033.94	\$1,366.06	\$0.00	\$1,366.06	56.92%
	Dept: MUSIC - 043	\$53,058.00	\$33,672.37	\$33,672.37	\$19,385.63	\$11,822.97	\$7,562.66	14.25%
01.303.049.2305.01.03	TEACHER	\$41,304.00	\$25,904.00	\$25,904.00	\$15,400.00	\$15,940.00	(\$540.00)	-1.31%
01.303.049.2430.05.23	SUPPLIES PHYS ED	\$2,400.00	\$3,033.69	\$3,033.69	(\$633.69)	\$0.00	(\$633.69)	-26.40%
	Dept: PHYSICAL EDUCATION - 049	\$43,704.00	\$28,937.69	\$28,937.69	\$14,766.31	\$15,940.00	(\$1,173.69)	-2.69%
01.303.052.2305.01.03	TEACHER	\$61,896.00	\$38,205.28	\$38,205.28	\$23,690.72	\$23,690.81	(\$0.09)	0.00%
01.303.052.2305.01.04	TECHNOLOGY LAB INSTRUCTOR	\$51,830.00	\$32,380.00	\$32,380.00	\$19,450.00	\$19,925.00	(\$475.00)	-0.92%
01.303.052.2430.05.23	SUPPLIES	\$2,400.00	\$404.36	\$404.36	\$1,995.64	\$0.00	\$1,995.64	83.15%
	Dept: SCIENCE - 052	\$116,126.00	\$70,989.64	\$70,989.64	\$45,136.36	\$43,615.81	\$1,520.55	1.31%
01.303.055.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$3,249.85	\$3,249.85	(\$849.85)	\$0.00	(\$849.85)	-35.41%
	Dept: SOCIAL STUDIES - 055	\$2,400.00	\$3,249.85	\$3,249.85	(\$849.85)	\$0.00	(\$849.85)	-35.41%
01.303.061.2351.04.03	CORE PROGRAM & DEVELOPMENT	\$25,000.00	\$17,747.85	\$17,747.85	\$7,252.15	\$7,826.01	(\$573.86)	-2.30%

Mattapoissett Public Schools

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01.303.061.2351.05.23	SUPPLIES	\$4,200.00	\$2,460.47	\$2,460.47	\$1,739.53	\$0.00	\$1,739.53	41.42%
01.303.061.2358.04.35	CONSULTANT SERVICES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.303.061.2415.06.37	TRAVEL & CONFERENCES	\$2,800.00	\$743.91	\$743.91	\$2,056.09	\$0.00	\$2,056.09	73.43%
	Dept: CURRICULUM DEVELOPMENT - 061	\$36,000.00	\$20,952.23	\$20,952.23	\$15,047.77	\$7,826.01	\$7,221.76	20.06%
01.303.076.3200.01.11	NURSE	\$91,452.00	\$56,278.08	\$56,278.08	\$35,173.92	\$35,173.92	\$0.00	0.00%
01.303.076.3200.04.11	PHYSICIAN SVCS - CONTRACTED	\$0.00	\$0.00	\$0.00	\$0.00	\$993.00	(\$993.00)	0.00%
01.303.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$2,060.24	\$2,060.24	\$339.76	\$0.00	\$339.76	14.16%
	Dept: HEALTH SERVICES - 076	\$93,852.00	\$58,338.32	\$58,338.32	\$35,513.68	\$36,166.92	(\$653.24)	-0.70%
01.303.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$278,000.00	\$197,189.14	\$197,189.14	\$80,810.86	\$80,810.86	\$0.00	0.00%
01.303.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$20,000.00	\$6,489.82	\$6,489.82	\$13,510.18	\$5,510.18	\$8,000.00	40.00%
	Dept: TRANSPORTATION - 079	\$298,000.00	\$203,678.96	\$203,678.96	\$94,321.04	\$86,321.04	\$8,000.00	2.68%
01.303.085.3520.06.36	STUDENT ACTIVITY EXTRACURRICUL	\$2,400.00	\$365.75	\$365.75	\$2,034.25	\$0.00	\$2,034.25	84.76%
	Dept: MISCELLANEOUS - 085	\$2,400.00	\$365.75	\$365.75	\$2,034.25	\$0.00	\$2,034.25	84.76%
01.303.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$19,553.00	\$13,443.19	\$13,443.19	\$6,109.81	\$3,687.52	\$2,422.29	12.39%
01.303.088.4110.03.10	CUSTODIAL SUPERVISOR	\$53,293.00	\$50,076.80	\$50,076.80	\$3,216.20	\$12,192.00	(\$8,975.80)	-16.84%
01.303.088.4110.03.11	CUSTODIAL CONTRACT SERVICES	\$97,000.00	\$89,733.87	\$89,733.87	\$7,266.13	\$7,266.13	\$0.00	0.00%
01.303.088.4110.03.34	CUSTODIAL SUBSTITUTES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.303.088.4120.04.17	HEAT (GAS) CS	\$132,000.00	\$85,120.35	\$85,120.35	\$46,879.65	\$7,879.65	\$39,000.00	29.55%
01.303.088.4130.04.15	TELEPHONE	\$13,000.00	\$6,736.37	\$6,736.37	\$6,263.63	\$2,107.87	\$4,155.76	31.97%
01.303.088.4130.04.16	ELECTRICITY	\$216,000.00	\$141,030.34	\$141,030.34	\$74,969.66	\$35,969.66	\$39,000.00	18.06%
01.303.088.4130.04.19	WATER	\$36,000.00	\$4,875.81	\$4,875.81	\$31,124.19	\$12,424.19	\$18,700.00	51.94%
01.303.088.4210.04.32	MAINTENANCE OF GROUNDS	\$7,500.00	\$8,171.86	\$8,171.86	(\$671.86)	\$3,253.14	(\$3,925.00)	-52.33%
01.303.088.4220.04.26	LIGHTING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.088.4220.04.32	MAINTENANCE OF BUILDING	\$66,550.00	\$124,888.06	\$124,888.06	(\$58,338.06)	\$20,481.03	(\$78,819.09)	-118.44%
01.303.088.4220.05.26	CHEMICALS	\$12,400.00	\$36,364.26	\$36,364.26	(\$23,964.26)	\$1,760.26	(\$25,724.52)	-207.46%
01.303.088.4220.05.27	PAPER	\$14,000.00	\$14,789.43	\$14,789.43	(\$789.43)	\$10,210.57	(\$11,000.00)	-78.57%
01.303.088.4220.06.37	TRAVEL	\$850.00	\$253.35	\$253.35	\$596.65	\$0.00	\$596.65	70.19%
01.303.088.4224.05.26	MISCELLANEOUS	\$1,000.00	\$1,087.27	\$1,087.27	(\$87.27)	\$412.73	(\$500.00)	-50.00%
01.303.088.4227.06.37	TRAVEL	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
01.303.088.4230.04.32	MAINTENANCE OF EQUIP CAP	\$8,300.00	\$0.00	\$0.00	\$8,300.00	\$0.00	\$8,300.00	100.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$685,296.00	\$576,570.96	\$576,570.96	\$108,725.04	\$117,644.75	(\$8,919.71)	-1.30%
01.303.093.2130.01.04	BUILDING TECH COORDINATOR	\$0.00	\$625.00	\$625.00	(\$625.00)	\$0.00	(\$625.00)	0.00%
01.303.093.2130.03.04	NETWORK TECHNICIANS	\$80,494.00	\$48,944.07	\$48,944.07	\$31,549.93	\$14,193.15	\$17,356.78	21.56%
01.303.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$314.45	\$314.45	\$185.55	\$185.55	\$0.00	0.00%
01.303.093.2430.05.23	SOFTWARE TECHNOLOGY	\$25,000.00	\$22,716.87	\$22,716.87	\$2,283.13	\$0.00	\$2,283.13	9.13%
01.303.093.2430.05.24	SUPPLIES & MATERIALS TECHNOLOG	\$15,000.00	\$5,661.91	\$5,661.91	\$9,338.09	\$0.00	\$9,338.09	62.25%
01.303.093.2450.05.23	EDUCATIONAL EQUIPMENT TECHNOL	\$0.00	\$7,853.21	\$7,853.21	(\$7,853.21)	\$0.00	(\$7,853.21)	0.00%
01.303.093.4130.04.35	TELECOMMUNICATIONS	\$11,000.00	\$11,643.33	\$11,643.33	(\$643.33)	\$0.00	(\$643.33)	-5.85%
01.303.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$180.00	\$3,320.00	94.86%
01.303.093.4230.04.35	COMPUTER CONTRACT SERVICES	\$0.00	\$760.68	\$760.68	(\$760.68)	\$0.00	(\$760.68)	0.00%
	Dept: COMPUTER PROGRAM - 093	\$135,494.00	\$98,519.52	\$98,519.52	\$36,974.48	\$14,558.70	\$22,415.78	16.54%
01.303.100.1435.04.36	LEGAL SETTLEMENTS - SPED	\$5,000.00	\$2,859.50	\$2,859.50	\$2,140.50	\$2,140.50	\$0.00	0.00%
01.303.100.2105.04.33	ASSOCIATION DUES	\$0.00	\$127.28	\$127.28	(\$127.28)	\$0.00	(\$127.28)	0.00%
01.303.100.2110.01.02	DIRECTOR, STUDENT SERVICES	\$24,905.00	\$13,000.78	\$13,000.78	\$11,904.22	\$4,948.26	\$6,955.96	27.93%
01.303.100.2110.02.09	ADMINISTRATIVE ASST STUDENT SV	\$12,593.00	\$8,969.66	\$8,969.66	\$3,623.34	\$2,088.87	\$1,534.47	12.19%

Mattapoissett Public Schools

FY23-24 APPROVED BUDGET - SCHOOLS DEPT BASED

From Date: 7/1/2023

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.303.100.2110.06.37	TRAVEL/CONFERENCES	\$6,200.00	\$0.00	\$0.00	\$6,200.00	\$0.00	\$6,200.00	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	\$65.98	\$65.98	\$134.02	\$0.00	\$134.02	67.01%
01.303.100.4230.04.31	SOFTWARE LICENSES	\$3,300.00	\$5,866.12	\$5,866.12	(\$2,566.12)	\$0.00	(\$2,566.12)	-77.76%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$52,398.00	\$30,889.32	\$30,889.32	\$21,508.68	\$9,177.63	\$12,331.05	23.53%
01.303.102.2305.01.03	TEACHERS	\$105,260.00	\$63,075.36	\$63,075.36	\$42,184.64	\$39,484.64	\$2,700.00	2.57%
01.303.102.2330.03.08	PARAPROFESSIONALS	\$60,222.00	\$38,709.03	\$38,709.03	\$21,512.97	\$19,303.61	\$2,209.36	3.67%
01.303.102.2351.06.37	TRAVEL PROJ GROW	\$200.00	\$0.00	\$0.00	\$200.00	\$200.00	\$0.00	0.00%
01.303.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.102.2430.05.23	SUPPLIES & MATERIALS	\$600.00	\$609.00	\$609.00	(\$9.00)	\$0.00	(\$9.00)	-1.50%
	Dept: PROJECT GROW - 102	\$166,782.00	\$102,393.39	\$102,393.39	\$64,388.61	\$58,988.25	\$5,400.36	3.24%
01.303.103.2300.05.24	SUPPLIES & MATERIALS	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
01.303.103.2305.01.03	TEACHERS	\$307,506.00	\$196,418.24	\$196,418.24	\$111,087.76	\$117,463.92	(\$6,376.16)	-2.07%
01.303.103.2330.03.08	PARAPROFESSIONALS	\$191,580.00	\$104,466.59	\$104,466.59	\$87,113.41	\$65,953.59	\$21,159.82	11.04%
01.303.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$470.00	\$470.00	\$30.00	\$0.00	\$30.00	6.00%
01.303.103.2430.05.24	SUPPLIES & MATERIALS	\$0.00	\$153.58	\$153.58	(\$153.58)	\$0.00	(\$153.58)	0.00%
01.303.103.2450.05.24	EDUCATIONAL EQUIPMENT CS	\$2,500.00	\$2,405.78	\$2,405.78	\$94.22	\$0.00	\$94.22	3.77%
	Dept: LEARNING SUPPORT CENTER - 103	\$502,836.00	\$303,914.19	\$303,914.19	\$198,921.81	\$183,417.51	\$15,504.30	3.08%
01.303.118.2305.01.03	TEACHERS	\$103,660.00	\$64,760.00	\$64,760.00	\$38,900.00	\$39,850.00	(\$950.00)	-0.92%
01.303.118.2350.01.03	PROFESSIONAL DEVELOPMENT	\$0.00	\$4.24	\$4.24	(\$4.24)	\$0.00	(\$4.24)	0.00%
01.303.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.118.2430.05.24	SUPPLIES	\$800.00	\$739.57	\$739.57	\$60.43	\$0.00	\$60.43	7.55%
01.303.118.2800.04.35	THERAPY	\$18,984.00	\$0.00	\$0.00	\$18,984.00	\$0.00	\$18,984.00	100.00%
	Dept: SPEECH - 118	\$123,944.00	\$65,503.81	\$65,503.81	\$58,440.19	\$39,850.00	\$18,590.19	15.00%
01.303.121.2110.02.09	CLERICAL	\$17,888.00	\$12,098.00	\$12,098.00	\$5,790.00	\$5,592.50	\$197.50	1.10%
01.303.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
01.303.121.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.121.2415.05.24	SUPPLIES	\$750.00	\$731.96	\$731.96	\$18.04	\$0.00	\$18.04	2.41%
01.303.121.2440.04.35	EXTENDED YEAR SERVICES	\$38,000.00	\$10,320.75	\$10,320.75	\$27,679.25	\$88,846.25	(\$61,167.00)	-160.97%
01.303.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$20,775.00	\$20,775.00	\$4,225.00	\$4,225.00	\$0.00	0.00%
01.303.121.2800.04.35	THERAPY	\$98,000.00	\$79,986.85	\$79,986.85	\$18,013.15	\$4,517.55	\$13,495.60	13.77%
	Dept: SUPPORT SERVICES - 121	\$188,138.00	\$123,912.56	\$123,912.56	\$64,225.44	\$103,181.30	(\$38,955.86)	-20.71%
01.303.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.127.2710.01.03	ADJUSTMENT COUNSELOR	\$94,819.00	\$58,850.08	\$58,850.08	\$35,968.92	\$36,468.92	(\$500.00)	-0.53%
01.303.127.2800.01.03	PSYCHOLOGIST	\$45,843.00	\$27,657.92	\$27,657.92	\$18,185.08	\$17,286.19	\$898.89	1.96%
01.303.127.2800.05.24	SUPPLIES	\$750.00	\$726.49	\$726.49	\$23.51	\$0.00	\$23.51	3.13%
01.303.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$9,316.00	\$6,816.00	\$6,816.00	\$2,500.00	\$1,827.00	\$673.00	7.22%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$151,228.00	\$94,050.49	\$94,050.49	\$57,177.51	\$55,582.11	\$1,595.40	1.05%
01.303.130.3300.06.43	SPED TRANSPORTATION - COLLABOR	\$132,266.88	\$98,414.40	\$98,414.40	\$33,852.48	\$32,352.48	\$1,500.00	1.13%
01.303.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$83,000.00	\$47,328.80	\$47,328.80	\$35,671.20	\$5,221.20	\$30,450.00	36.69%
01.303.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	\$1,733.12	\$0.00	\$0.00	\$1,733.12	\$0.00	\$1,733.12	100.00%
01.303.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$35,404.90	\$15,459.75	\$15,459.75	\$19,945.15	\$19,945.15	\$0.00	0.00%
01.303.130.3300.06.47	SPED TRANSPORTATION - INTEGRAT	\$0.00	\$2,275.00	\$2,275.00	(\$2,275.00)	\$2,625.00	(\$4,900.00)	0.00%
01.303.130.3300.06.49	SPED TRANSPORTATION - EXTRA CU	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
	Dept: SPED TRANSPORTATION - 130	\$257,404.90	\$163,477.95	\$163,477.95	\$93,926.95	\$60,143.83	\$33,783.12	13.12%

Mattapoissett Public Schools

FY23-24 APPROVED BUDGET - SCHOOLS DEPT BASED

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01.303.133.9300.06.13	TUITION PRIVATE SCHOOLS	\$147,143.10	\$0.00	\$0.00	\$147,143.10	\$59,306.47	\$87,836.63	59.69%
01.303.133.9300.06.43	SPED - TUITION COLLABORATIVE	\$28,768.00	(\$3,710.00)	(\$3,710.00)	\$32,478.00	\$32,478.00	\$0.00	0.00%
	Dept: PROGRAM WITH OTHERS SPED - 133	\$175,911.10	(\$3,710.00)	(\$3,710.00)	\$179,621.10	\$91,784.47	\$87,836.63	49.93%
01.304.004.5300.04.28	CONTRACTED SERVICE	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%
01.304.007.2210.01.02	PRINCIPAL	\$119,036.00	\$91,080.73	\$91,080.73	\$27,955.27	\$27,324.21	\$631.06	0.53%
01.304.007.2210.02.09	CLERICAL	\$34,015.00	\$28,998.26	\$28,998.26	\$5,016.74	\$15,352.14	(\$10,335.40)	-30.38%
01.304.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$1,230.72	\$1,230.72	\$269.28	\$769.28	(\$500.00)	-33.33%
01.304.007.2210.03.08	PARAPROFESSIONALS	\$33,439.00	\$20,392.00	\$20,392.00	\$13,047.00	\$12,557.54	\$489.46	1.46%
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%
01.304.007.2210.05.22	SUPPLIES ADMINISTRATION	\$4,000.00	\$2,792.37	\$2,792.37	\$1,207.63	\$0.00	\$1,207.63	30.19%
01.304.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$7,080.35	\$7,080.35	\$419.65	\$109.68	\$309.97	4.13%
01.304.007.2210.05.25	POSTAGE	\$1,000.00	\$819.40	\$819.40	\$180.60	\$0.00	\$180.60	18.06%
01.304.007.2210.06.37	TRAVEL & CONFERENCES	\$900.00	\$2,823.44	\$2,823.44	(\$1,923.44)	\$0.00	(\$1,923.44)	-213.72%
01.304.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: SCHOOL ADMINISTRATION - 007	\$204,990.00	\$155,217.27	\$155,217.27	\$49,772.73	\$56,112.85	(\$6,340.12)	-3.09%
01.304.010.2305.01.03	TEACHERS	\$582,475.00	\$338,361.76	\$338,361.76	\$244,113.24	\$209,226.24	\$34,887.00	5.99%
01.304.010.2324.01.34	LONG TERM SUBS OHS-PROFESSION.	\$0.00	\$6,218.17	\$6,218.17	(\$6,218.17)	\$0.00	(\$6,218.17)	0.00%
01.304.010.2324.03.34	LONG TERM SUBS OHS - OTHER	\$0.00	\$9,903.26	\$9,903.26	(\$9,903.26)	\$1,821.85	(\$11,725.11)	0.00%
01.304.010.2325.03.34	SUBSTITUTES - OHS	\$30,655.00	\$40,567.40	\$40,567.40	(\$9,912.40)	\$1,640.00	(\$11,552.40)	-37.69%
01.304.010.2351.04.03	TUITION REIMBURSEMENT	\$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	\$7,500.00	\$1,089.65	\$1,089.65	\$6,410.35	\$0.00	\$6,410.35	85.47%
	Dept: CLASSROOM TEACHERS - 010	\$624,130.00	\$396,140.24	\$396,140.24	\$227,989.76	\$212,688.09	\$15,301.67	2.45%
01.304.016.2305.01.03	TEACHERS	\$54,394.00	\$29,425.04	\$29,425.04	\$24,968.96	\$18,234.46	\$6,734.50	12.38%
01.304.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$1,109.33	\$1,109.33	\$1,290.67	\$0.00	\$1,290.67	53.78%
	Dept: ART - 016	\$56,794.00	\$30,534.37	\$30,534.37	\$26,259.63	\$18,234.46	\$8,025.17	14.13%
01.304.022.2305.01.03	TEACHERS	\$33,084.00	\$29,175.04	\$29,175.04	\$3,908.96	\$18,234.46	(\$14,325.50)	-43.30%
01.304.022.2430.05.23	SUPPLIES READING	\$2,400.00	\$393.73	\$393.73	\$2,006.27	\$0.00	\$2,006.27	83.59%
	Dept: READING - 022	\$35,484.00	\$29,568.77	\$29,568.77	\$5,915.23	\$18,234.46	(\$12,319.23)	-34.72%
01.304.025.2305.01.03	TEACHERS	\$103,160.00	\$62,627.66	\$62,627.66	\$40,532.34	\$39,850.00	\$682.34	0.66%
01.304.025.2430.05.23	SUPPLIES READING	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ENGLISH - 025	\$105,560.00	\$62,627.66	\$62,627.66	\$42,932.34	\$39,850.00	\$3,082.34	2.92%
01.304.037.2305.01.03	TEACHERS	\$103,160.00	\$63,675.36	\$63,675.36	\$39,484.64	\$39,484.64	\$0.00	0.00%
	Dept: MATHEMATICS - 037	\$103,160.00	\$63,675.36	\$63,675.36	\$39,484.64	\$39,484.64	\$0.00	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	\$2,850.00	\$32,180.00	\$32,180.00	(\$29,330.00)	\$19,925.00	(\$49,255.00)	-1728.25%
01.304.040.2340.01.03	MEDIA CENTER	\$49,343.00	\$0.00	\$0.00	\$49,343.00	\$0.00	\$49,343.00	100.00%
01.304.040.2340.03.08	LIBRARY ASSISTANT	\$11,830.00	\$0.00	\$0.00	\$11,830.00	\$3,994.94	\$7,835.06	66.23%
01.304.040.2430.05.23	MEDIA SERVICE SUPPLIES	\$2,525.00	\$122.66	\$122.66	\$2,402.34	\$0.00	\$2,402.34	95.14%
01.304.040.2430.05.24	MEDIA BOOKS & MAGAZINES	\$0.00	\$1,320.17	\$1,320.17	(\$1,320.17)	\$1,312.51	(\$2,632.68)	0.00%
01.304.040.2440.05.23	MEDIA RESOURCE MATERIALS	\$0.00	\$260.26	\$260.26	(\$260.26)	\$0.00	(\$260.26)	0.00%

Mattapoissett Public Schools

FY23-24 APPROVED BUDGET - SCHOOLS DEPT BASED

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01.304.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRA Dept: MEDIA SERVICES - 040	\$0.00 \$67,023.00	\$158.36 \$34,041.45	\$158.36 \$34,041.45	(\$158.36) \$32,981.55	\$0.00 \$25,232.45	(\$158.36) \$7,749.10	0.00% 11.56%
01.304.043.2305.01.03	TEACHERS	\$98,433.00	\$62,022.76	\$62,022.76	\$36,410.24	\$30,188.25	\$6,221.99	6.32%
01.304.043.2330.04.09	ACCOMPANIST	\$850.00	\$560.00	\$560.00	\$290.00	\$0.00	\$290.00	34.12%
01.304.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$1,616.56	\$1,616.56	\$783.44	\$0.00	\$783.44	32.64%
01.304.043.4230.04.29	MAINTENANCE OF EQUIPMENT MUSIC Dept: MUSIC - 043	\$0.00 \$101,683.00	\$167.97 \$64,367.29	\$167.97 \$64,367.29	(\$167.97) \$37,315.71	\$0.00 \$30,188.25	(\$167.97) \$7,127.46	0.00% 7.01%
01.304.049.2305.01.03	TEACHERS	\$85,217.00	\$52,262.56	\$52,262.56	\$32,954.44	\$32,289.14	\$665.30	0.78%
01.304.049.2430.05.23	SUPPLIES PHYS ED Dept: PHYSICAL EDUCATION - 049	\$2,400.00 \$87,617.00	\$1,160.78 \$53,423.34	\$1,160.78 \$53,423.34	\$1,239.22 \$34,193.66	\$0.00 \$32,289.14	\$1,239.22 \$1,904.52	51.63% 2.17%
01.304.052.2305.01.03	TEACHERS	\$93,094.00	\$57,850.08	\$57,850.08	\$35,243.92	\$35,718.83	(\$474.91)	-0.51%
01.304.052.2430.05.23	SUPPLIES SCIENCE Dept: SCIENCE - 052	\$2,400.00 \$95,494.00	\$1,024.65 \$58,874.73	\$1,024.65 \$58,874.73	\$1,375.35 \$36,619.27	\$0.00 \$35,718.83	\$1,375.35 \$900.44	57.31% 0.94%
01.304.055.2305.01.03	TEACHER - STEM	\$100,716.00	\$63,675.36	\$63,675.36	\$37,040.64	\$39,484.64	(\$2,444.00)	-2.43%
01.304.055.2430.05.23	STEM SUPPLIES SCIENCE Dept: SOCIAL STUDIES - 055	\$2,400.00 \$103,116.00	\$0.00 \$63,675.36	\$0.00 \$63,675.36	\$2,400.00 \$39,440.64	\$0.00 \$39,484.64	\$2,400.00 (\$44.00)	100.00% -0.04%
01.304.076.3200.01.11	NURSE	\$69,826.00	\$42,969.92	\$42,969.92	\$26,856.08	\$26,856.08	\$0.00	0.00%
01.304.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$607.55	\$607.55	\$1,792.45	\$0.00	\$1,792.45	74.69%
01.304.076.4230.04.29	MAINTENANCE OF EQUIPT OHS NURSI Dept: HEALTH SERVICES - 076	\$0.00 \$72,226.00	\$123.13 \$43,700.60	\$123.13 \$43,700.60	(\$123.13) \$28,525.40	\$0.00 \$26,856.08	(\$123.13) \$1,669.32	0.00% 2.31%
01.304.085.3520.06.36	EXTRACURRICULAR Dept: MISCELLANEOUS - 085	\$2,400.00 \$2,400.00	\$3,511.00 \$3,511.00	\$3,511.00 \$3,511.00	(\$1,111.00) (\$1,111.00)	\$0.00 \$0.00	(\$1,111.00) (\$1,111.00)	-46.29% -46.29%
01.304.088.4110.03.10	CUSTODIAL SUPERVISOR	\$54,863.00	\$43,072.00	\$43,072.00	\$11,791.00	\$12,921.60	(\$1,130.60)	-2.06%
01.304.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$97,000.00	\$84,505.32	\$84,505.32	\$12,494.68	\$9,494.68	\$3,000.00	3.09%
01.304.088.4115.03.34	SUBSTITUTES, P/T, OVERTIME	\$0.00	\$9,823.44	\$9,823.44	(\$9,823.44)	\$363.42	(\$10,186.86)	0.00%
01.304.088.4220.04.26	LIGHTING Dept: OPERATION AND MAINTENANCE - 088	\$500.00 \$152,363.00	\$0.00 \$137,400.76	\$0.00 \$137,400.76	\$500.00 \$14,962.24	\$0.00 \$22,779.70	\$500.00 (\$7,817.46)	100.00% -5.13%
01.304.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.093.2430.05.23	SOFTWARE TECHNOLOGY	\$15,000.00	\$79.99	\$79.99	\$14,920.01	\$0.00	\$14,920.01	99.47%
01.304.093.2450.05.23	EDUCATIONAL EQUIPMENT OHS	\$0.00	\$115.50	\$115.50	(\$115.50)	\$0.00	(\$115.50)	0.00%
01.304.093.2451.05.23	EDUCATIONAL EQUIPT TECHNOLOGY	\$2,000.00	\$9,003.09	\$9,003.09	(\$7,003.09)	\$0.00	(\$7,003.09)	-350.15%
01.304.093.4130.04.35	TELECOMMUNICATIONS	\$10,000.00	\$6,022.80	\$6,022.80	\$3,977.20	\$0.00	\$3,977.20	39.77%
01.304.093.4230.04.29	MAINTENANCE OF EQUIPT TECHNOLC Dept: COMPUTER PROGRAM - 093	\$3,500.00 \$31,000.00	\$0.00 \$15,221.38	\$0.00 \$15,221.38	\$3,500.00 \$15,778.62	\$0.00 \$0.00	\$3,500.00 \$15,778.62	100.00% 50.90%
01.304.103.2305.01.03	TEACHERS	\$265,420.00	\$162,296.80	\$162,296.80	\$103,123.20	\$101,123.20	\$2,000.00	0.75%
01.304.103.2330.03.08	PARAPROFESSIONALS	\$225,614.00	\$118,400.83	\$118,400.83	\$107,213.17	\$88,305.77	\$18,907.40	8.38%
01.304.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.103.2430.05.23	SUPPLIES	\$750.00	\$750.14	\$750.14	(\$0.14)	\$0.00	(\$0.14)	-0.02%
01.304.103.2450.05.24	EDUCATIONAL EQUIPMENT OHS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.103.3300.02.12	BUS MONITOR Dept: LEARNING SUPPORT CENTER - 103	\$5,500.00 \$500,284.00	\$14,393.57 \$295,841.34	\$14,393.57 \$295,841.34	(\$8,893.57) \$204,442.66	\$1,039.73 \$190,468.70	(\$9,933.30) \$13,973.96	-180.61% 2.79%

Mattapoissett Public Schools

FY23-24 APPROVED BUDGET - SCHOOLS DEPT BASED

From Date: 7/1/2023

To Date: 6/30/2024

Fiscal Year: 2023-2024

- 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
01.304.118.2305.01.03	TEACHERS	\$93,791.00	\$56,778.08	\$56,778.08	\$37,012.92	\$35,173.92	\$1,839.00	1.96%
	Dept: SPEECH - 118	\$93,791.00	\$56,778.08	\$56,778.08	\$37,012.92	\$35,173.92	\$1,839.00	1.96%
01.304.121.2110.02.09	CLERICAL	\$18,013.00	\$8,948.00	\$8,948.00	\$9,065.00	\$5,592.50	\$3,472.50	19.28%
	Dept: SUPPORT SERVICES - 121	\$18,013.00	\$8,948.00	\$8,948.00	\$9,065.00	\$5,592.50	\$3,472.50	19.28%
01.304.127.2710.01.03	ADJUSTMENT COUNSELOR	\$104,712.00	\$63,300.35	\$63,300.35	\$41,411.65	\$39,484.64	\$1,927.01	1.84%
01.304.127.2800.01.03	PSYCHOLOGIST	\$45,843.00	\$27,657.76	\$27,657.76	\$18,185.24	\$17,286.13	\$899.11	1.96%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$150,555.00	\$90,958.11	\$90,958.11	\$59,596.89	\$56,770.77	\$2,826.12	1.88%
Grand Total:		\$7,743,424.00	\$4,972,780.74	\$4,972,780.74	\$2,770,643.26	\$2,501,654.80	\$268,988.46	3.47%

End of Report



Old Rochester Regional School District Massachusetts Superintendency Union #55

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

Food Service Director's Report: April 2024
Center School

Directors Update:

- Friendly reminder that all students are eligible to receive one (1) Free Breakfast and one (1) Free Lunch per school day; any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Had a successful Board of Health Inspection.
- Currently trying to fill a 3-hour vacancy spot at the ORR campus
- Currently working on procuring food and supplies for next year.
- Meal participation continues to be strong.

Students Receiving Free and Reduced Meals:

Free: 50 → 21%

Reduced: 9 → 4%

Student Meal Participation

	SY 23				SY 24			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	48	10%	171	37%	75	16%	146	32%
September	1118	27%	2385	57%	1085	24%	2310	51%
October	1216	29%	2579	61%	1145	25%	2427	52%
November	942	27%	2172	61%	1020	26%	2209	56%
December	837	24%	2105	61%	742	21%	1991	57%
January	902	23%	2393	60%	957	22%	2536	58%
February	639	21%	1924	62%	693	22%	1811	59%
March	1539	32%	2965	62%	1019	23%	2627	60%
April	859	29%	1729	59%				
May	1530	33%	2774	59%				
June	722	33%	1204	56%				

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, Mattapoissett, & Rochester"

Food Service Director's Report: April 2024
Old Hammondtown School

Directors Update:

- Friendly reminder that all students are eligible to receive one (1) Free Breakfast and one (1) Free Lunch per school day; any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed service for April Acceleration Academy during break.
- Had a successful Board of Health Inspection
- Currently trying to fill a 3-hour vacancy spot at the ORR campus
- Currently working on procuring food and supplies for next year.
- Meal participation continues to be strong.

Students Receiving Free and Reduced Meals:

Free: 40 → 23%

Reduced: 4 → 2%

Student Meal Participation

	SY 23				SY 24			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	20	5%	181	48%	43	13%	166	49%
September	567	15%	2095	57%	819	25%	2098	64%
October	812	22%	2201	60%	927	27%	2208	64%
November	737	24%	1895	63%	922	32%	1925	66%
December	830	28%	1899	63%	732	29%	1755	69%
January	1016	30%	2137	62%	976	29%	2275	68%
February	742	28%	1693	63%	731	30%	1653	68%
March	1271	31%	2741	67%	1035	31%	2356	70%
April	788	32%	1629	66%				
May	1282	32%	2639	67%				
June	568	31%	1034	57%				

Jill Henesey

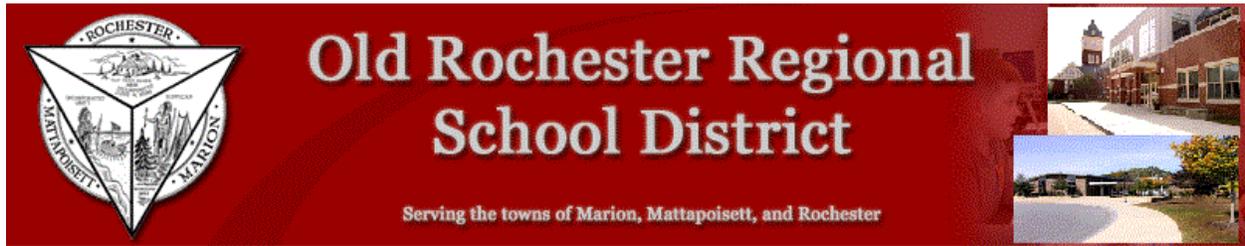
Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

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



Facilities Director's Report: April 2024

Center Elementary School

- Repaired hinge on COA exit door.
- Replaced kitchen faulty garbage disposal.
- Groomed fields and grounds.
- Completed routine repair/maintenance on all facility equipment and systems.

Old Hammondtown Elementary School

- Town assisted in preparing two picnic table foundations.
- Groomed all fields and grounds.
- Replaced faulty exterior lighting timers and switch.
- Installed new chemical command centers.
- Completed routine repair/maintenance on all facility equipment and systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

**Principal's Report
Center School
Mattapoissett School Committee Meeting
April 30, 2024**

Eclipse lessons with Mr. Squire, our science specialist.

While grade 1 typically focuses on learning about the sun, moon, and Earth individually, students in grades K-3 expanded their understanding by engaging in projects that explored the unique phenomenon of eclipses. These projects allowed them to learn about this rare event while witnessing it in person with their solar eclipse glasses after school.



Great Job, Third Graders!

Congratulations to our third graders for doing their best on the English Language Arts MCAS tests before vacation week! They definitely earned the extra recess time and PJ day! Third graders will take the Mathematics MCAS tests on May 14 and 15.

Third Graders

**You got this!
Rock the MCAS!**



First Grade Storyteller Assembly with Karen Chase:

First graders traveled to six continents through stories without ever leaving school! We sincerely thank our PTA for funding this fabulous enrichment program for our students!



Mattapoisett School Resource Officer Visit

School Resource Officer Lima visited Kindergarten library classes to read [A Dragon's Guide to Stranger Safety](#).



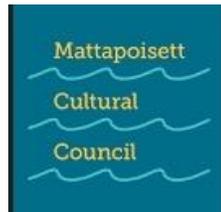
Mattapoisett Land Trust Grant

We are delighted to share that the second grade has been awarded a grant of \$1443.00 from the Mattapoisett Land Trust in collaboration with the Mattapoisett Cultural Council and the MASS/Cultural Council. This generous grant will fund a second-grade field trip to the Heritage Museums and Gardens in Sandwich, MA, on May 17th.

Students will explore gardens, observe the local flora and fauna, and learn to appreciate the beauty of our local habitats. This trip will reinforce concepts embedded into the second-grade

science curriculum during the 2023/2024 school year. This includes seed dispersal, animal habitats, how plants and animals interact with their environment, and preservation.

This field trip will give students a rich opportunity to interact with nature. The MLT's vision "to acquire and preserve natural resources and wildlife areas for the use and enjoyment of present and future generations" directly relates to this field trip experience.



Upcoming Center School Events

First Grade Musical Performance - Parents/Guardians invited - 9:30 am on Wednesday, May 8, 2024

We are approaching a very exciting time for our students here at Center School. Over the last few months, the first graders have been working hard to prepare for their first-grade musical adaptation of **The Day the Crayons Quit**.

Second Grade Musical Performance - Parents/Guardians invited - 9:30 am on Wednesday, May 22, 2024

Over the last few months, the second graders have been working hard to prepare for their concert, **Pajama Party**.

Important Dates:

May 7 - Lifetouch Spring Individual Student Pictures

May 6 - 3:15 – 4:15 pm Center/OHS School Council

May 8 - Grade 1 Music Concert 9:30 am

May 9 - PTA meeting @ 7 pm via Zoom

May 14 and 15 - Grade 3 Math MCAS

May 17 - Grade 2 Field Trip to Heritage Museum and Gardens in Sandwich

May 20 and 23 - Incoming Kindergarten Screening

May 22 - Grade 2 Music Concert 9:30 am

May 23 - Grade 3 Field Trip to Plimoth Patuxet Museums

May 27 - Memorial Day - No School

May 29 - Center School Field Day

May 30 - Rain Date - Center School Field Day

June 3 - Gr. 3 Massachusetts biography presentations for parents and guardians @ 1:30 pm

June 4 - Grade 3 Orientation field trip to Old Hammondtown School

June 5 - Project Grow Early Release 11:30 am, No lunches served

June 5 - K- 3 Early Release 12:20 pm, lunches served

June 6 - Grade 3 End of Year concert and celebration @ 6 pm

June 7 - Grade field trip to the Mattapoisett YMCA

June 11 - Tentative last day of school - Early Release

Old Hammondtown School
Principal's Report
Tuesday, April 30, 2024

It has been a busy month at OHS and it's hard to believe that we only have 30 days of school left. Here are a few highlights from the past month.

OHS Grade 5 Chess Club. The club meets every Friday from 3:00 to 4:00.



Grand Master James Sheehan celebrating his victory.

Science in the courtyard. Grade five students enjoy the beautiful courtyard setting as they explore habitats with Mr. Squire.



Block Printing and symmetrical design were the activity in Mrs. Anderson's art class.



Jacob C and Kellen B. were honored at our All School Meeting. They competed in this year's Special Olympics at Tabor Academy. It was a great day and we are proud of their accomplishments.



Grade 5 Project 351 students presented lessons to our 4th stage students. Topics included how stereotypes and judging others can be hurtful and have lasting effects. Conversations about what they can do to stick up to bullying and ways to support each other.