

Date: December 2, 2015



IN THE MATTER OF: To discuss complaints or charges against a public officer, employee, staff member, or individual

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

A Roll was called (see attached roll call)

The Clerk of this executive session is designated as Chris Santos

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

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

4. All of the foregoing is hereby made part of the official minutes of this body.

**MASHPEE PUBLIC SCHOOLS
SCHOOL COMMITTEE REGULAR MEETING
December 2, 2015
Quashnet School Library
6:30 pm**

Agenda ***

- I. Call Meeting to Order 6:30**
- II. Pledge of Allegiance 6:35**
- III. Update from student liaison- Frederick Hanna III 6:40**
- IV. MMHS Technology Center of Excellence 6:50**
- V. Update on Assessment Data-Mark Balestracci, MaryKate O'Brien, Patricia DeBoer 7:05 (p. 1)**
- VI. Narcan Policy 7:15 (p. 2)**
 - 6.1.1 *Draft Narcan Policy- second read and vote
- VII. **Public Comment 7:25**
- VIII. *Approval of Meeting Minutes 7:35**
 - 8.1 *Regular Meeting (p. 3-5)
November 18, 2015
 - 8.2 *Emergency Meeting (p. 6)
November 5, 2015

**Vote required*

***Public Forum – A total of 20 minutes will be allowed for this agenda item per School Committee policy BEDG*

****The listing of matters are those reasonable anticipated by the Chair which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up for discussion.*

**MASHPEE PUBLIC SCHOOLS
SCHOOL COMMITTEE REGULAR MEETING
December 2, 2015
Quashnet School Library
6:30 pm**

Agenda ***

- IX. Report of the Acting Superintendent 7:45**
 - 9.1 Administration reports (p. 7-12)
 - 9.2 Enrollments (p. 13)
 - 9.3 DESE Final Report of English Language Education findings (p. 14-37)
 - 9.4 Bullying Intervention and Prevention Plan update- first read (p. 38-52)

- X. New Business 8:00**

- XI. Specifically unassigned/unfinished business 8:05**

- XII. Sub-Committee Reports 8:10**

- XIII. Events/Happenings 8:15**
 - 13.1 Menus/calendars (p. 53-61)

- XIV. Executive Session: Open Meeting Law exception number one; to discuss complaints or charges against, a public officer, employee, staff member or individual 8:20**

- XV. *Adjournment**

**Vote required*

***Public Forum – A total of 20 minutes will be allowed for this agenda item per School Committee policy BEDG*

****The listing of matters are those reasonable anticipated by the Chair which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up for discussion.*

Mashpee Middle/High School

2015 Assessment Data

Grade 8 PARCC Highlights

ELA

- 71% Level 4/5 (**#1 on Cape**)
- 78.5% Student Growth (**#1 on Cape**)
- 95.5 CPI (**#1 on Cape**)

Math

- 78.8% CPI (**#1 on Cape**)
- 59% Student Growth (**#1 on Cape**)

Grade 10 MCAS Highlights

ELA

- **95%** Proficient/Advanced in ELA
- **97.5%** CPI (Composite Performance Index)

Math

- **77%** Proficient/Advanced
- **69%** SGP (Student Growth Percentile)
- **90.7** CPI (Composite Performance Index)

Plan for Improvement

- Targeting Subgroup performances
- Identifying Students in need of intervention through multiple data sources
- Providing built-in support programming for students (during/after school)

Grade 7 PARCC Highlights

ELA

- 68% Level 4/5
- 65% Student Growth (**#1 SGP on Cape**)
- 89.2 CPI (Top 2 on Cape)

Math

- Above state average in Level 4/5
- 74.8 CPI (top 2 on Cape)
- 56% Student Growth (top 2 on Cape)

Mashpee Public Schools Narcan Administration Policy

Policy: EMS/911 is immediately called and informed that an overdose of opioid is suspected compromising the respiratory/cardiac status of the individual. Police and EMS will therefore both be activated. The BLS trained RN may administer Naloxone to a person in the event of respiratory depression, unresponsiveness or respiratory/cardiac arrest when an overdose of opioid is suspected. School nurse substitutes will also be trained in the administration of Naloxone and aware of this policy and protocol. School nurses will report Naloxone administration per MDPH report.

MPS allows administration of medications in school by licensed registered nurses according to pertinent laws and regulations:

The Administration of Prescription Medications in Public and Private Schools
M.G.L. 94C, MDPH regulations 105 CMR 210.100, 105 CMR 700.00, and the Governor's Public Health Emergency Declaration outlined in the Acts of 2012, Chapter 192, Sections 11 & 12 and updated on March 27, 2014, and the MPS signed school physician order.

**School Committee Regular and Finance Meeting
November 18, 2015
Minutes**

Present were: Scott McGee, Don Myers, Chris Santos and George Schmidt. Also present was Patricia DeBoer, Acting Superintendent, and Paul Funk, Business Manager.

I. Call Meeting to Order

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

Mr. Schmidt made a motion, seconded by Mr. Santos to enter into the Executive Session for the purpose of collective bargaining with Unit A, and return to the public meeting at 7pm.

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

II. *Executive Session

2.1 Collective bargaining with Unit A

2.2 Strategy for collective bargaining with Unit A

III. Pledge of Allegiance

IV. MASS Certificate of Academic Excellence to Gabriella Carroll

Mrs. DeBoer presented Gabriella Carroll the Mass Certificate of Academic Excellence for her outstanding achievements.

V. Student Liaison – Frederick Hanna

Frederick Hanna gave an update on the many happenings at Mashpee Middle/High School.

VI. Update on the Quashnet School

Mrs. O'Brien, Principal of the Quashnet School presented a power point outlining the school's mission and objectives.

VI. Update on Addiction Prevention & Education

6.1 Narcan Policy – Joyce O'Connor, Stacey Schakel, Jennifer Moses

6.1.1 Draft Narcan Policy – first read

The Committee accepted the Narcan Policy as a first read.

6.2 Addiction Education – George Schmidt

Mr. Schmidt updated the Committee on the meetings he has attended regarding addiction education. He would like to have the district bring speakers to Mashpee schools to present valuable information pertaining to addiction.

VII. Food Service – Gus Stickley

7.1 Update on Food Service Equipment

Gus Stickley, Food Service Director presented a list of Food Service equipment, outlining several that may need repair soon.

7.2 ***Proposed Food Service Salary Increases**

Mr. Schmidt made a motion, seconded by Mr. Myers to approve the salary increase for the food service staff as presented by Mr. Stickley, effective July 1, 2015.

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

VIII. ****Public Comment**

- Frank Lloyd spoke in support of Brian Hyde.
- Greg McKelvey spoke in support of Brian Hyde.

IX. ***Approval of Meeting Minutes of 10/7/15 & 10/28/15**

Mr. Schmidt made a motion, seconded by Mr. Santos to approve the minutes of 10/7/15 & 10/28/15.

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

X. **Status of Superintendent**

Mr. McGee informed the members that the independent review regarding the home visit was not yet complete.

XI. **Report of the Acting Superintendent**

11.1 **Administration Reports**

Mrs. DeBoer reviewed the administration reports with the Committee.

11.2 **Personnel Reports**

New Hires

Manuela Cliff – Recess Monitor, KCC

Helen Rose – Recess Monitor, KCC

11.3 **Enrollments**

KCC-445; QS-505; MM/HS-710; total - 1660

11.4 **Update on PARCC**

Mrs. DeBoer gave an update regarding the PARCC assessments for 2016.

XII. **Report of the Business Manager**

12.1 **Update on FY16 Budget**

Mr. Funk reviewed the FY16 budget with the Committee.

12.2 **Status of grants and revolving accounts**

Mr. Funk presented an overview of the grants and revolving accounts.

12.3 ***Budget Transfers**

Mr. Myers made a motion, seconded by Mr. Santos to approve budget transfer #16-002 as presented.

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

12.4 Draft FY17 Budget

Mr. Funk gave each committee member a notebook with the draft FY17 budget for their review.

XIII. New Business

13.1 Update on Home Visit Practice

The policy sub-committee has put a temporary hold on performing home visits for all new students.

XIV. Specifically Unassigned/Unfinished Business

None

XV. Sub-Committee Reports

Mr. Myers gave an up-date on the negotiation sub-committee meeting with Unit A.

XVI. Events/Happenings

16.1 Menus/calendars

Copies of the menus and calendars are included in the packet.

XVII. *Executive Session

17.1 Open meeting law exception number one; to discuss complaints or charges against a public officer, employee, staff member or individual

Mr. Schmidt made a motion, seconded by Mr. Myers to enter into the executive session @9:30pm for the purpose of discussing complaints or charges against a public officer, employee, staff member or individual. The Committee may return to the public meeting.

XVIII. *Adjournment

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

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

Respectfully submitted by,

Catherine E. Loyko
School Committee Recording Secretary

**School Committee Emergency Meeting
Minutes
November 5, 2015**

Present were: Scott McGee, Don Myers, Chris Santos, Geoff Gorman and George Schmidt. Also present was Attorney Jim Toomey. Brian Hyde waived his right to attend meeting.

Mr. McGee called the meeting to order at 6:00pm.

Mr. Schmidt made a motion, seconded by Mr. Gorman to enter into Executive Session @6:01pm.

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

Mr. Schmidt made a motion, seconded by Mr. Santos to exit Executive Session and move into the public session at 6:43pm.

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

Mr. Myers made a motion, seconded by Mr. Santos to place Mr. Hyde on paid administrative leave effective immediately.

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

Mr. Schmidt made a motion, seconded by Mr. Myers to appoint Patricia DeBoer as Acting Superintendent immediately.

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

Mr. Schmidt made a motion, seconded by Mr. Gorman to adjourn the regular meeting @6:50pm.

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

Respectfully submitted by,

Scott McGee,
School Committee Chair

KENNETH C. COOMBS SCHOOL**Wendy Lithwin****November 2015**

7.

Grade	Total	Class #1	Class #2	Class #3	Class #4	Class #5	Class #6
P	90	20	10	19	20	21	
K	124	21	21	21	20	21	20
1	98	15	16	17	16	17	17
2	128	20	22	22	21	21	22
Multi-Age	4	4					
Total	444						

As of November 17, 2015

	Enrollment	Withdrawal	
Pre-K	2	1	
K	1	1	
1	1	2	
2	1	1	

Attendance for the month is 98%**Acknowledgments:**

- Thank you to PTO for sponsoring the Book Fair and the Story Book Dance
- Thank you to the Food Services Department for sponsoring Book Fair family breakfasts
- Thank you to Margie Mitchell for organizing the Woodruff Art Gallery walking field trips and the school-wide Turkey Trot.
- Thank you to Margie Mitchell and Manuela Cliff for organizing the food drive
- Special thanks to Mikey Cliff, a grade two student, who collected 270 items on the first day of the food drive!
- Thank you to Katie Martin, STEM Teacher and Will Matthews, US Coast Guard, for presenting Crewmates and Classmates STEM assembly to students.

Major Events:

Nov 2-Early Release-Staff Professional Development
 Nov 3-Principal Coffee and Chat-8:30am and 6pm
 Nov 3-Mrs. Tessicini's Walking Field Trip to Woodruff Art Gallery
 Nov 6 - Grade 1 & 2 Crewmates and Classmates STEM Assembly
 Nov 6 -Grade 1 & 2 Summer Reading Reward Movie
 Nov 10 - Indian Education Meeting, MHS Room E102
 Nov 11 - NO SCHOOL - Veteran's Day
 Nov 13 - 20 - Book Fair
 Nov 17 - Grade Two Book Fair Breakfast
 Nov 17 - School Council Meeting
 Nov 17 - PTO Meeting
 Nov 18 - Grade One Book Fair Breakfast
 Nov 18 - School Committee and Finance Meeting
 Nov 19 - Early Release, Parent Conferences
 Nov 19 - Preschool and Kindergarten Book Fair Breakfast
 Nov 20 - PTO sponsored Story Book Dance
 Nov 20 - School-wide Turkey Trot
 Nov 23 - Early Release-Parent Conferences
 Nov 24 - Turkey Trot Rain Date

Nov 25 - Nov 27 THANKSGIVING BREAK

Upcoming Events

Dec 4 - Giving Tree Event
 Dec 7 - Student Early Release-Staff PD
 Dec 9 - PTO Meeting
 Dec 15 - School Council Meeting
 Dec 24-31 - Christmas Break

Quashnet School Principal's Report

November 2015 - MaryKate O'Brien

8.

Enrollment

Grade	IN	OUT	TOTAL	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
3	0	0	137	3AR—21	3BR—20	3FL—19	3KE—20	3PH—18	3SC—20	3ST—19
4	1	3	104	4KE—19	4MA—16	4MC—19	4PA—12	4PU—18	4ST—20	
5	0	1	135	5AL—18	5BE—18	5BL—20	5GO—20	5MA—19	5PI—22	5WE—18
6	0	1	130	6BB—16	6BA—20	6GE—19	6GI—17	6JO—18	6LA—19	6MC—21
Total	0	0	506							

Enrollment as of 11/23/15 is 506 students—27 Homerooms—Attendance Rate is 95.7%

Acknowledgements:

Thank you to our high performing music teacher, Kris Hill, for planning and organizing a fourth grade field trip to Barnstable High School for the Young People's Concert.

I would like to acknowledge Jane Emery for her efforts in organizing raffle sales for a New England Patriots basket to benefit the Falcon Family Fund – over \$1,000 has been raised to date with the drawing to be held on Friday, Dec. 4. Thank you to Brian Morrey for his ticket donation and the wonderful Quashnet office staff for the basket of Patriot gear.

Thank you students of the Quashnet School for donating over 300 pounds of Halloween candy! 25 boxes of candy and notes from students were sent to APO destinations all over the world!

Thank you to MHS Honor Society and Quashnet Elementary Honor Society students for volunteering during both conference days and nights to assist parents and monitoring younger students.

Thank you to the Quashnet team for building strong home/school connections with families during parent teacher conferences. Feedback from families was very positive.

Events—November 2015

11/2: Early Release Day for students – PD for staff
 11/2-11/6: Book Fair
 11/3-11/5: Book Fair Breakfast
 11/5: Field Trip to Mashpee Public Library -SMA
 11/6: Paint Night with Mrs. Richards
 11/9: Cyberbullying Presentation – Cape and Island's DA's Office
 11/10: Annual Veterans Day Celebration
 11/11: No School in observance of Veterans Day
 11/12: Grade 5 trip to Pequot Museum, CT
 11/13: Picture Retake Day
 11/17: PTO Meeting 7:00 PM QS Library
 11/18: Young People's Concert –Grade 4 Field Trip
 11/18: School Committee 6:30 PM QS Library
 11/19: Early Release for students; Parent/Teacher Conferences
 11/23: Early Release for students; Parent/Teacher Conferences
 11/24: School Spirit Day – Wear Blue and White
 11/21-11/27: No School in observance of Thanksgiving

Events—December 2015

12/2: School Committee Meeting
 12/3: Recital Night 5:15 PM QS Café
 12/7: Early Release Day for students (11:30 AM)
 12/8: Indian Education Parent Meeting 6:30 PM
 12/12: Mashpee Christmas Parade
 12/14-12/18: Gingerbread Village
 12/15: Grade 3 Field Trip to Whaling Museum (AR,BR,KE,ST)
 12/16: Grade 3 Field Trip to Whaling Museum (FL,PH,SC)
 12/17: Grade 4-6 Chorus Concert and cookie decorating
 12/24-1/1: No School

**Mashpee Middle High School
November 2015
Principal's Report**

Enrollment:

Grade	Total	New Enrollments	Withdrawals	Withdrawal Out:
7	151	1		
8	127	0		
9	117	1		
10	107	0		
11	106	0		
12	104	1		
Total	712	3		

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

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

MHS Attendance for the month is 95.16%. MMS Attendance for the month is 96.57%.

Suspensions:

Grade	Out-of-school suspension/reason
7	
8	1 Skipped Saturday School
9	2 Skipped Saturday School
10	1 Skipped Saturday School
11	1 Verbal Abuse of Staff, 2 excessive Tardies, 4 Skipped Saturday Detention
12	1 excessive tardies, 4 skipped Saturday school

Acknowledgments:

Congratulations to Gabrielle Carroll and Brynne Santos for being selected for All-State Band and Chorus!

Congratulations to MM/HS Senior Gabrielle Carroll for receiving The Massachusetts Association of School Superintendents Certificate of Excellence Award! We are very proud of your outstanding achievement!

Congratulations to the MM/HS Football Team on their great win vs. Essex Tech! Best of Luck in the Super Bowl @ Gillette Stadium on December 5 at 11AM!

Thank you to Mr. Turner and the JFK Museum for allowing MM/HS to host the Youth Speaker Series featuring former U.S. Senator Paul Kirk!

Major Events:

Nov 1	Daylight Saving Time Ends
Nov 2	Early Release Day – Full MMHS Faculty Meeting
Nov 3	Picture Retake Day
Nov 4-6	MCAS ELA Retest
Nov 6-7	Fall Production Dates
Nov 7	SAT Test Date
Nov 6	First Term Ends
Nov9-10	MCAS Math Retest
Nov 11	No School – Veterans Day
Nov 16	First Term Report Cards Issued
Nov 16	MMHS PLC Meetings
Nov25-27	No School – Vacation
Nov 30	MMHS PLC Meetings

Upcoming Events:

December 5	SAT Test Date
December 5	Football Division 6 Super Bowl
December 6	Hanukkah
December 7	Early Release Day – Full MMHS Faculty Meeting
December 7	District Wide Holiday Party
December 10	National Honor Society Blood Drive
December 12	ACT Test Date
December 14	MMHS PLC Meetings
December 18	Second Term Progress Reports Issued
December 21	MMHS PLC Meetings
December 24-31	No School – Vacation

MASHPEE PUBLIC SCHOOLS

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

Month/Date: November 2015

School/Assignment: Special Education Department

Special Education Accountability:

- Prepared out of district monitoring plans and budget.
- Consulted tutors for special education students unable to attend school.
- Facilitated SPED Monthly Staff meeting at MMS/MHS, Quashnet and KCC.
- Facilitated Psychologist/Team Chair Monthly Meetings.
- Conducted teacher and therapist announced observations.

Special Education Enrollment: November 2015

School	Active IEP's
KCC Pre K	32
KCC	50
Quashnet	102
Middle/High	147
Out of District	19
Itinerant Services	0
Other	3
Total Special Ed. Students	353

Teaching and Learning:

- Daily Activities: Team meetings (in-district and out-of-district), teacher observations, administrative meetings, responding to parent calls and meetings.
- Conducted CPI Training at KCC, November 2.
- Attended a meeting with Administrative Intern, MHS, November 5.
- Attended a webinar-Teaching Comprehension Through Text-Driven Instruction, Nov. 12.
- Attended a webinar-SAM Training, MHS, November 17.
- Facilitated SPED Life Skills Field Trip to Oceanographic Institute, Woods Hole, November 17.
- Facilitated 504 Presentation, MHS, November 23.
- Conducted CPI Training for Administrators, Quashnet, November 24.

Community Connections:

- Attended the Kiwanis district meeting on November 4.
- Attended Kiwanis meetings, November 5 and 19.
- Attended two OOD Team Meetings, CCC, Osterville, November 2.
- Attended OOD Team Meeting, Cardinal Cushing, Hanover, November 3.
- Facilitated SEPAC Meeting, MHS, November 9.
- Attended CCC Advisory meeting Osterville, November 13.
- Attended Veteran's Day assembly, Quashnet November 10.

To: Patricia DeBoer , Mashpee Acting Superintendent of Schools

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

Athletic Department Notes

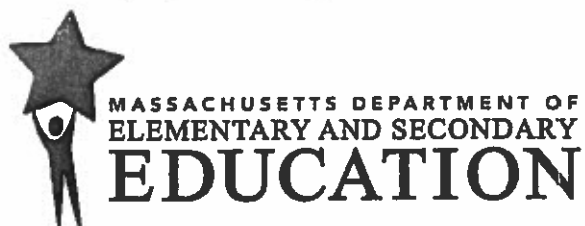
- Football will play for the Division VI State title at Gillette Stadium on December 5th at 11:00
- Senior Running Back DeShaun Dias broke the Mashpee single game rushing record in the Division VI Eastern Massachusetts title game rushing for 342 yards.
- Senior Emma McNally was selected to the Eastern Massachusetts Girls Soccer All-Star team.
- Winter registration is now open Quashnet, Middle and High School sports through Family ID
- Fall South Shore League All-Stars:

	<u>Name</u>	<u>Grade</u>
Football:	Deshaun Dias	12
	Joey Spinola	12
	Andrew Vinitsky	12
	Emmett Sweeney	12
	Dominick Cassell	12
	Nick Carpenter	12

[illegible]

CAPE COD TECH							OUT-OF-DISTRICT
Month	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total		
Sept	19	14	12	14	59	Sept	17
Oct	19	14	12	14	59	Oct	19
Nov	19	14	12	14	59	Nov	19
Dec					0	Dec	
Jan					0	Jan	
Feb					0	Feb	
Mar					0	Mar	
Apr					0	Apr	
May					0	May	
June					0	June	

[illegible]



MASHPEE PUBLIC SCHOOLS

**COORDINATED PROGRAM REVIEW
REPORT OF FINDINGS**

English Learner Education

Dates of Onsite Visit: April 6-10, 2015

Date of Draft Report: August 17, 2015

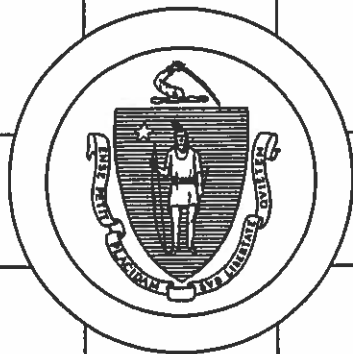
Date of Final Report: October 30, 2015

Action Plan Due: November 30, 2015

Department of Elementary and Secondary Education Onsite Team Members:

Matthew Nixon, Program Quality Assurance (PQA) Chair

Susan Nichols, PQA



**Mitchell D. Chester, Ed. D.
Commissioner of Elementary and Secondary Education**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW REPORT**

MASHPEE PUBLIC SCHOOLS

SCOPE OF COORDINATED PROGRAM REVIEWS.....3

COORDINATED PROGRAM REVIEW ELEMENTS.....4

REPORT INTRODUCTION7

DEFINITION OF COMPLIANCE RATINGS10

ENGLISH LEARNER EDUCATION11

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW REPORT**

MASHPEE PUBLIC SCHOOLS

SCOPE OF COORDINATED PROGRAM REVIEWS

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. All districts participating in the 2014-2015 monitoring cycle conducted self-assessments across all criteria in the Web-based Monitoring System (WBMS).

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws. All districts participating in the 2013-2014 CPR monitoring cycle conducted self-assessments across all criteria in the Web-based Monitoring System (WBMS).

English Learner Education (ELE) in Public Schools

- selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001, Title III and Title VI of the Civil Rights Act of 1964. During the 2013-2014 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department's RETELL (Rethinking Equity and Teaching for English Language Learners) initiative.

Some reviews also cover selected requirements in:

17.

Career/Vocational Technical Education (CVTE)

- career/vocational technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

COORDINATED PROGRAM REVIEW ELEMENTS

Team: Depending upon the size of a school district and the number of programs to be reviewed, a team of two to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

Timing: Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; about seventy school districts and charter schools are scheduled for Coordinated Program Reviews in 2014-2015 SY, all districts participated in the Web-based Monitoring System (WBMS). The Department's 2013-2014 schedule of Coordinated Program Reviews is posted on the Department's web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>. The statewide six-year Program Review cycle, including the Department's Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

Criteria: The Program Review criteria for each WBMS review, begins with the district/school conducting a self-assessment across all fifty-two current special education criteria. Program Quality Assurance through its Desk Review procedures examines the district/school's self-assessment submission and determines which criteria will be followed-up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to Special Education Monitoring** at the beginning of the School District Information Package for Special Education.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

WBMS Methods: Methods used in reviewing special education programs include:

Self-Assessment Phase:

- District/school review of special education documentation for required elements including document uploads. Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.

- 18-
- District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
- Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities: Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Methods for all other programs in the Coordinated Program Review:

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across all grade levels.
- Telephone interviews as requested by other parents or members of the general public.
- Review of student records for English learner education and career/vocational technical education: The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.

- 19.
- **Observation of classrooms and other facilities:** The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Report: Preparation:

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education are provided to the district/school on-line through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at <http://www.doe.mass.edu/pqa/review/cpr/reports/>.

Content of Final Report:

Ratings. In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "Not Implemented," and "Not Applicable." "Implementation in Progress," used for criteria containing new or updated legal requirements, means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

Findings. The onsite team includes a finding in the Final Report for each criterion that it rates "Commendable," "Partially Implemented," "Not Implemented," or "Implementation in Progress," explaining the basis for the rating. It may also include findings for other related criteria.

Response: Where criteria are found "Partially Implemented" or "Not Implemented", the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department's review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

INTRODUCTION TO THE FINAL REPORT

A two-member Massachusetts Department of Elementary and Secondary Education team visited Mashpee Public Schools during the week of April 6, 2015 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, and English learner education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

- Interviews of four administrative staff
- Interviews of 37 teaching and support services staff across all levels
- Telephone interviews as requested by persons from the general public
- Student record review: A sample of ten English learner education student records was selected by the Department. These student records were first examined by local staff, whose comments were then verified by the onsite team using standard Department record review procedures
- Surveys of parents of ELE students: Ten parents of ELE students were sent surveys that solicited information about their experiences with the district's implementation of English learner education programs, services, and procedural requirements. None of these parent surveys were returned to the Department of Elementary and Secondary Education for review
- Observation of classrooms and other facilities: A sample of nine instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine general levels of compliance with program requirements

The report includes findings in the program areas reviewed organized under nine components. These components are:

- Component I: Assessment of Students**
- Component II: Student Identification and Program Placement**
- Component III: Parent and Community Involvement**
- Component IV: Curriculum and Instruction**
- Component V: Student Support Services**
- Component VI: Faculty, Staff and Administration**
- Component VII: Facilities**
- Component VIII: Program Evaluation**
- Component IX: Recordkeeping and Fund Use**

The findings in each program area explain the "ratings," determinations by the team about the implementation status of the criteria reviewed. The ratings indicate those criteria that were found by the team to be substantially "Implemented" or implemented in a "Commendable" manner. (Refer to the "Definition of Compliance Ratings" section of the report.) Where criteria were found to be either "Partially Implemented" or "Not Implemented," the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or

21.

regulation. Districts are expected to incorporate the corrective action into their district and school improvement plans, including their professional development plans.

MASHPEE PUBLIC SCHOOLS

SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT REQUIRING CORRECTIVE ACTION

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
English Learner Education	ELE 5, ELE 6, ELE 14, ELE 18	ELE 1, ELE 2, ELE 4, ELE 10, ELE 17	

**NOTE THAT ALL OTHER CRITERIA REVIEWED BY THE DEPARTMENT THAT ARE NOT
MENTIONED ABOVE HAVE RECEIVED AN "IMPLEMENTED" OR "NOT APPLICABLE" RATING.**

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

24.

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENT PROGRESS
	Legal Standard
ELE 1 Annual English Language Proficiency Assessment	<ol style="list-style-type: none"> 1. The district annually assesses the English proficiency of all ELL students. 2. The ACCESS for ELLs is administered to ELLs annually in grades K-12 by qualified staff. <p>Authority: NCLB, Title I and Title III; G.L. c. 71A, § 7; 603 CMR 14.02</p>
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

A review of ACCESS participation rates as shown in the state database revealed that the district did only assess the English proficiency of 73 % of the ELL students in the district.

CRITERION NUMBER	
	Legal Standard
ELE 2 State Accountability Assessment	<p>ELLs participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) or PARCC (The Partnership for Assessment of Readiness for College and Careers) exams as required and in accordance with Department guidelines.</p> <p>Authority: NCLB, Title I, Title VI; G.L. c. 69, § 1I; c. 71A, § 7</p>
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

MCAS or PARCC participation rates as shown in the state database indicates that only 76% of the ELLs in the district participated in the MCAS English Language Arts.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
ELE 3 Initial	The district uses qualified staff and appropriate procedures and assessments to identify students who are ELLs and to assess their level of English proficiency in

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
Identification	reading, writing, speaking, and listening. Authority: Title VI; EEOA; G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L. c. 76, § 5; 603 CMR 26.03
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
ELE 4 Waiver Procedures	<p>1. Waivers of the requirement to be taught through sheltered English immersion instruction may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions <i>in a language they can understand</i>.</p> <p>2. Students who are under age 10, may only be granted waivers if (a) the student has been placed in an ELL classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student “has special and individual physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All waiver requests and school district responses (approved or disapproved waivers) must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational progress. Students receiving waivers may be transferred to an educationally recognized and legally permitted ELL program other than a sheltered English immersion or two-way bilingual program. See 603 CMR 14.04 and ELE 5.</p> <p>Authority: G.L. c. 71A, § 5; 603 CMR 14.04(3)</p>
	Rating: Not Implemented District Response Required: Yes

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard

Department of Elementary and Secondary Education Comments:

A review of documents and staff interviews indicated that the district does not have a formal waiver procedure in place. See ELE 10.

CRITERION NUMBER	
	Legal Standard
<p>ELE 5</p> <p>Program Placement and Structure</p>	<ol style="list-style-type: none"> 1. The district uses assessment data to plan and implement educational programs for students at different instructional levels. 2. The district places ELL students in <ol style="list-style-type: none"> (a) "Sheltered English Immersion" (SEI) classrooms. SEI has two components, English as a Second Language (ESL) instruction and sheltered content instruction as described in G.L. c. 71A, §§ 2 and 4; or (b) "Two-Way Bilingual" classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language; or (c) (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English-only language general education classroom with assistance in English language acquisition. (d) (as a result of an approved waiver) bilingual education or another educationally recognized and legally permitted ELE program, in which the students are taught all courses required by law and by the school district. 3. Regardless of the program model, districts provide ELL students with content instruction and ESL instruction that is aligned to the 2011 Massachusetts Curriculum Frameworks and integrates WIDA English Language Development (ELD) Standards. <p>Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Comments:

A review of district documentation indicated that the ESL instruction ELLs receive does not exceed 90 minutes a week in the district's elementary schools even when the students are at proficiency levels 1 and 2. Therefore, it is concluded that the district does not provide sufficient ESL instruction to promote and support the rapid acquisition of English language proficiency by ELL students as is required in G.L. c. 71A.

CRITERION NUMBER	
	Legal Standard
ELE 6 Program Exit and Readiness	<p>1. The district does not reclassify Limited English Proficient (LEP) students as Former Limited English Proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.</p> <p>2. Districts do not limit or cap the amount of time in which an ELL student can remain in a language support program. An ELL student only exits from such a program after he or she is determined to be proficient in English.</p> <p>Authority: Title VI; EEOA; G.L. c. 71A, § 4</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

The documentation submitted by the district indicates that the district continues to code the students who were reclassified as Former Limited English Proficient (FLEP) as ELLs until the end of the two year monitoring process.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
ELE 7 Parent Involvement	<p>The district develops ways to include parents or guardians of ELL students in matters pertaining to their children's education and ELE programs.</p> <p>Authority: Title VI; EEOA; Title III</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
ELE 8 Declining Entry to a Program	<p>The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual or other ELE program.</p> <p>Authority: Title VI; EEOA; G.L. c. 71, §38Q1/2</p>
	Rating: Implemented District Response Required: No

29.

CRITERION NUMBER	
	Legal Standard
ELE 9 Instructional Grouping	<ol style="list-style-type: none"> 1. The district only groups ELL students of different ages together in instructional settings if their levels of English proficiency are similar. 2. The district's grouping of students ensures that ELL students receive effective content instruction at appropriate academic levels and that ESL instruction is provided at the appropriate proficiency level. ESL instruction should be aligned to the Massachusetts Curriculum Frameworks and must integrate components of the WIDA English Language Development (ELD) Standards. <p>Authority: Title VI; EEOA; G.L. c. 71A, § 4</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
ELE 10 Parent Notification	<ol style="list-style-type: none"> 1. Upon identification of a student as ELL, and annually thereafter, a notice is mailed to the parents or guardians written where practicable in the primary/home language as well as in English, that informs parents of: <ol style="list-style-type: none"> a) the reasons for identification of the student as ELL; b) the child's level of English proficiency; c) program placement and/or the method of instruction used in the program; d) how the program will meet the educational strengths and needs of the student; e) how the program will specifically help the child learn English; f) the specific exit requirements; g) the parents' right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8); and h) If the student has additional education needs that require Special Education Services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP) 2. The district provides parents and guardians of ELL students, with report cards and progress reports in the same manner and with the same frequency as general education reporting. The reports are, as practicable, written in a language understandable to the parent/guardian. <p>Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603</p>

CRITERION NUMBER	
	Legal Standard
	CMR 14.02
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

A review of documents and student records indicated that the parent notification letter does not inform parents of the following:

- a) *The child's level of English proficiency;*
- b) *Program placement and/or the method of instruction used in the program;*
- c) *How the program will meet the educational strengths and needs of the student;*
- d) *How the program will specifically help the child learn English;*
- e) *The specific exit requirements;*
- f) *The parents' right to apply for a waiver, or to decline to enroll their child in the program;*
and
- g) *If the student has additional educational needs that require special education services, how the Title III program will meet the objectives of the Individualized Education Plan (IEP).*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard
ELE 11 Equal Access to Academic Programs and Services	<ol style="list-style-type: none"> 1. The district does not segregate ELL students from their English-speaking peers, except where programmatically necessary, to implement an ELL education program. 2. The district ensures that ELL students participate fully with their English-speaking peers and are provided support in non-core academic courses. 3. The district ensures that ELL students have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. 4. The district ensures that ELL students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. 5. The district uses grade appropriate content objectives for ELL students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members. 6. Reserved

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard
	<p>7. The district provides access to the full range of academic opportunities and supports afforded non-ELL students, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, and the supports outlined in the district's curriculum accommodation plan.</p> <p>8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to ELL students in a language and mode of communication that they understand.</p> <p>Authority: Title VI; EEOA; G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
<p>ELE 12</p> <p>Equal Access to Nonacademic and Extracurricular Programs</p>	<p>1. The district provides appropriate support, where necessary, to ELL students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</p> <p>2. Information provided to students about extracurricular activities and school events is provided to ELL students in a language they understand.</p> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.06(2)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
<p>ELE 13</p> <p>Follow-up</p>	<p>The district actively monitors students who have exited an ELL education program for two years and provides language support services to those students, if needed.</p>

Support	Authority: Title VI; EEOA; NCLB; Title III
	Rating: Implemented District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
ELE 14 Licensure Requirements	<p>As noted in the introduction, the SY 12-13 through SY 15-16 will be transition years in districts with respect to ELE 14 because, among other things, cohorts of incumbent core academic teachers of ELLs will be participating in training to earn an SEI Teacher Endorsement. The same is true of building administrators who must earn an SEI Administrator Endorsement. From SY 12-13 to SY 15-16, the Department will gather data and documentation concerning criterion 2c of revised ELE 14, and professional development documentation required by revised ELE 14 and 15, through a process different from the CPR process. (It should be noted that ESL licensed teachers qualify for an SEI Teacher Endorsement and are not required to participate in the SEI cohort training.)</p> <ol style="list-style-type: none">1. Reserved.2. Licensure requirements for districts where ELLs are enrolled:<ol style="list-style-type: none">a) Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language or Transitional Bilingual Education, or ELL license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.)b) Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches ELL students holds an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.c) Every district, including every charter school, takes steps to ensure that each core academic teacher of one or more ELLs, as defined in 603 CMR 7.02, participates in cohort training to obtain an SEI Teacher endorsement during the time designated for the educator's cohort or otherwise obtains the endorsement through another pathway. Similarly, every district, including every charter school, takes steps to ensure that each principal/assistant principal and supervisor/director who supervises or evaluates such teachers participates in cohort training, or pursues another pathway to obtain an SEI Administrator endorsement during the time designated for the educator's cohort. Department's expectations include:<ol style="list-style-type: none">i. Collaborating with the Department to identify which of the

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	<p>incumbent core academic teachers or administrators have participated in two of more the following Category Trainings: category 1, 2 or 4;</p> <p>ii. Providing a location for delivery of the SEI training and schedule for the delivery of the training sessions;</p> <p>iii. Informing educators of their obligation to attend trainings with their cohort group to earn the SEI endorsement.</p> <p>3. Except at Commonwealth charter schools, any director of ELL programs who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education or an ELL license.</p> <p>4. A district with 200 or more ELL students—including all charter schools with 200 or more ELL students—should have a director of ELL programs, that director has an English as a Second Language, Transitional Bilingual Education, or an ELL license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)</p> <p>Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3); 603 CMR 7.14 (1) and (2); 603 CMR 14.07.</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

District documentation indicated that not all district ESL teachers/tutors that provide students with ESL instruction in the district hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.

CRITERION NUMBER	
	Legal Standard
ELE 15 Professional Development Requirements	<p>See comment in ELE 14.</p> <p>Districts, including all charter schools, maintain documentation of their plans to make the SEI cohort training available to their core academic teachers of ELLs and the building administrators who supervise such teachers and to collaborate with the Department to facilitate the provision of the training and participation of district teachers and administrators in the training.</p> <p>Districts awarded Title III funds must provide high-quality professional development to classroom teachers (including teachers in classroom settings that</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	<p>are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is —</p> <p>(A) designed to improve the instruction and assessment of limited English proficient children;</p> <p>(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;</p> <p>(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and</p> <p>(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.</p> <p>Authority: NCLB; Title III § 3115 (c) 2; EEOA; 603 CMR 14.07.</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES
	Legal Standard
ELE 16 Equitable Facilities	<p>The district ensures that ELL students are provided facilities, materials and services comparable to those provided to the overall student population.</p> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.07</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
ELE 17	The district conducts periodic evaluations of the effectiveness of its ELE program

35

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
Program Evaluation	in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. Authority: Title VI; EEOA. Title III § 3121
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Comments:

Documentation submitted by the district does not include any evidence showing that the district conducts periodic evaluations of the effectiveness of the district's ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING
	Legal Standard
ELE 18 Records of ELL Students	<p>ELL student records include:</p> <ul style="list-style-type: none"> a) home language survey; b) results of identification and proficiency tests and evaluations, including MEPA and MELA-O until SY 2011/2012; c) ACCESS for ELLs test from SY 2012/2013; d) MCAS, PARCC or other tests chosen by the Board of Education and the district; e) information about students' previous school experiences; f) copies of parent notification letters; g) progress reports, in the native language, if necessary; h) report cards, in the native language, if necessary; i) evidence of follow-up monitoring, if applicable; j) documentation of a parent's consent to "opt-out" of ELL education, if applicable; k) waiver documentation, if applicable; l) individualized learning plan (optional) <p>Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p>
	Rating: Partially Implemented District Response Required: Yes

36

Department of Elementary and Secondary Education Comments:

A review of student records indicated that several ELL student records do not include the following:

- *Home language survey;*
- *Parent notification letter;*
- *Progress reports;*
- *Evidence of follow-up monitoring, when applicable.*

This Coordinated Program Review Final Report is also available at:
<http://www.doe.mass.edu/pqa/review/cpr/reports/>.
Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at
<http://profiles.doe.mass.edu/>.

Final Report ELE – 2015

File Name: Mashpee ELE FINALReport ELE 2015

Last Revised on: October 30, 2015

Prepared by: MN/VRK/SH



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Mashpee Public Schools Bullying Prevention and Intervention Plan



2010-2011 (March 31, 2011)

Updated: 2012-2013 (September 24, 2013)

Updated: 2015-2016 (, 2015)

TABLE OF CONTENTS

I.	LEADERSHIP.....	3
II.	PROHIBITION AGAINST BULLYING AND RETALIATION	4
III.	DEFINITIONS.....	5
IV.	RELATIONSHIP TO OTHER LAWS.....	5
V.	TRAINING AND PROFESSIONAL DEVELOPMENT	5
VI.	ACCESS TO RESOURCES AND SERVICES.....	7
VII.	ACADEMIC AND NON-ACADEMIC ACTIVITIES.....	8
VIII.	POLICIES & PROCEDURES FOR REPORTING & RESPONDING TO BULLYING & RETALIATION	8
IX.	PROBLEM RESOLUTION SYSTEM.....	12
X.	COLLABORATION WITH FAMILIES.....	12
	Incident Reporting Form.....	13 - 15

I. LEADERSHIP

Statement of Purpose:

The Mashpee Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Mashpee Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Mashpee Public Schools recognizes that certain students may be more vulnerable to become a target of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Mashpee Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Mashpee Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings, except when a reported bullying incident involves the principal or the assistant principal (housemaster) as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

- A. **Public involvement in developing the Plan.** As required by M.G.L. c. 71, § 37O, the Plan will be developed with various constituencies. This involvement will include:

Mashpee Public Schools administrators, faculty and staff; school volunteers; interested community representatives, students, parents, and guardians; and the Mashpee School Committee. A community forum on the development of the Plan will be held on October 19, 2010.

Consultation will include, at a minimum, notice and a public comment period before the Mashpee School Committee adopts the Plan.

- B. **Assessing needs and resources.**

The Superintendent, along with the Superintendent's designees, with input from administrators, faculty, and families, will:

- Assess the adequacy of current programs
- Review of current policies and procedures;
- Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- Assess available resources including curricula, training programs, and behavioral health services for designing ongoing professional development;
- Review current and relevant articles and research on best methodology to prevent, intervene and address bullying and cyber-bullying;
- Research and review 'field tested' and research-based anti-bullying curricula and instructional guides;
- Develop a resource bank of relevant materials for both parents and students;
- Review the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Assessments of initial and periodic needs, by surveying students, faculty, staff, parents, guardians on school climate and school safety needs.
- Administer a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. (Once every 4 years beginning with 2015/2016 school year).

C. Planning and oversight.

The building Principals or designee will be responsible for the following tasks under the Plan:

- Receiving reports on bullying;
- Collecting and analyzing school-wide data on bullying to assess the present level of need and to measure improved outcomes;
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- Implementing the ongoing professional development that is required by the law;
- Identifying support strategies that respond to the needs of targets and aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Amending student and staff handbooks and codes of conduct; and
- Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy. The Asst. Superintendent will be responsible for reviewing and updating biennially, or more frequently if needed.

II. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school--related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related including through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or member of the school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IV. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

The Mashpee Public Schools will meet the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual staff training on the Plan.

Annual training for all Mashpee Public Schools faculty and staff on the Plan will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year.

B. Ongoing professional development.

The Assistant Superintendent will be responsible for oversight and implementation of the training used throughout the system. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying;
- Internet safety issues as they relate to cyberbullying;
- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Written notice to staff.

The Mashpee Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

VI. ACCESS TO RESOURCES AND SERVICES

The Assistant Superintendent will be responsible for researching, reviewing and adopting appropriate curriculum and instructional materials for use in the schools. This work will require consultation with other appropriate district and town resources.

The curriculum must be:

- Developmentally appropriate;
- Evidence based – based on research, or field tested; and
- Evaluated for effectiveness.

The resources will be evaluated on documented success rate, will be engaging to students and will be in keeping with our core values and philosophies of pedagogy. Curriculum should have creative presentation and should encourage students to find solutions and use critical thinking skills.

A. Identifying resources.

Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, establishing safety planning teams, and identifying other agencies that can provide services.

The Assistant Superintendent will be responsible for creating and posting a bibliography of anti-bullying resources including, but not limited to:

- The Mashpee Public Schools Anti-Bullying Policy;
- The Mashpee Public Schools Anti-Bullying Prevention and Intervention Plan;
- Instructional guides and materials;
- Research articles and materials on the prevalence and characteristics of bullying;
- Relevant and useful websites; and
- Community resources and related services.

B. Counseling and other services.

The Mashpee Public Schools has a variety of appropriate resources within the district. The Mashpee Public Schools utilizes adjustment counselors, guidance counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Mashpee Public Schools utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as are translations of materials for Mashpee families as needed.

C. Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education Administrators and faculty members receive training on this requirement.

D. Referral to outside services.

The Mashpee Public Schools has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols are annually evaluated to assess their relevance to the Plan, and revised as needed.

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Mashpee Public Schools will review the Plan with students by October 1st of each school year.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Mashpee Public Schools bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender-identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VIII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting potential bullying or retaliation.

Reports of potential bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be documented in an age appropriate manner by the Principal or designee. A school or district staff member is required to report promptly to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The Mashpee Public Schools will make a variety of reporting resources available to the school community including an anonymous electronic option.

Use of an Incident Reporting Form is not required as a condition of making a report. The Mashpee Public Schools will: 1) take all reported incidents either verbal or written and will record necessary information to document the

information as reported, and 2) will provide information on how to report incidents both on the website and in the handbook for each school.

At the beginning of each school year, the Superintendent will provide the school community, including all staff members, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Faculty and Staff

A Faculty or Staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee. The Principal or designee will document all reported incidents.

B. Responding to a report of bullying or retaliation- Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

- c. Notice to law enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation.

The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with Mashpee Public Schools policies and procedures for investigations. If necessary, the Principal or designee will, with the consent of the Superintendent, consult with legal counsel about the investigation. (Align this with school or district procedures.)

D. Determinations

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The Principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

E. Responses to bullying

1. Teaching appropriate behavior through skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking disciplinary action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to Allegations of Bullying by School Staff

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures,

including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable, given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of, or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

IX. PROBLEM RESOLUTION SYSTEM:

Any parent or guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>. Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The Mashpee Public Schools in collaboration with parent associations will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school.

B. Notification requirements.

Each year the Mashpee Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

Mashpee Public Schools
Bullying Prevention and Intervention Incident Reporting Form
Part I – Information

1. Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior _____ Reporter (not the target) _____

3. Check whether you are a: Student: _____ Staff Member (specify role) _____

Parent: _____ Administrator _____ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state school: _____ **Grade:** _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (person who engaged in the behavior) _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ **Date:** _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

Appendix A (con't.)

Part II– Investigation

1. Investigator(s): _____ Position(s): _____

2. Interviews:

- ☐ Interviewed aggressor Name: _____ Date: _____
- ☐ Interviewed target Name: _____ Date: _____
- ☐ Interviewed witnesses Name: _____ Date: _____
- Name: _____ Date: _____

- 3. Any prior documented incidents by the aggressor? Yes _____ No _____
- 4. If yes, have incidents involved target or target group previously? Yes _____ No _____
- 5. Any previous incidents with findings of BULLYING, RETALIATION Yes _____ No _____

Summary of Investigation:

_____ (Please use additional paper and attach to this document as needed)

Part III– Conclusions from the Investigation

1. Finding of bullying or retaliation:

- | | |
|------------------------------------|-----------------------------------|
| Yes _____ (please check one below) | No _____ (please check one below) |
| Bullying _____ | Incident documented as _____ |
| Retaliation _____ | Discipline referral only _____ |

2. Contacts:

Target's parent/guardian _____ Date: _____ Aggressor's parent/guardian _____ Date: _____
District Equity Coordinator (DEC) _____ Date: _____ Law Enforcement _____ Date: _____

3. Action Taken:

Loss of Privileges _____ Detention _____ (dates) _____ Referral _____ Suspension _____ (dates) _____
Community Service _____ (dates) _____ Education _____ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: _____ Date _____ Report forwarded to superintendent: _____ Date _____

Signature and Title: _____ Date: _____

Appendix B

Kenneth C. Coombs School Incident Form

Student's Name: _____

Day: (Circle One) M T W Th F Date: _____ Time: _____

Teacher: _____ Grade: (Circle One) PK K 1 2

Referring Staff: _____ Title: _____

Group: _____ G _____ S

Location: Playground _____ Library _____ Cafeteria _____ Bathroom _____ Classroom _____

Arrival _____ Dismissal _____ Hallway _____ Special _____
Other _____

Problem Behavior:

Possible Motivation:

Action Taken:

<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Loss of Privilege
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Time in Office
<input type="checkbox"/> Defiance (Arguing, Disrespect)	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Conference with Student
<input type="checkbox"/> Disruption	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Parent/Guardian Contact
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Avoid Adult(s)	<input type="checkbox"/> Individualized Instruction
<input type="checkbox"/> Inappropriate Articles	<input type="checkbox"/> Avoid Task or Activity	<input type="checkbox"/> Referral to TAT
<input type="checkbox"/> Abusive Language	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Other:
<input type="checkbox"/> Fighting/Physical Aggression	<input type="checkbox"/> Other:	
<input type="checkbox"/> Overt Defiance		
<input type="checkbox"/> Harassment/Teasing/Taunting		
<input type="checkbox"/> Lying/Cheating		
<input type="checkbox"/> Stealing		
<input type="checkbox"/> Dangerous Articles/Weapons		
<input type="checkbox"/> Other:		

Individual(s) involved in Incident:

None _____ Peers _____ Staff _____ Teacher _____ Unknown _____ Others _____

Comments: _____

For Office Use Only

Student Conference _____ Parent/Guardian Conference _____ Telephoned Parent/Guardian _____
Examine Previous Discipline Report(s) _____ Consult with Teacher _____ Consult with Counselor _____
Report Mailed Home _____ Meet with Witness(es) _____ Guidance Referral _____ SSC Referral _____
In-School Suspension _____ Resource Officer Referral _____ Recess Suspension _____
Other: _____

K. C. Coombs Elementary School Lunch Menu

December 2015

The 5 Meal Components for School Lunch

December

Prepay:

Full Price \$42.40

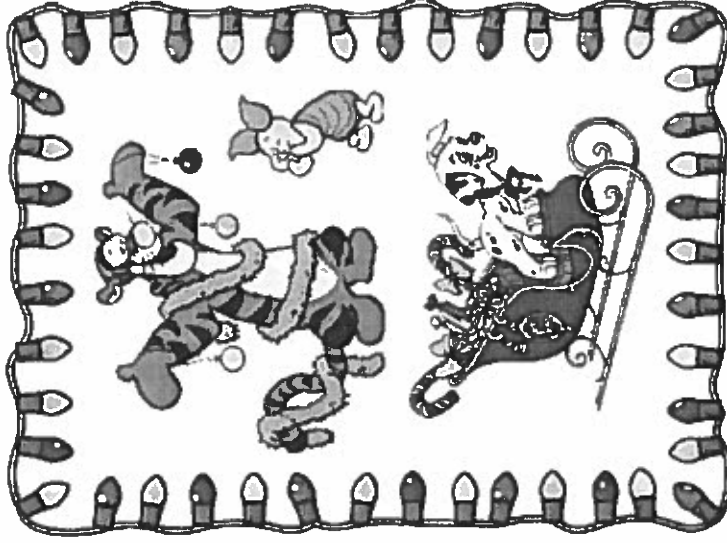
Reduced \$6.40

LUNCH MEAL PRICES

KC Coombs Elementary \$2.65
Quashnet Elementary \$2.75
Mashpee Middle/High School \$3.50



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



Alternate Menu Options

We offer a Sunbutter & Jelly Sandwich and a Turkey Sandwich Daily!

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

Milk Available Daily

Chocolate Flavored Skim
1% White Skim Milk

Only \$.50 each

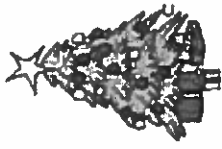

included with full lunch



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

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

This institution is an equal opportunity provider.

1 	2 Stick Lunch Mozzarella Stick Pizza Stick Dipping Sauce Veggie Sticks Assorted Fruit	3 Toasted Cheese Sandwich Tomato Soup Green Beans Assorted Fruit	4 Big Daddy's Pizza Carrots Assorted Fruit
7 Half Day Bag Lunch Available Be Prepared To Order The Lunch In The Classroom	8 Chicken Patty Sandwich Onion Rings Garden Salad Assorted Fruit	9 Beef Nachos Tortilla Chips, Cheese, Sour Cream, Salsa, Lettuce Corn Assorted Fruit	10 Popcorn Chicken Mashed Potatoes and Gravy Peas Assorted Fruit
14 Breakfast for Lunch French Toast Sticks Sausage Patties Hash Browns Maple Pancake Syrup Assorted Fruit	15 Chicken Parmesan Zucchini Warm Breadstick Assorted Fruit	16 WG Pasta with Meatballs Caesar Salad Garlic Bread Assorted Fruit	17 Cheeseburger w/ toppings Carrots Oven Fries Assorted Fruit
21 Chili Dog Baked Beans Corn Assorted Fruit	22 Warmed Ham & Cheese Croissant Potato Rounds Veggie Sticks Assorted Fruit	23 Big Daddy's Pizza Peas Assorted Fruit	18 Big Daddy's Pizza Green Beans Assorted Fruit
Christmas Day See you on January 4, 2016! 			

Who's Green We Are!
The Food Services staff is collecting their compostable waste in all the kitchens in an effort to decrease waste in the dumpster. The program will be expanded to the cafeterias in the coming months.

Free & Reduced Meal Applications are available at each school office or download from the Foodservice Dept. page at the district website: www.mashpee.k12.ma.us

57.

K. C. Coombs Elementary School Breakfast Menu

December 2015



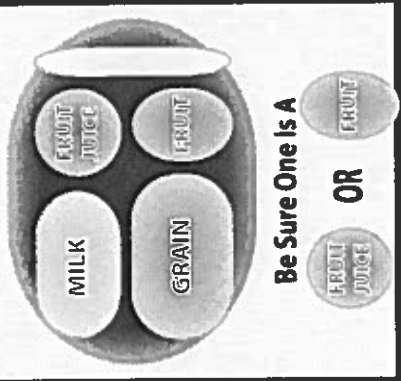
BREAKFAST PRICES
 All Schools \$1.50
 Reduced Price \$1.30

Proclaim
 breakfast is
 available to all
 each morning from
 8:00 to 8:20 a.m.






What Makes A Complete Breakfast?

Choose Three Items!



Make the Grade
 WITH SCHOOL BREAKFAST



	1	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	2	WG Cinnamon Bun Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk	3	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	4	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	
7	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	8	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	9	WG Cinnamon Bun Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk	10	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	11	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk
14	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	15	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	16	WG Cinnamon Bun Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk	17	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	18	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk
21	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	22	WG Cereals Assorted Fruit 100% Fruit Juices 1% or Skim Milk	23	WG Cinnamon Bun Mozzarella Stick Assorted Fruit 100% Fruit Juices 1% or Skim Milk			Christmas Day	

Christmas Vacation

Free & Reduced Meal Applications are available at each school office or download from the Foodservice Dept. page at the district website: www.mashpee.k12.ma.us

WG= Whole Grain

HELPING CHILDREN SUCCEED IN SCHOOL

When students start the day with a nutritious breakfast, they are more likely to be successful in school. School breakfast provides nourishing and affordable meals that help to save parents or guardians time and money!

Milk Available Daily
 Chocolate Flavored Skim
 1% White
 Skim Milk

Only \$1.50 each
 included with full lunch

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

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

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

This institution is an equal opportunity provider.

Quashnet Elementary School Lunch Menu

December 2015



LUNCH MEAL PRICES

KC/Quashnet Elementary \$2.65
 Quashnet Elementary \$2.75
 Mashpee Middle/High School \$3.55

December

Prepay:

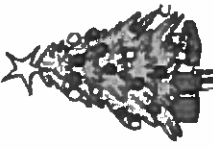

Full Price \$44.00

Reduced \$6.40

The 5 Meal Components for School Lunch



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

1 	2 Chicken Nuggets Mashed Potatoes Corn Assorted Fruit	3 Toasted Cheese Sandwich Tomato Soup Veggie Sticks Assorted Fruit	4 General T's Chicken Rice Green Beans Assorted Fruit	Big Daddy's Pizza Carrots Assorted Fruit
7 Half Day Bag Lunch Available Be Prepared To Order The Lunch In The Classroom	8 Chicken Patty Sandwich Onion Rings Garden Salad Assorted Fruit	9 Taco Bar Beef or Chicken Tortilla Chips or Soft Taco Assorted Toppings Corn Assorted Fruit	10 Popcorn Chicken Mashed Potatoes and Gravy Peas Assorted Fruit	11 Big Daddy's Pizza Green Beans Assorted Fruit
14 Breakfast for Lunch French Toast Sticks Sausage Patties Hash Browns Maple Pancake Syrup Assorted Fruit	15 Chicken Parmesan Zucchini Warm Breadstick Assorted Fruit	16 WG Pasta with Meat Sauce or Chicken Alfredo Sauce Caesar Salad Garlic Bread Assorted Fruit	17 Cheeseburger w/ toppings Carrots Oven Fries Assorted Fruit	18 Big Daddy's Pizza Green Beans Assorted Fruit
21 Chili Dog Baked Beans Corn Assorted Fruit	22 Warmed Ham & Cheese Croissant Potato Rounds Veggie Sticks Assorted Fruit	23 Big Daddy's Pizza Peas Assorted Fruit	See you on January 4, 2016! 	

Christmas Day

The Food Services staff is collecting their compostable waste in all the kitchens in an effort to decrease waste in the dumpster. The program will be expanded to the cafeterias in the coming months.



Alternate Menu Options

We will be introducing an expanded line of alternate entrees at the Quashnet School this year!

In addition to freshly made sandwiches, we will be offering an additional hot entree daily.

Additional Options To Look Forward To:

Beef Burgers, Breaded Chicken Sandwiches, Cheese Pizza, Hot Dogs, Paninis, Meatball Subs, Chicken Ranch Wrap, Chicken Nuggets, Ham Sandwich, Turkey Sandwich, Tuna Salad Sandwich, & Sunbutter & Jelly!


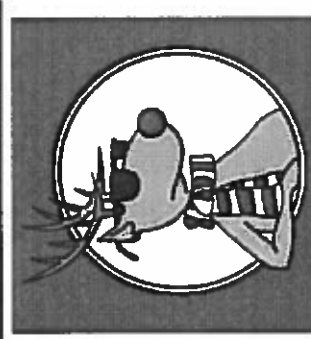


Salads
 Side Salads
 & Fresh Vegetable Sticks
 are offered daily

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

Milk Available Daily
 Chocolate Flavored Skim
 1% White
 Skim Milk

Only \$1.50 each
 or
 included with full lunch

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

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

This institution is an equal opportunity provider.

Quashnet Elementary School Breakfast Menu December 2015





BREAKFAST PRICES

All Schools \$1.50

Reduced Price \$1.30



All proclaim
breakfast is
available to all
early morning from
8:00 to 8:20 a.m.

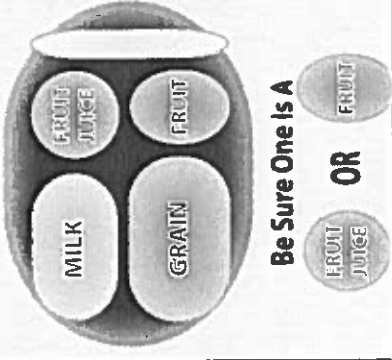
 1 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	2 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	3 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices	4 WG Cinnamon Bun or WG Cereals or WG French Toast & Breakfast Sausage Assorted Fruit 100% Fruit Juices
7 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	8 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	10 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices	11 WG Cinnamon Bun or WG Cereals or WG French Toast & Breakfast Sausage Assorted Fruit 100% Fruit Juices
14 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	15 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	16 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	17 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices
21 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	22 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	23 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	Christmas Day 

Christmas Vacation

WG= Whole Grain

Free & Reduced Meal Applications
are available at each school office
or download from the Foodservice
Dept. page at the district website:
www.mashpee.k12.ma.us

What Makes A Complete Breakfast? Choose Three Items!



Make the Grade
with SCHOOL BREAKFAST



HELPING CHILDREN SUCCEED IN SCHOOL

When students start the day with a healthy breakfast...

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

Milk Available Daily

Chocolate Flavored Skim
1% White
Skim Milk

Only \$.50 each for

Included with full lunch

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

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

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

This institution is an equal opportunity provider.

Mashpee Middle/High School Lunch Menu

December 2015



LUNCH MEAL PRICES

K-1 Counts Elementary \$2.65

Quabbin Elementary \$2.75

Mashpee Middle/High School \$2.95

December

Prepay:

Full Price \$45.60

Reduced \$6.40

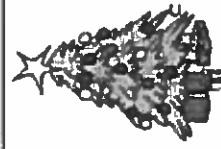


The 5 Meal Components for School Lunch

1 Meat or Meat Alternate	2 Grain	3 Fruit	4 Vegetable	5 Milk
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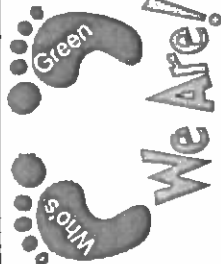
You choose at least 3 including
1/2 cup fruit or vegetable

For best nutrition, choose all 5!



Half Day
No Lunch
Served

7	1	2	3	4	11	18	Christmas Day
14	8	9	10	17	23	22	21
Breakfast for Lunch French Toast Sticks Sausage Patties Hash Browns Maple Pancake Syrup Assorted Fruit	Chicken Nuggets Mashed Potatoes Corn Assorted Fruit	Toasted Cheese Sandwich Tomato Soup Veggie Sticks Assorted Fruit	General T's Chicken Rice Green Beans Assorted Fruit	Big Daddy's Pizza Carrots Assorted Fruit	Popcorn Chicken Mashed Potatoes and Gravy Peas Assorted Fruit	Cheeseburger w/ toppings Carrots Oven Fries Assorted Fruit	See you on January 4, 2016!
	Chicken Patty Sandwich Onion Rings Garden Salad Assorted Fruit	Taco Bar Beef or Chicken Tortilla Chips or Soft Taco Assorted Toppings Corn Assorted Fruit	Big Daddy's Chicken Rice Green Beans Assorted Fruit	Big Daddy's Pizza Green Beans Assorted Fruit	WG Pasta with Meat Sauce or Chicken Alfredo Sauce Caesar Salad Garlic Bread Assorted Fruit	Big Daddy's Pizza Peas Assorted Fruit	Warmed Ham & Cheese Croissant Potato Rounds Veggie Sticks Assorted Fruit
							Chili Dog Baked Beans Corn Assorted Fruit



The Food Services staff is
collecting their compostable
waste in all the kitchens in an effort
to decrease waste in the dumpster.
The program will be expanded to the
cafeterias in the coming months.

Free & Reduced Meal Applications
are available at each school office
or download from the Foodservice
Dept. page at the district website:
www.mashpee.k12.ma.us

Pizza

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

Specials:

Monday: Pepperoni

Tuesday: Buffalo Chicken

Wednesday: Chef's Choice

Thursday: Barbeque Chicken



Salads

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

Hot Grill

Beef Burgers & Breaded Chicken Sandwiches
are offered daily

Additional Grill Specials Offered:

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

Deli

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



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

MENU SUBJECT TO CHANGE DUE TO UNFORESEEN SITUATIONS

Milk Available Daily
Chocolate Flavored Skim
1% White
Skim Milk
Only \$.50 each!
or
included with full lunch



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

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

This institution is an equal opportunity provider.

Mashpee Middle/High School Breakfast Menu

December 2015



BREAKFAST PRICES

All Schools \$1.50

Reduced Price \$1.30

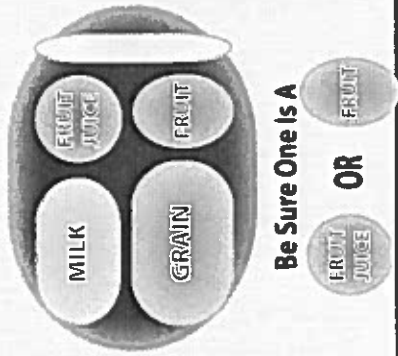


A proclamation

breakfast is
available to all
each morning from
7:05 to 7:25 AM.

What Makes A Complete Breakfast?

Choose Three Items!



Be Sure One Is A

OR

Make
Grade
with SCHOOL BREAKFAST



1 	WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	2 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	3 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices	4 WG Cinnamon Bun or WG Cereals or WG French Toast & Breakfast Sausage Assorted Fruit 100% Fruit Juices
7 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	8 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	9 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	10 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices	11 WG Cinnamon Bun or WG Cereals or WG French Toast & Breakfast Sausage Assorted Fruit 100% Fruit Juices
14 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	15 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	16 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices	17 WG Cinnamon Bun or WG Cereals or Breakfast Pizza or Yogurt Parfait Assorted Fruit 100% Fruit Juices	18 WG Cinnamon Bun or WG Cereals or WG French Toast & Breakfast Sausage Assorted Fruit 100% Fruit Juices
21 WG Cinnamon Bun or WG Cereals or WG Bagel & Cream Cheese Mozzarella Stick Assorted Fruit 100% Fruit Juices	22 WG Cinnamon Bun or WG Cereals or Pizza Bagel or Yogurt Parfait Assorted Fruit 100% Fruit Juices	23 WG Cinnamon Bun or WG Cereals or Egg & Cheese Croissant Sandwich or Yogurt Parfait Assorted Fruit 100% Fruit Juices		

Christmas Vacation

WG=
Whole Grain

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are available at each school office
or download from the Foodservice
Dept. page at the district website:
www.mashpee.k12.ma.us

HELPING CHILDREN SUCCEED IN SCHOOL

When students start the day with a

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

Milk Available Daily

Chocolate Flavored Skim
1% White
Skim Milk

Only \$.50 each




Included with full lunch

MENU SUBJECT TO CHANGE DUE
TO UNFORESEEN SITUATIONS

Prepay for meals
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or transactions
www.myschoolbucks.com

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whole grains, vegetables, chilled
or fresh fruit and milk. We use
local produce when available
and affordable.

This institution is an equal opportunity provider.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p><i>Whatever is beautiful, Whatever is meaningful, Whatever brings you happiness... May it be yours this Holiday Season and throughout the coming year!</i></p>	1	2	3	4	5
6	7 11:35am Early Release for Students	8	9	10	11 The Carving Tree*	12 Town of Mashpee Annual <i>Christmas Parade</i> at Mashpee Commons
13	14	15 3pm - School Council Meeting	16	17	18	19
20	21	22 Winter Wonderland Walk	23 Winter Wonderland Walk (Rain Date)	24 CHRISTMAS EVE	25 Hale's Holly Jolly Christmas	26
27 	28	29	30	31 Bring on the NEW YEAR!		






NO SCHOOL - WINTER BREAK- DECEMBER 24- JANUARY 2



FOLLOW THE FALCON FIVE

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

December 2015

UNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 DAY 3	2 DAY 4	3 DAY 5	4 DAY 6	5 DAY 7	
6 Hanukkah Begins 	7 Day 1 Half Day for Students 11:30 AM Dismissal Staff PD in PM	8 Day 2 Indian Education Parent Meeting 6:30PM - MHS Rm. E101	9 Day 3	10 Day 4 Term 1 - Report Cards Issued	11 Day 5	12 Mashpee Christmas Parade Mashpee Commons 5:00PM
13 	14 DAY 6 Gingerbread House Drop off in the Main Hallway	15 DAY 1 Gr. 3 - AR, BR, KE & ST Whaling Museum Field Trip	16 DAY 2 Gr. 3 - FL, PH & SC Whaling Museum Field Trip	17 Day 3 Grades 4 - 6 Chorus Concert And Cookie Decorating	18 DAY 4 Gingerbread House Pick Up Main Hallway	19
20 Special Olympics Unified Basketball Tournament Barnstable HS at 10:00AM	21 Day 5	22 DAY 6	23 Day 1	24 Christmas Eve No School	25 Christmas - No School 	26 
27	28	29	30	31	1	2
						

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

December - 2015 - Mashpee Middle-High School							January »
« November	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Meeting School Committee- Regular Meeting 6:30 PM	3	4	5 Testing SAT & Subject Tests 7:30 AM
6		7 Half Day Early Release	8 Meeting Indian Education Parent Meeting 6:30 PM - 7:30 PM	9	10 Bldg. Event National Honor Society Blood Drive w/Red Cross	11	12 Testing ACT Test Date
13		14	15	16 Meeting School Committee- Finance Meeting 6:30 PM	17	18 Bldg. Event Second Term Progress Reports Issued	19
20		21	22	23	24 Holiday/No School No School (Dec 24-Jan 1)	25 Holiday/No School No School (Dec 24-Jan 1)	26
27		28 Holiday/No School No School (Dec 24-Jan 1)	29 Holiday/No School No School (Dec 24-Jan 1)	30 Holiday/No School No School (Dec 24-Jan 1)	31 Holiday/No School No School (Dec 24-Jan 1)		
« November	December - 2015						January »