



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, June 9, 2022 at 6:30PM
Monomoy Regional High School Library - 75 Oak Street, MA 02645**

This meeting will take place **PARTIALLY REMOTELY** pursuant to the law signed by Governor Baker on February 16, 2022-An Act Further Extending Certain COVID-19 Measures Adopted During the State of Emergency, which includes an extension, until July 15, 2022, of the remote meeting provisions of his March 12, 2020, Executive Order Suspending Certain Provisions of the Open Meeting Law.

**This meeting will be accessible to the Public / Public Comment VIA the MRSD [ZOOM MEETING LINK](#)
and be broadcast to Channel 22 as well as live-streamed/recorded to the MRSD [YOUTUBE MEETING LINK](#)**

A. Call to Order

B. Public Comment: Speakers are limited to three minutes; additional time at the discretion of the Chairperson

C. Approval of Minutes -

- i. MRSC Meeting Minutes: May 26, 2022

D. Reports and Discussions

- i. Building Naming Rights - Karen Guillemette
- ii. Curriculum Update - presented by Marc Smith
- iii. Preschool Evaluation - presented by Melissa Maguire
- iv. Wellness Committee Report - presented by Melissa Maguire
- v. Subcommittee Assignments - preferences due by June 23, 2022
- vi. Remote Participation Conversation
- vii. Housing Advisory Committee
- viii. First Reading: 2021-2022 Summative Superintendent Evaluation
- ix. Tokyo Trip Proposal - Follow up Conversation & Potential Vote

E. Subcommittee, Representatives, Liaison Report

F. Superintendent's Report

- i. Recognition of Donations, Grants, and other Acknowledgements
- ii. Security Debrief
- iii. Graduation 2022
- iv. COVID Dashboard / Weekly COVID Safety Check

G. Action Items

- i. Declaration of Surplus
- ii. Tokyo Trip Proposal - Potential Vote
- iii. Housing Advisory Committee - Potential Vote
- iv. Approval of Payment of Prior Year FY21 Invoice
- v. Presentation of the Warrants

'22 JUN 6 PM 4:12:38

H. Adjournment

Authorized Posting Officer

Leah Tambolleo
June 6, 2022

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, May 26, 2022 at 6:30PM
Monomoy Regional High School Library - 75 Oak Street, MA 02645
HELD PARTIALLY REMOTELY VIA ZOOM

This meeting took place **PARTIALLY REMOTELY** pursuant to the law signed by Governor Baker on February 16, 2022-An Act Further Extending Certain COVID-19 Measures Adopted During the State of Emergency, which includes an extension, until July 15, 2022, of the remote meeting provisions of his March 12, 2020, Executive Order Suspending Certain Provisions of the Open Meeting Law.

This meeting was accessible to the Public / Public Comment VIA the MRSD [ZOOM MEETING LINK](#) and broadcast to Channel 22 as well as live-streamed/recorded to the MRSD [YOUTUBE MEETING LINK](#)

Members present in person: Meredith Henderson, Jackie Zibrat-Long, Jessica Rogers, Nancy Scott, Terry Russell

Members present in Zoom: Sharon Stout, Tina Games, Danielle Tolley

Administrators present: Dr. Scott Carpenter, Superintendent; Marc Smith, Michael MacMillan, Melissa Maguire, Joy Jordan, Jim Birchfield, Jen Police (via Zoom)

A. Call to Order: The meeting was called to order at 6:34PM by Superintendent Dr. Scott Carpenter to vote the new officers. A moment a silence for Uvalde was conducted.

1. Roll Call Attendance Tina Games: present; Nancy Scott: present; Meredith Henderson: present; Jessica Rogers: present; Sharon Stout: present; Jackie Zibrat-Long: present; Danielle Tolley: present; Terry Russell: present.

B. Vote for Chair, Vice Chair of the MR School Committee

MOTION: Meredith Henderson nominated Jackie Zibrat-Long for the position of Chair, seconded by Nancy Scott.

ROLL CALL VOTE: Tina Games: aye; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: aye; Jackie Zibrat-Long: aye; Danielle Tolley: aye; Terry Russell: aye.

UNANIMOUS the motion passes.

MOTION: Nancy Scott nominated Meredith Henderson for the position of Vice-Chair, seconded by Terry Russell.

ROLL CALL VOTE: Tina Games: aye; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: aye; Jackie Zibrat-Long: aye; Danielle Tolley: aye; Terry Russell: aye.

UNANIMOUS the motion passes.

C. MRHS Student Representative

MRHS student representative Charlotte Blute updated the school committee with a list of activities at the high school during May. Some highlights include Boston & NY trips, Multicultural Fair, Internship & Excellence breakfasts, Mr. Monomoy and Poetry Contests, and various fundraisers.

D. Public Comment: None

E. Approval of Minutes

1. MRSC Meeting Minutes: May 12, 2022

MOTION: Nancy Scott moved to approve the minutes from the May 12, 2022 MRSC meeting, seconded by Jessica Rogers.

ROLL CALL VOTE: Tina Games: aye; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: abstain; Sharon Stout: aye; Jackie Zibrat-Long: aye; Danielle Tolley: aye; Terry Russell: aye.
UNANIMOUS the motion passes.

F. Reports and Discussions

1. Proposal for MRHS student trip to Tokyo – April 2023

Amanda Schuermann along with a few students presented the proposal for an EF Tour trip to Tokyo during April vacation 2023. The trip would include art, architecture, tradition and culture. Two other agencies were reviewed prior to selecting EF as the preferred vendor. EF has an office in Tokyo. More information to follow regarding future COVID procedures and scholarships.

2. Strategic Plan Steering Committee – new member appointment

Jessica Rogers will join Sharon Stout and Danielle Tolley on the committee.

3. Special Education Parent Advisory Council (SEPAC) Report

Emily Bradley and Stephanie Goley from the SEPAC reviewed the council's purpose, mission, brochure, survey results and future plans.

4. Chatham Town Meeting – Regional Agreement Next Steps

Changes to the Regional Agreement passed in Chatham as did the Budget. Thanks to Danielle and Jeff Dykens for stepping up to address feedback received during that process. The agreement has been signed and will be sent to DESE. Future steps to include updates to obsolete language.

5. Town of Chatham/ Stepping Stones parcel discussion

MOTION: Nancy Scott moved to declare the portion of land at MRMS adjacent to Stepping Stones Road as surplus, seconded by Jessica Rogers.

ROLL CALL VOTE: Tina Games: nay; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: nay; Jackie Zibrat-Long: nay; Danielle Tolley: aye; Terry Russell: aye.

The motion passes 3 ½ to 2 ½.

G. Subcommittee, Representatives, Liaison Report

1. Superintendent Evaluation

Reminder for each committee member to complete the form and submit to Ms. Zibrat- Long by June 1st for the first reading on June 9th.

H. Superintendent's Report

1. Recognition of Donations, Grants, and other Acknowledgments

Thank you to Class of 2022 advisor Jackie Corrigan for coordinating the senior trip to NYC. Also thanks to the chaperones James Otto, Lindsay Ginnetty, Gibson St. John, Tara Lee and Rob Sliney.

Congratulations to Angie Chilaka who was named the 2022 Mercy Otis Cape Cod Woman of the Year.

2. COVID Dashboard/Weekly COVID Safety Check

Dr. Carpenter provided an update on the number of COVID positive cases the district is currently tracking is down from 39 last week to 21 this week. At home test kits are still being distributed and utilized. These will be available throughout the

school year and during summer school. DESE has advised us to prepare for a bump up in COVID in the fall without any further funding for testing to handle the expected increase.

I. Action Items

1. Vote on Stepping Stones parcel

MOTION: Nancy Scott moved to declare the portion of land at MRMS adjacent to Stepping Stones Road as surplus, seconded by Jessica Rogers.

ROLL CALL VOTE: Tina Games: nay; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: nay; Jackie Zibrat-Long: nay; Danielle Tolley: aye; Terry Russell: aye.

The motion passes 3 ½ to 2 ½.

2. Declaration of Surplus

MOTION: Meredith Henderson moved to approve the surplus, seconded by Nancy Scott.

ROLL CALL VOTE: Tina Games: aye; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: aye; Jackie Zibrat-Long: aye; Danielle Tolley: aye; Terry Russell: aye.

UNANIMOUS the motion passes.

3. Presentation of the Warrants

Completed

J. Adjournment

MOTION: Nancy Scott moved to adjourn the meeting, seconded by Meredith Henderson.

ROLL CALL VOTE: Tina Games: aye; Nancy Scott: aye; Meredith Henderson: aye; Jessica Rogers: aye; Sharon Stout: aye; Jackie Zibrat-Long: aye; Danielle Tolley: aye; Terry Russell: aye.

UNANIMOUS the motion passes and the meeting adjourns at 8:26PM.

Respectfully submitted,

Eileen Reilly

Substitute Recording Secretary

A vibrant illustration of school supplies. At the bottom center is a blue backpack with a yellow pocket. Above it, a variety of school items are scattered: a red book, a blue book, a calculator, a magnifying glass, a ruler, a protractor, a compass, a pencil sharpener, and several pens and pencils in different colors. The background is a dark blue gradient with a faint grid pattern. The text '2020' is partially visible on the right side, and 'SLIDEMANIA.COM' is written vertically on the left.

Defining Terms

An Architecture Analogy

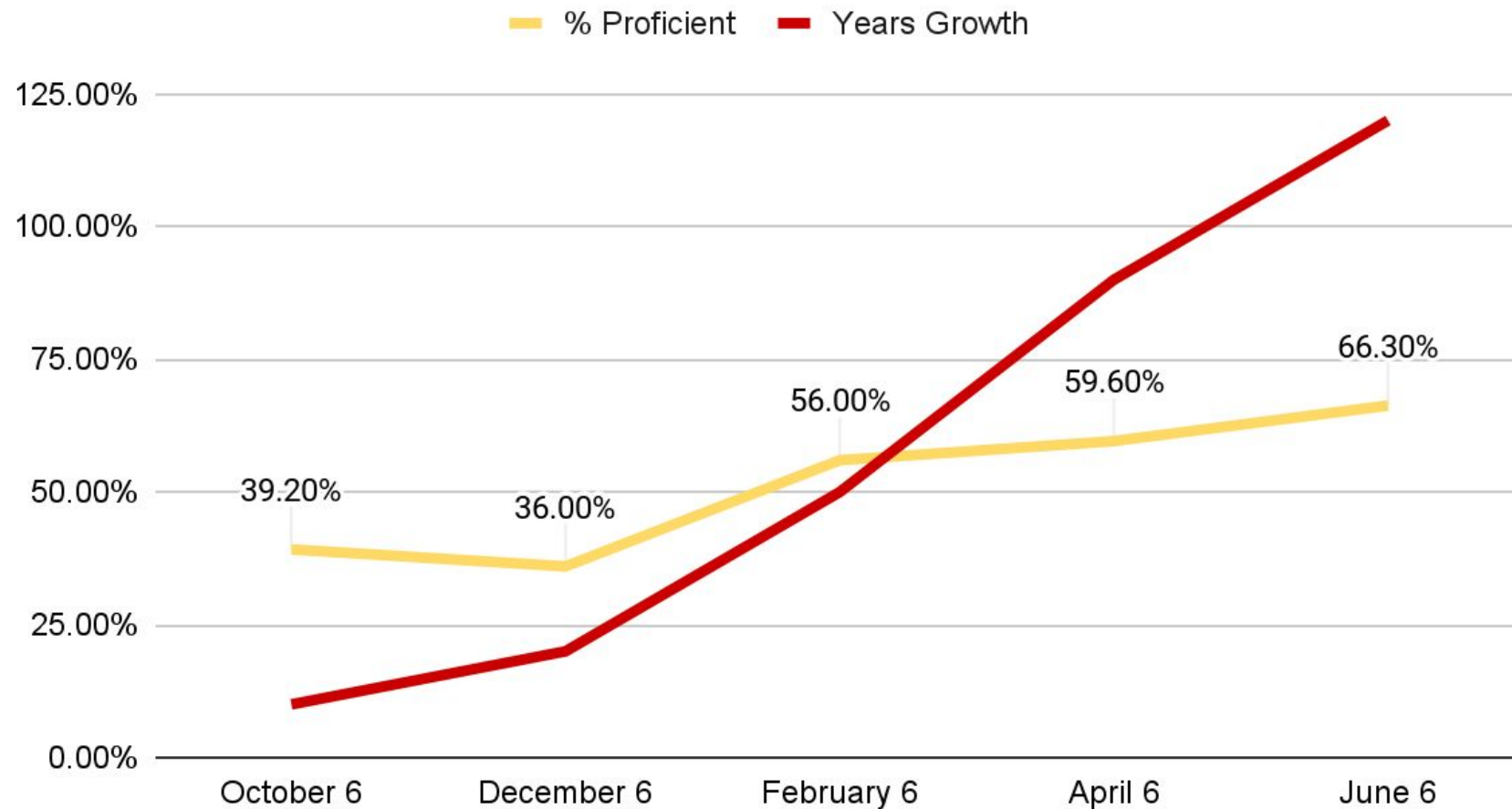
- + **Standards** - Building Code. Set forth by the state and everyone must abide by it.
- + **Curriculum** - Architecture design. Many “ways” to build inside the code, but each architect has their own characteristics that define that architect’s work
- + **Lesson Planning** - Interior Design. This is where decisions are made based upon the people “living” in the space

Last Summer

- ✓ Elementary Handwriting Task Force → K-2 implementation this year
- ✓ Elementary Homework Task Force → Focus on reading
- ✓ Finalized Elementary Math Common Assessments
- ✓ PBL Units for Kindergarten - shift to Social Studies theme
- ✓ Scope and Sequence Development for several MRHS electives in music, ELA, history, art, and science to align with new POS
- ✓ AP European History Scope & Sequence
- ✓ Discrete Math Scope & Sequence
- ✓ Community Service Learning at MRMS Scope & Sequence
- ✓ STEM revisions at MRMS
- ✓ PLTW - Grade 8 Elective
- ✓ PLTW - Introduction to Engineering
- ✓ ARC implementation planning

ARC Implementation - Year One

District - % Reading on Grade Level and Average Years Growth





High School Math:

- Selection team working last 3 months through vetting process
- Down to two finalists
- Following presentations will make selection and develop implementation plan
 - Able to secure DESE grant to support year one implementation costs





MRMS Priority Standards

- Partnership with DI consultant
- PLC's began work to determine priority standards in their content areas
- Next step is to develop success criteria for those priority standards
- These will drive formative assessment development next year
 - Formative assessments drive instructional practices (i.e. differentiation)
 - ****ESSER funded project****



This Summer

What is planned?

- ❑ World Language Revisions to align with new standards - Level I & II
- ❑ History & Science Unit Development - K-4
- ❑ MRHS Science Unit Development → Physics & Chemistry
- ❑ MRHS Scope & Sequence Development for new electives
- ❑ MRMS Scope & Sequence revisions based upon priority standards work done with Lisa Westman
- ❑ K-12 Wellness → Vision, model, and alignment
- ❑ PLTW - Principles of Engineering Scope & Sequence
- ❑ Oak Street Academy → Humanities and Math Scope & Sequence
- ❑ MRMS Advisory Curriculum Development

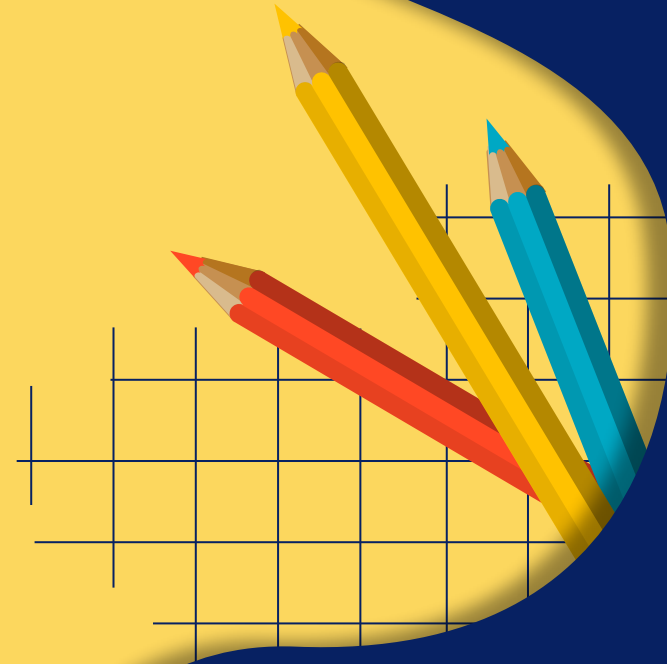
Fall Projects

K-12 Writing Task Force

- Evidenced-based writing
- Backwards mapped from 12th grade to kindergarten
- ELA, science & social studies

Wellness Task Force

- Establish our K-12 Wellness vision
- Model that supports vision and curriculum gaps that need filling



Any Questions?



MRSD Preschool Program Evaluation Presentation June 9, 2022



425 Crowell Road, Chatham MA 02633 • (508) 945-5130 • www.monomoy.edu

Overview



The Monomoy Integrated Preschool Program strives to maximize the achievement of all of our students. We provide our students with high-quality social, language, and early academic experiences, which address each child's individual needs in an emotionally and physically safe environment.



MONOMOY
Regional School District

Purpose of Preschool

Services are designed for young children (aged 3-5) with disabilities

School districts are required by law to ensure that developmentally appropriate ECSE programs and services are available

49% students receiving special education services with 51% typical peers/"community friends



MONOMOY
Regional School District

Evaluation Process

- ❖ Site visit and observations
- ❖ Parent survey
- ❖ Instructional Assistant survey
- ❖ Parent focus group
- ❖ Instructional Assistant focus group
- ❖ Self assessment conducted by the preschool team (2 special education teachers, Speech and Language Pathologist, and Occupational Therapist)



MONOMOY
Regional School District

Monomoy Preschool Program: Current enrollment as of May 2022

	3-Year-Old Classroom	4-Year-Old Classroom	ISLE Services (ABA) Sub-Separate Program
	AM Session	AM Session	AM Session
Special education students	2	7	5
Community Friends	4	6	0
Total:	6	13	5
	PM Session	PM Session	PM Session
Special Education Students	3	6	4
Community Friends	5	6	0
Total:	8	12	4
Grand Total = 46	14	25	9

Monomoy Preschool Program: Projected for 2023 school year

	3-Year-Old Classroom	4-Year-Old Classroom	ISLE Services (ABA) Sub-Separate Program
	AM Session	AM Session	AM Session
Special education students	4	6	8
Community Friends	7	7	0
Total:	11	13	8
	PM Session	PM Session	PM Session
Special Education Students	4	6	7
Community Friends	6	7	0
Total:	10	13	7
Grand Total = 62**	21	26	15

Site Visit and Observations



The site visit team was made up of five individuals from Monomoy Regional School District

- Mary Oldach, Principal, Harwich Elementary School
- Marc Smith, Director of Curriculum, Instruction, and Assessment
- Joy Jordan, Community Engagement Coordinator
- Melissa Maguire, Director of Student Services
- Jennifer Kelly, Principal, Chatham Elementary School



MONOMOY
Regional School District

Observation Tool

Early Childhood Environment Rating Scale, 3rd Edition,

The Early Childhood Environment Rating Scale, the ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive, Social-Emotional, Physical, and Health and Safety.



MONOMOY
Regional School District

1= **Inadequate**; 2-3= **Minimal**; 3-4 =**Fair**; 4-5 = **Fair to Good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Overall Category	Overall Program	3 year olds	4 year old
Space and Furnishings	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>
Personal Care Routines	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>
Language and Literacy	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>
Learning Activities	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>
Interaction	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>
Program Structure	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>	<div> <div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div> <div> <div></div><div></div><div></div><div></div><div></div><div></div><div></div> </div> </div>



MONOMOY
Regional School District

Overall Summary

1. Scores in all categories ranged from Fair to Excellent with no scores below Fair.
2. Personal Care Routines scored in the Excellent range.
3. 80% of the categories scored within the Good range.
4. Learning activities scored within the Fair range.
 - a. 2.5 hour sessions prohibit from engaging in all activities

Parent Survey



A parent survey was sent out on January 12, 2022 to all preschool parents.

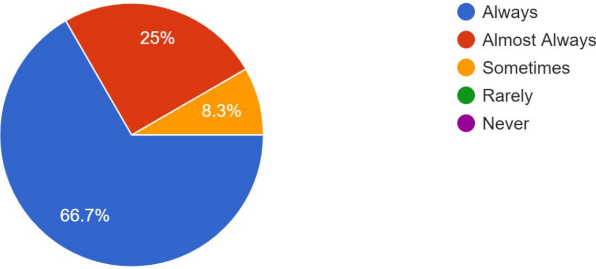
There were a total of 13 respondents which is a 28% return rate.

This is much higher than a typical response rate for surveys at 10%.

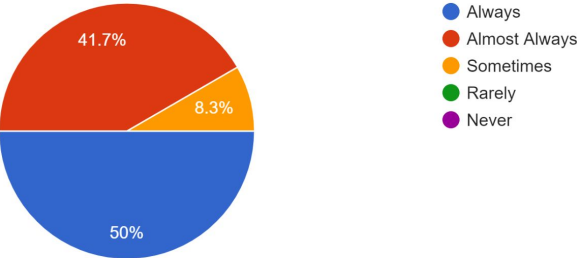


MONOMOY
Regional School District

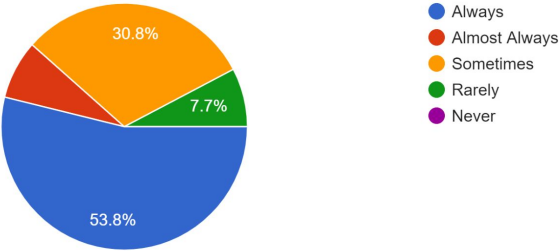
My child's preschool teacher lets me know right away if my child is having a p
12 responses



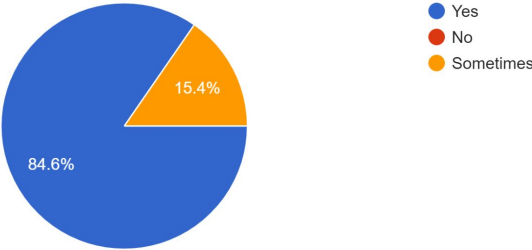
I understand the standards my child is supposed to meet.
12 responses



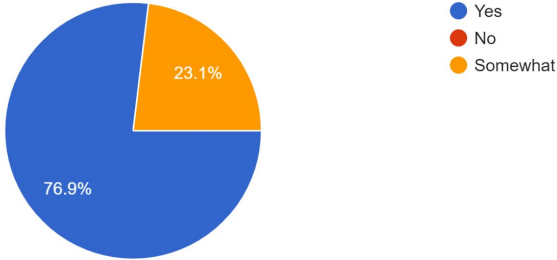
My child's preschool teacher and the school give me useful information about how to improve my
child's progress.
13 responses



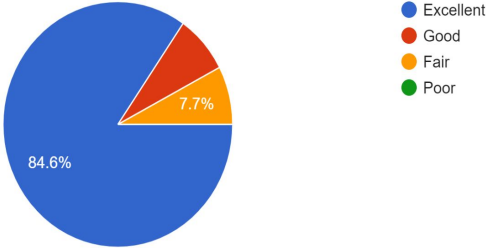
Do you receive information regarding the activities in your child's classroom?
13 responses



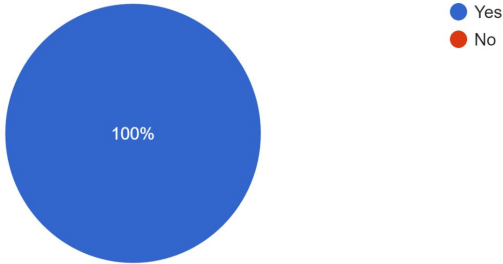
Do you feel that your child is being prepared for the Kindergarten experience?
13 responses



How would you rate your child's interest towards preschool?
13 responses



Are our preschool classrooms child-friendly?
12 responses



Are the preschool teachers helpful when needed?
12 responses





Erin Cronen



Jennifer McIlvin



Most comments by parents were how great the teachers and Instructional Assistants are!!!!

Self Assessment



MONOMOY
Regional School District

Indicators highlighted in blue indicate 100% implemented

Category	% Implemented	% Could be done easily	% Will take Time	% This will be hard to implement
Welcoming environment	75%	25%	0%	0%
Programs and Activities to Engage Families in Improving Student Achievement	100%	0%	0%	0%
Strong Relationships Between Teachers and Families	50%	25%	0%	0%
Developing Families' Self-Confidence and Power	75%	25%	0%	0%
Programs and Activities to Engage Families in Improving Student Achievement	75%	25%	0%	0%
How Closely Is Your School's Parent Involvement Program Linked to Student Learning?	77%	33%	0%	0%
Informative School Communications	100%	0%	0%	0%
Promoting Understanding of Different Culture	100%	0%	0%	0%
Recognizing and Addressing Class and Language Differences	100%	0%	0%	0%
Addressing Issues of Race and Racism	100%	0%	0%	0%
Welcoming and Respecting All Families	25%	75%	0%	0%
Promoting Understanding of Different Cultures	77%	33%	0%	0%
Consulting Families About Decisions	77%	33%	0%	0%
Building a Strong, Broad-Based Parent Organization	100%	0%	0%	0%
Drawing on Community Resources	100%	0%	0%	0%
Family Engagement Policy	100%	0%	0%	0%

Area	Commendations	Areas to Consider
Site Visit and Observations	<ul style="list-style-type: none"> • Scores in all categories ranged from Fair to excellence with no scores below fair • Personal Care Routines scored in the excellent range • 80% of the categories scored within the good range • Space is well designed • Staff engagement with the children • Both classrooms are very welcoming 	<ul style="list-style-type: none"> • More time for reading • Assess the specials schedule • Build in more time for play (i.e., blocks and dramatic play) • Review ways math is integrated with opportunity for targeted instruction (understanding written numbers, use of math materials) • Assess the furnishings - comfortable seating arrangements (4-year-old room) • Assess the number of staff per session

Summary

Area	Commendations	Areas to Consider
Parent Survey	<ul style="list-style-type: none"> • Classrooms are child-friendly • Preschool teachers are helpful • Teachers are amazing • Teachers keep parents informed • Office staff are helpful • Communication • Curriculum • Students are prepared for kindergarten 	<ul style="list-style-type: none"> • Hours • Parent Universities
Instructional Assistant survey	<ul style="list-style-type: none"> • Materials available • Classroom size • Data collection on student progress • Routines • Teamwork 	<ul style="list-style-type: none"> • Assess training needs

Summary

Area	Commendations	Areas to Consider
Parent focus group	<ul style="list-style-type: none"> ● Socialization opportunities ● Routine ● Curriculum is strong ● Fantastic teachers ● Excellent care ● Emotional Regulation ● Activities encourage development ● Parents are respected 	<ul style="list-style-type: none"> ● Ability for parents to meet all staff ● Hours ● Additional parent teacher conferences ● Communication books for students with IEPs
Instructional Assistant focus group	<ul style="list-style-type: none"> ● What is expected ● Teacher communication ● Teamwork ● Loving environment ● Standards 	<ul style="list-style-type: none"> ● Professional development ● Staffing pattern ● Assess schedule to include more reading and play

Summary

Area	Commendations	Areas to Consider
Self-Assessment	<ul style="list-style-type: none"> ● Programs and activities to engage families in improving student achievement ● Informative school communications ● Promoting understanding of different culture ● Recognizing and addressing class and language differences ● Addressing issues of race and racism ● Building a strong, broad-based parent organization ● Drawing on community resources ● Family engagement policy 	<ul style="list-style-type: none"> ● Meeting all the diverse needs of of our families culturally (many different languages and dialects this year) ● Face to face interactions with our families throughout the year ● Opportunities for families to observe/support in the classroom ● Survey families yearly on their experience and provide opportunities for them to provide feedback ● Develop procedures to assist parents when they have concerns ● Adding more friendly signs inside and out welcome families and visitors and explain how to get around the building ● Additional parent universities ● Creating a system for helping staff and students learn how to pronounce all students' first and last names correctly

Summary



Questions



MONOMOY
REGIONAL SCHOOL DISTRICT



425 Crowell Road
Chatham, MA 02633
Office of Student Services
Melissa Maguire, Director of Student Services
mmaguire@monomoy.edu • 508-945-5130

Monomoy Regional Preschool Program Evaluation

May 2022



Table of contents

Overview of Monomoy Integrated Preschool Program at Harwich Elementary School	3
Enrollment	4
Procedures	5
Site Visit and Observations	5
Parent Survey	11
Instructional Assistant Survey	18
Parent Focus Groups	21
Instructional Assistant Focus Groups	23
Self Assessment	24
Self-Assessment Summary	34
Final Summary	36

Overview of Monomoy Integrated Preschool Program at Harwich Elementary School

The Monomoy Regional School District preschool programs serve students from both Harwich and Chatham. Due to the decrease in preschool aged children enrolled in Chatham, all preschool services are provided at Harwich Elementary School.

The Monomoy Integrated Preschool Program strives to maximize the achievement of all of our students. We provide our students with high-quality social, language, and early academic experiences, which address each child's individual needs in an emotionally and physically safe environment. We follow developmentally appropriate best practices for young children of all abilities by providing a standards-based curriculum. Preschool children ages 3-4 who have been found eligible for special education services due to a disability learn alongside typically developing students whom we call community friends. Our community friends help to model age-appropriate social, play, language, and learning skills.

Services are designed for young children (aged 3-5) with disabilities who need specially designed instruction or related services and whose disability(ies) causes the children to be unable to participate in developmentally appropriate typical preschool activities.

School districts are required by law to ensure that developmentally appropriate ECSE programs and services are available.

ECSE programs and services ensure that all children with disabilities have a free and appropriate public education (FAPE) that is designed to meet their unique needs and enable them to make progress in acquiring knowledge and skills, improving social relationships, and learning to take action to meet their needs within the general education program.

Integrated preschool classrooms include no more than 49% students receiving special education services with 51% typical peers/"community friends" (tuition-based). There are currently six half-day programs (morning and afternoon sessions) 4 days per week.

The programs are supported by speech and language, occupational therapy, physical therapy, vision consultation, nurse consultation, and orientation and mobility.

Other related programs include the Monomoy Early Childhood Family Resource Center and the YMCA Early Childhood Center at Harwich Elementary School:

The **Monomoy Early Childhood Family Resource Center** is located in Harwich Elementary School, 263 South Street, Door 6A, Harwich, MA 02645. The Monomoy Early Childhood Family Resource Center is a satellite of Cape Cod Children's Place. Services include:

- Free infant and toddler clothing and diapers
- New children's books
- Early Literacy Book Bag Lending Library
- Access to free food and nutrition education
- Navigation assistance for finding affordable childcare and preschool programs.
- Ages and Stages Questionnaire and Developmentally appropriate activity suggestions
- Early Education and Care tuition assistance
- Up-to-date information about parent/grandparent/guardian support groups and education
- Up-to-date information about free parent/caregiver and child engagement activities

For information on the Monomoy Early Childhood Family Resource center, contact Lucy Gilmore, the Monomoy Family Resource Coordinator, at 508-430-7216, ext. 4044, or lgilmore@monomoy.edu. Office hours are by appointment. Please

call ahead to schedule a meeting when possible.

The **YMCA Early Childhood Center at Harwich Elementary School** offers infant through preschool childcare services. Program highlights include:

- Infants through 5 years
- Open 7:00am - 5:30 pm
- Includes Swim Lesson Voucher
- Two healthy snacks

For information on the YMCA Early Childhood Center at Harwich Elementary School, contact Denise Graham-Reardon at (508)362-6500, ext.135, or dgraham-reardon@ymcacapecod.org.

Enrollment

Harwich Elementary has three preschool classrooms: 3-year-olds, 4-year-olds, and an intensive needs classroom that was opened in the winter of 2022. There are three morning sessions and three afternoon sessions. All sessions run for 2.5 hours.

Monomoy Preschool Program: Current enrollment as of May 2022

	3-Year-Old Classroom	4-Year-Old Classroom	ISLE Services (ABA) Sub-Separate Program
	AM Session	AM Session	AM Session
Special Education Students	2	7	5
Community Friends	4	6	0
Total:	6	13	5
	PM Session	PM Session	PM Session
Special Education Students	3	6	4
Community Friends	5	6	0
Total:	8	12	4
Grand Total = 46	14	25	9

Monomoy Preschool Program: Projected for 2023 school year

	3-Year-Old Classroom	4-Year-Old Classroom	ISLE Services (ABA) Sub-Separate Program
	AM Session	AM Session	AM Session
Special Education Students	4	6	8
Community Friends	7	7	0
Total:	11	13	8
	PM Session	PM Session	PM Session
Special Education Students	4	6	7
Community Friends	6	7	0
Total:	10	13	7
Grand Total = 62**	21	26	15

* Note: There are currently three students who are being evaluated for special education eligibility for the 2023 school year. This number fluctuates and is ongoing throughout the year.

* Four Chatham students will participate in the HES preschool program for the 2022-2023 school year.

** 62 is for the known enrollment. Enrollment is revolving throughout the year. Early Intervention numbers are provided twice a year for planning in the Fall and Spring.

Procedures

The program evaluation consisted of the following:

- Site visit and observations
- Parent survey
- Instructional Assistant survey
- Parent focus group
- Instructional Assistant focus group
- Self assessment conducted by the preschool team (two special education teachers, Speech and Language Pathologist, and Occupational Therapist)

Site Visit and Observations

The site visit team was made up of five individuals from Monomoy Regional School District

- Mary Oldach, Principal, Harwich Elementary School
- Marc Smith, Director of Curriculum, Instruction, and Assessment
- Joy Jordan, Community Engagement Coordinator

- Melissa Maguire, Director of Student Services
- Jennifer Kelly, Principal, Chatham Elementary School

Early Childhood Environment Rating Scale, 3rd Edition, was used to document the observations

The Early Childhood Environment Rating Scale, the ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive, Social-Emotional, Physical, and Health and Safety.

Sessions observed

Both morning and afternoon sessions were observed for each day of the week across a two-month period. Four team members each observed three sessions and one team member observed four sessions. It is critical to note that sessions run 2.5 hours. Although the sessions are short, all the categories outlined in the ECERS-3 were scored

Scoring













Ratings are assigned in the following way:

- A rating of 1 must be given if any Indicator under 1 is scored Yes.
- A rating of 2 is given when all Indicators under 1 are scored No and at least half of the Indicators under 3 are scored Yes.
- A rating of 3 is given when all Indicators under 1 are scored No and all Indicators under 3 are scored Yes.
- A rating of 4 is given when all Indicators under 3 are met and at least half of the Indicators under 5 are scored Yes.
- A rating of 5 is given when all Indicators under 5 are scored Yes.
- A rating of 6 is given when all Indicators under 5 are met and at least half of the Indicators under 7 are scored Yes.

Scores were derived by averaging the total scores by all the observers. The **blue** indicates the score assigned for each category. The following represents the scores for the overall program and scores for the 3-year-old and 4-year-old programs.

Ratings

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **Fair**; 4-5 = **Fair to Good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Overall Category	Overall Program	3 year olds	4 year old
Space and Furnishings	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 
Personal Care Routines	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 
Language and Literacy	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 
Learning Activities	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 	1 2 3 4 5 6 7 

Interaction			
Program Structure			

Overall Summary

1. Scores in all categories ranged from Fair to Excellent with no scores below Fair.
2. Personal Care Routines scored in the Excellent range.
3. 80% of the categories scored within the Good range.
4. Learning activities scored within the Fair range.

It is important to note that due to the 2.5 hour sessions, not all the learning activities are observed based on the criteria using the Early Childhood Environment Rating Scale. Many of these activities are integrated during the session, but are not necessarily observed as standalone activities. For some of the activities, there simply isn't time in the session to facilitate the activity. This will be further discussed in the subcategory section.

Subcategory Scores

The score is based on the overall score (average of all scores for each item) for both the 3-year-old and 4-year-old programs.

1. Space and Furnishings

Ratings

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **Fair**; 4-5 = **Fair to Good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Indoor space	
Furnishings for care, play, and learning	
Room arrangement for play and learning	
Space for privacy	

Child-related display	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Space for gross motor play	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Gross motor equipment	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>

2. Personal Care Routines

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **fair**; 4-5 = **Fair to good**; 5-6 = **good to excellent**; 7 = **Excellent**

Meals/ snacks	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Toileting/ diapering	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Health practices	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Safety practices	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>

3. Language and Literacy

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **fair**; 4-5 = **Fair to good**; 5-6 = **good to excellent**; 7 = **Excellent**



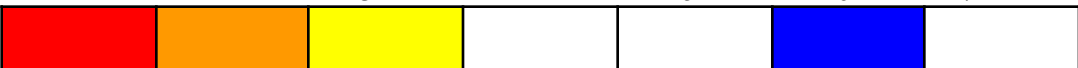
Helping children expand vocabulary	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Encouraging children to use language	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>
Staff use of books with children	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div>

Encouraging children's use of books	1	2	3	4	5	6	7
Becoming familiar with print	1	2	3	4	5	6	7

4. Learning Activities

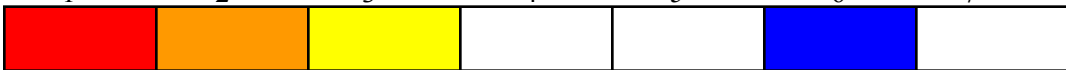
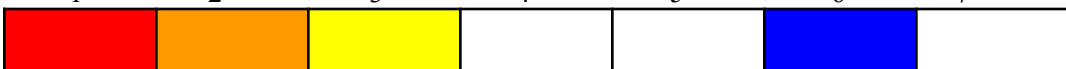
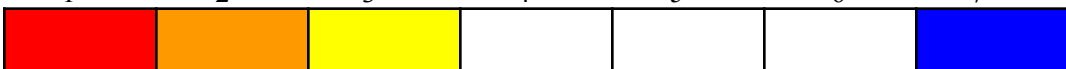
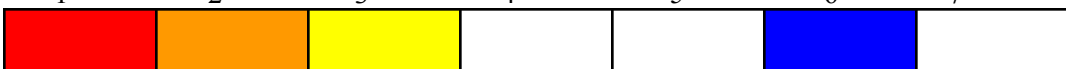
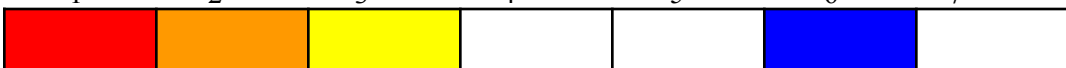
1= **Inadequate**; 2-3= **Minimal**; 3-4 = **Fair**; 4-5 = **Fair to good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Fine motor	1	2	3	4	5	6	7
Art	1	2	3	4	5	6	7
Music and movement	1	2	3	4	5	6	7
Blocks	1	2	3	4	5	6	7
Dramatic play	1	2	3	4	5	6	7
Nature/ science	1	2	3	4	5	6	7
Math materials and activities	1	2	3	4	5	6	7
Math in daily event	1	2	3	4	5	6	7
Understanding written	1	2	3	4	5	6	7

numbers	
Promoting acceptance of diversity	<div>1 2 3 4 5 6 7</div> 
Appropriate use of technology	<div>1 2 3 4 5 6 7</div> 



5. Interaction

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **Fair**; 4-5 = **Fair to Good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Supervision of gross motor	<div>1 2 3 4 5 6 7</div> 
Individualized teaching and learning	<div>1 2 3 4 5 6 7</div> 
Staff-child interaction	<div>1 2 3 4 5 6 7</div> 
Peer interaction	<div>1 2 3 4 5 6 7</div> 
Discipline	<div>1 2 3 4 5 6 7</div> 

6. Program Structure

1= **Inadequate**; 2-3= **Minimal**; 3-4 = **Fair**; 4-5 = **Fair to Good**; 5-6 = **Good to Excellent**; 7 = **Excellent**

Transitions and waiting times	<div>1 2 3 4 5 6 7</div> 
Free play	<div>1 2 3 4 5 6 7</div> 

Whole-group activities for play and learning	1	2	3	4	5	6	7

Summary:

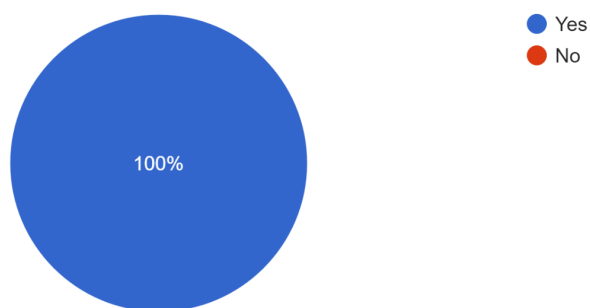
Overall scores fell within the Good to Excellent range with the exception of learning activities. It is important to note that due to the 2.5 hour sessions, it is not possible to engage in all the learning activities expected using The Early Childhood Environment Rating Scale, the ECERS-3 on a daily basis. However, it is also important to note that scores did not fall below the Fair rating. The reason for this is that many of these activities are integrated throughout the session or they are observed happening some of the time. This is an area the preschool team will assess to determine how they might maximize time in the session to incorporate these activities more.

Parent Survey

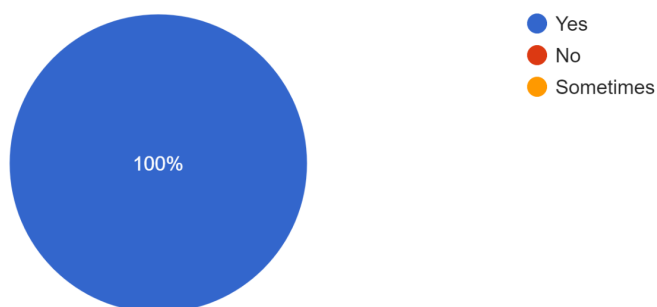
A parent survey was sent out on January 12, 2022, to all preschool parents. There were a total of 13 respondents which is a 28% return rate. This is much higher than a typical response rate for surveys at 10%.

The following are the results.

Are our preschool classrooms child-friendly?
12 responses

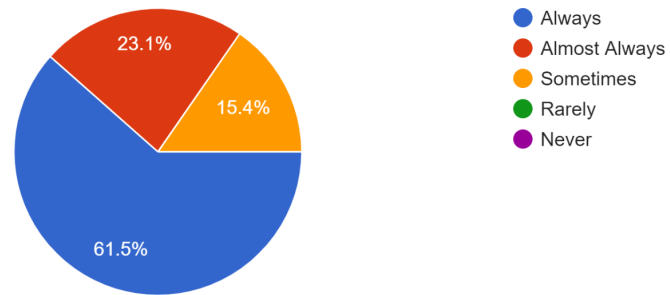


Are the preschool teachers helpful when needed?
12 responses



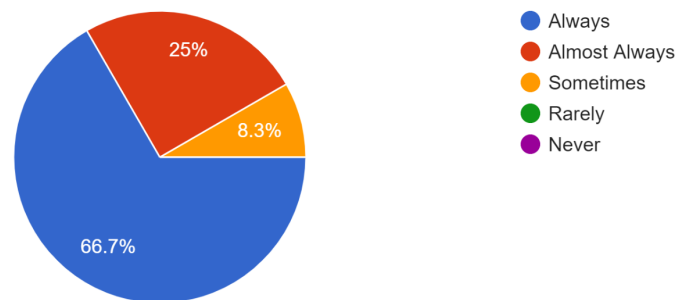
My child's preschool teacher keeps me well-informed about how my child is doing in school.

13 responses



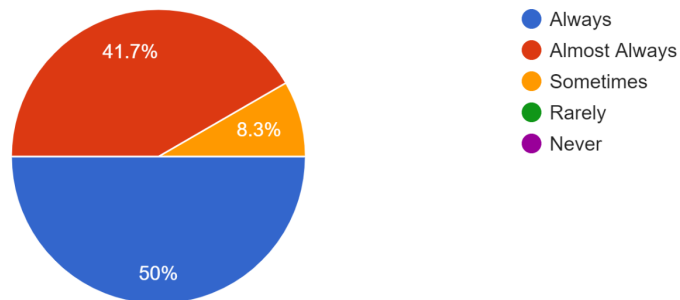
My child's preschool teacher lets me know right away if my child is having a problem.

12 responses



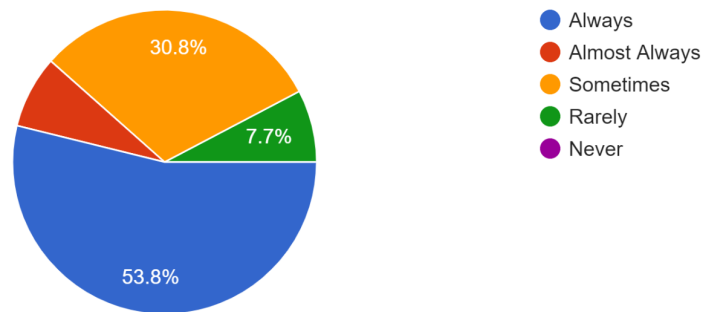
I understand the standards my child is supposed to meet.

12 responses



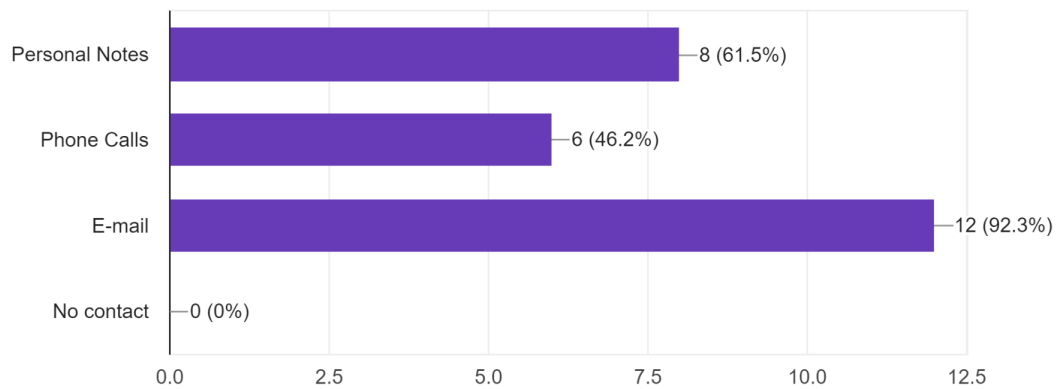
My child's preschool teacher and the school give me useful information about how to improve my child's progress.

13 responses



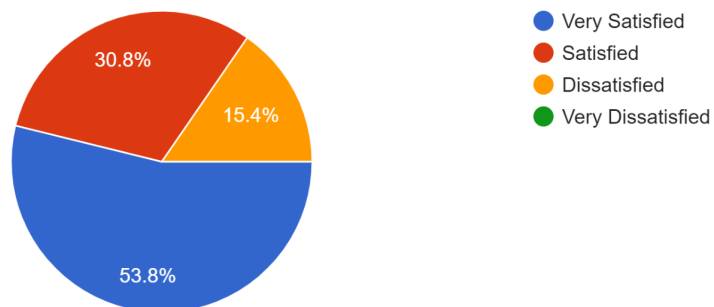
My child's preschool teacher communicated with me by (check all that apply):

13 responses



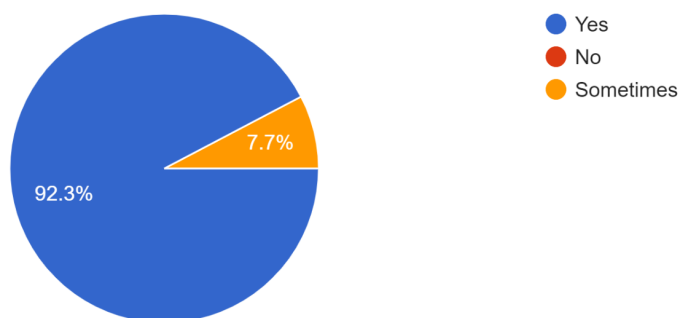
What was your level of satisfaction with the communication between home and school?

13 responses



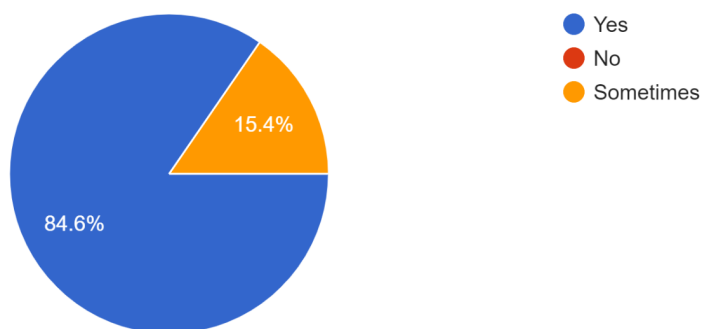
Is the office staff helpful when you need information?

13 responses



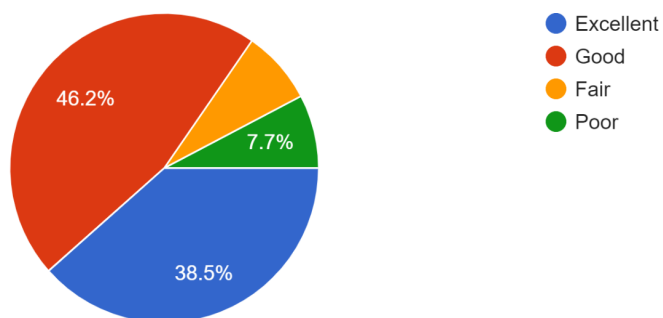
Do you receive information regarding the activities in your child's classroom?

13 responses



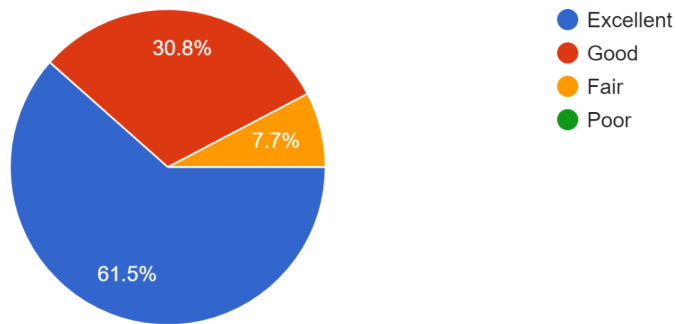
Rate how your child relates to other children socially.

13 responses



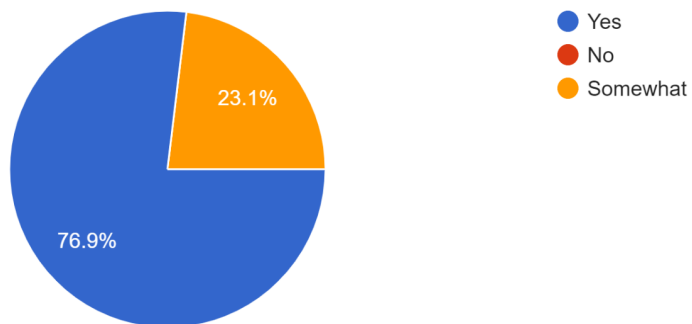
How would you rate the curriculum presented to date?

13 responses



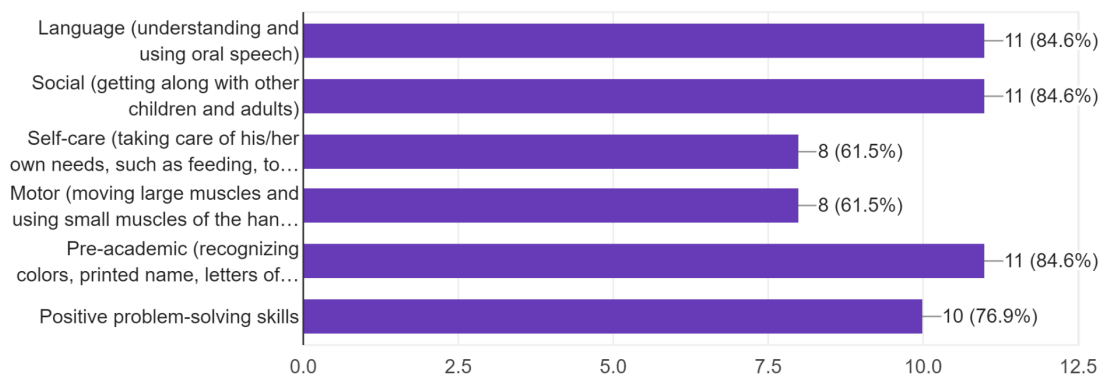
Do you feel that your child is being prepared for the Kindergarten experience?

13 responses



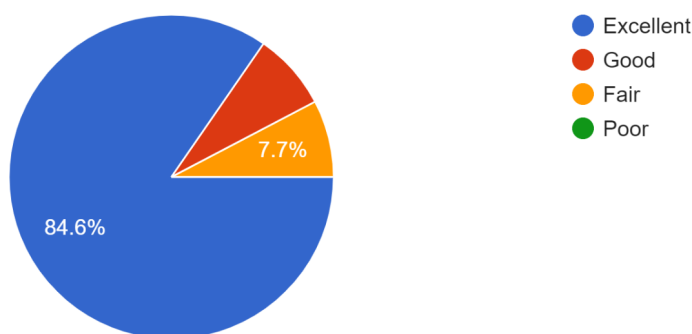
I feel that my child has made progress during the preschool year in the following areas (please check all that apply):

13 responses



How would you rate your child's interest towards preschool?

13 responses



Summary of comments:

What do you like most about our preschool?

All three of my sons have attended the integrated preschool program as peers. I can't say enough good things about the teachers and staff! They are all wonderful, caring people. They are amazing with all the children. My boys have all loved attending.

Location

My son is very happy to go to school every day, and I credit all the teachers that work with him. I also love that they get to experience specials in preschool such as science, PE, art, and music

Teachers	<p><i>Teachers and care, my child has no issues with being in preschool</i></p> <p><i>The classroom teachers' warmth and sincerity</i></p> <p><i>The teachers are amazing</i></p> <p><i>Honestly, I have had 5 kids go through the program, some special needs, some peers, and it only gets better every year! But I would say it's the patience, love, and integrity of the teachers that brings the children from vast backgrounds together and be able to learn</i></p> <p><i>The teachers make it so friendly and inviting</i></p> <p><i>The teachers are all really wonderful people</i></p> <p><i>Wonderful, comforting teachers</i></p> <p><i>Helpful to parents & loved by the kids, the teachers are amazing</i></p> <p><i>The warmth and friendliness of the staff through what is an unusual (pandemic) school experience. The teachers always greet the kids with a smile on their faces, they are extremely communicative and dedicated to helping our children grow. I can tell a lot of time, effort, and patience goes into teaching my son.</i></p>
-----------------	---

What do you like least about our preschool?

53% indicated the hours (too short)

Cost (1)

Communicating through email/website

More communication concerning covid protocol from the school/office would be welcome

What, if anything, can be done to improve our school or program?

38% longer hours

Discipline (1)

Would love to know what activities take place in the classroom everyday. This happens in just one preschool class. It's important for my child's language and communication development that we work on responding to "what did you do today?," but I can't help my child learn this skill if I don't know the answer myself.

I think the program is fantastic. We have been very happy so far! One suggestion is that if child is fairly advanced in an area, it would be great if the teachers could make sure they are being challenged. I think it would also be great for parents to be able to meet the "specials" teachers, at least once. I am referring to the science, art, music, and gym teachers. That would be great!

What kind of parent trainings would you find useful?

Dealing with tantrums

How to continue education at home in a fun way

Any kind of training that the teachers feel would be beneficial! I watched the Raising Healthy Families DVDs and they were fantastic

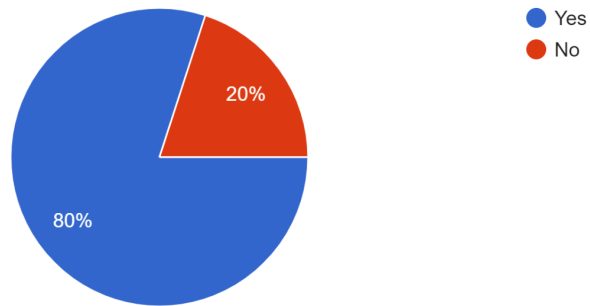
How to continue the learning at home

Instructional Assistant Survey

The survey was sent to all of the Instructional Assistance who work in the program or who help support the program when needed. There were five respondents out of seven.

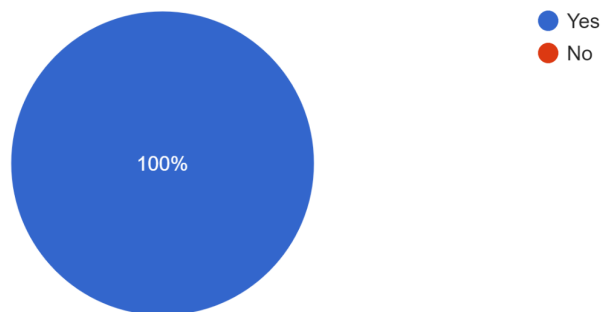
Do you know what is expected of you at work?

5 responses



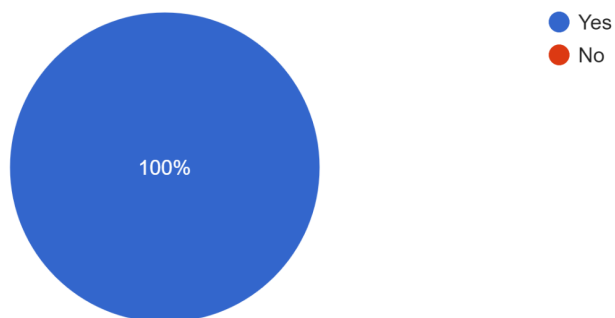
Do you have the materials and equipment you need to do your work?

5 responses



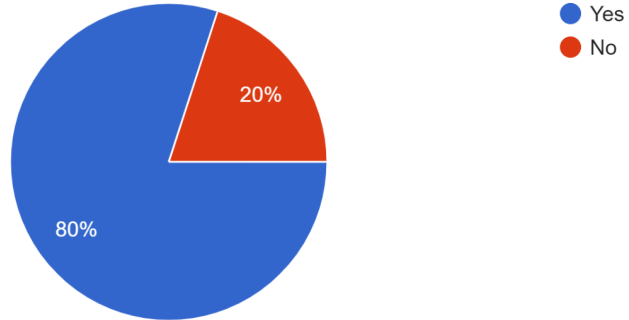
In general, my classroom size/group size is manageable

5 responses



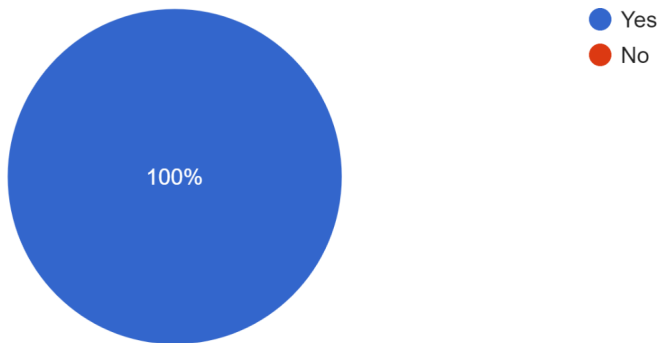
Included in the daily planning of the program?

5 responses



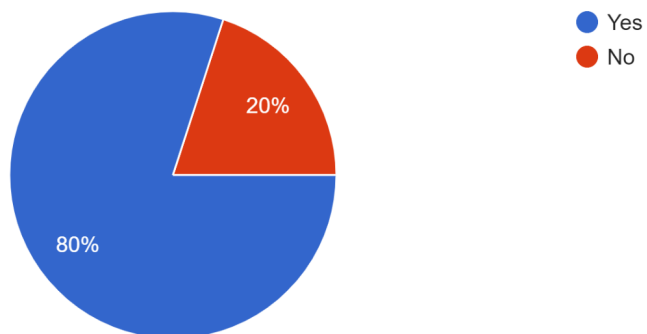
Observes and records student progress (collect data)

5 responses



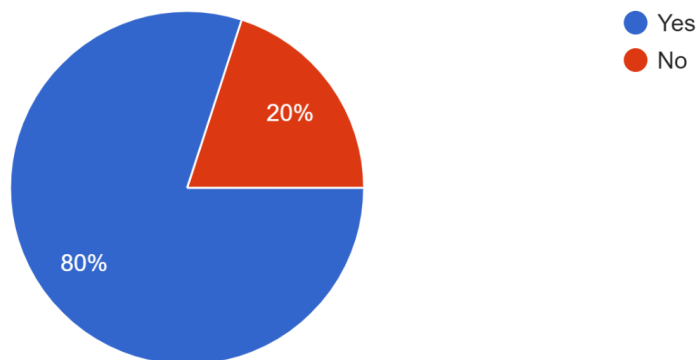
Creates instructional materials?

5 responses



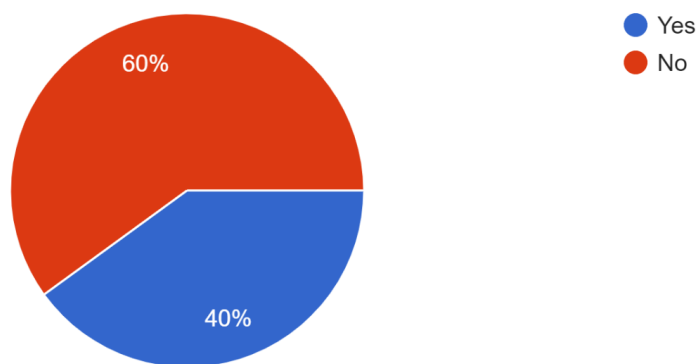
Helps students with assistive devices?

5 responses



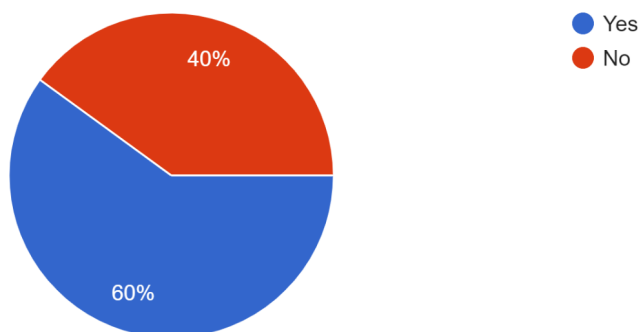
I am provided with training to do my job?

5 responses



I routinely receive recognition or praise for doing good work from my supervisor, co-workers or parents.

5 responses



Comments

What aspects of the program work really well?

The set routines for the children and IAs, the communication between the lead teacher and the IAs, the children getting to go to gym class and music class and have science class in the classroom.

Our team works very well together because we have trust in each other as co-workers and have been together for many years

What aspects of the program do not work well?

Drop-off and pickup

* It's important to note that the drop-off and pickup process was changed due to COVID and the need to ensure safety.

Parent Focus Groups

Parents were invited to attend a focus group to discuss their experience with the Monomoy Regional School District Preschool Program.

Three dates and times were offered to parents/caregivers: on March 9 in the evening and on March 15 in the morning and in the evening. There were no parents/caregivers present for the March session. One parent/caregiver attended the March 15 morning session and four parents/caregivers attended the March 15 evening session.

The following represent questions that were discussed and responses given by the parents/caregivers in attendance:

What do you like best about how our program provides a preschool experience for your child?

Great Experience

Making friends

Socialization opportunities didn't otherwise have

Community of friends

Routine

Academic curriculum is strong

Fantastic teachers

Excellent care

Learning a lot

Great educational experience

Nice job with emotional regulation

What do you wish we would do differently?

Meet all of the staff

Ability to go into the classroom when dropping off

Hours

Parent/teacher conferences

Advance notice of changes

Do the activities encourage the development of your child in all areas (physical, emotional, social, etc.)?

100% indicated yes

Do the staff build on your child's abilities rather than talk about any shortcomings?

100% indicated yes

Do you believe your child's needs are being met?

100% indicated yes

Able to reach out to the teacher for advice

Was your initial introduction to the preschool welcoming and complete? Did you feel you had the information you needed following the open house in September?

Feel like I have someone to go to when there are challenges

The program is more than I originally thought it was going to be, concerns are dealt with

Was guided well through the evaluation process, everyone was sensitive

Surprised on how much the program offers

Open house was great

Felt comfortable

Teachers are always friendly

Are you kept informed about programs, events, expectations, rules, routines & changes, etc.?

Overall kept in the loop of what is going on

I get weekly communication

There is a daily outline of what they do each day to some extent

There is a weekly app to inform parents of what is happening

Are you informed quickly about any concerns about your child? Are you comfortable discussing any concerns about your child with the staff?

Yes, very much - they take me seriously and get back to me right away

Definitely, really listen to concerns

Do you feel that staff respect and value your knowledge about your child and experience as a parent. Do you think that concerns are taken seriously and are acted upon quickly and reasonably?

Yes, staff are always respectful

Make me feel that I can call or email as much as I want

Blown away by the assistants, very comforting and have great relationships with the kids

Are you satisfied with the overall openness and communication at the preschool? Is there something we could do better?

When there is a change in teachers, have an opportunity to meet them

Informed when new kids come in the program

Let parents know when there are new assistants

Appreciate the affordable cost

Instructional Assistant Focus Groups

Six Instructional Assistants participated in the focus group. The following represent the questions that were discussed and responses given by the Instructional Assistants in attendance.

Do you know what is expected of you at work?

4 indicated yes

If we don't know, we can ask a teacher.

Teachers provide training and communicate with us

Teachers are great at communicating

Everyone works together

Do you have the materials and equipment you need to do your work?

All indicated yes and stated they were very fortunate

Do you have an opportunity to do what you do best every day?

Yes, every skill is used every day

Kids are doing great despite it being a tough year

In the last seven days, have you received recognition or praise for doing good work?

Yes, a text at the end of the day

When I leave at the end of the day

Classroom teachers praise

Is there someone at work that encourages your development?

It was better before when there was in-service opportunities on Wednesdays - some people don't work on Wednesdays

There isn't always relevant training on the professional development days for preschool staff

Not enough time to get anything in on the early release days

What are the greatest strengths of the preschool program?

It's in the elementary school so transitioning to K is good

Diversity of the kids

Integrated

Teamwork

Loving environment to learn

Standards

What are some areas you feel need to be addressed?

Short staffed at times

Parent pickup

The specials sometimes interfere

What recommendations/suggestions do you have to improve the preschool?

Subs trained specifically for preschool

Relook at specials being offered

Too structured, not enough play time

There isn't always time for a story to be read

Parents coming into the classroom

Self Assessment

Monomoy Regional School District Program Evaluation Self-Study

Program: Monomoy Regional Pre-School

Date: 2/2/22

Team members: Erin Cronen, Jennifer McIlvin, Laura Weatherup

Please check the response that most closely represents what is being done.

Welcoming environment	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building		X			Some signs on doors and friendly bulletin boards
2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, SROs, custodians and cafeteria workers.	X				All over school building
3. Front office staff are friendly – recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.	X				Front staff is warm, welcoming and available
4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.	X				Family resource room was available pre-covid and hopefully will be again
Programs and Activities to Engage Families in Improving Student Achievement	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.	X				Bulletin Boards

2. All programs and activities for families focus on student achievement – they help families understand what their children are learning and promote high standards.	X				Meet and Greet, Curriculum Night, Open House in March
3. Special workshops, learning kits, and other activities show families how to help their children at home – and respond to what families say they want to know about.	X				Parent workshops offered frequently through Cape Cod Children's place, Kits provided by Lucy Gilmore
4. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.	X				Report cards, progress reports, newsletters, etc.
Strong Relationships Between Teachers and Families	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.	X				Ongoing
2. Teachers and families have frequent opportunities to meet face-to-face and get to know each other: class meetings, breakfasts, home visits, class observations.			X		
3. Teachers make personal contact with each family at least once a month.	X				Emails, phone calls, at drop off and pick up
4. A family liaison helps teachers connect to families and bridge barriers of language and culture.		X			We now have an ECE Coordinator. Our EL teachers can assist when there is a second language. We can hire interpreters
Developing Families' Self-Confidence and Power	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Families are involved in planning how they would like to be	X				School council opportunities, PTO

involved at the school.					
2. School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.	X				
3. The school is open and accessible-it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues or concerns.	X				
Programs and Activities to Engage Families in Improving Student Achievement	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Families learn how the school system works and how to be an effective advocate for their child.		X			
2. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.	X				Prof. Dev.
3. Families and staff have opportunities to learn together how to collaborate to improve student achievement.	X				Prof. Dev.
4. The school reaches out to identify and draw in local community resources that can assist staff and families.	X				
How Closely Is Your School's Parent Involvement Program Linked to Student Learning?	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Student work is posted in school hallways and in public places in the community and is rotated often.	X				Bulletin Boards Hallways Classrooms Library
2. Exhibits of student work show how to recognize high-level work at different grade levels. The assignments are challenging and the student work is not all the same.	X				

3. Families can regularly observe in the classroom and/or see teaching demonstrations.		X			
Informative School Communications	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Articles in the school newsletter and on the website discuss what students are doing in class and include tips on helping at home.	X				Weekly classroom and schoolwide newsletters
2. A regular feature describes interesting approaches that teachers are using in class.	X				School committee
3. The articles use data about the school, such as attendance rates and test results, and describe how the school is working to make improvements.	X				Weekly Newsletters and Superintendent emails
4. The school offers regular workshops and other information sessions that help families understand how children learn and are being taught. The topics are suggested by families.	X				Opportunities from Cape Cod Children's Place sent home to families regularly
5. Families regularly receive information and materials to help their children at home	X				
Promoting Understanding of Different Culture	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The school's racial and cultural diversity is recognized and openly discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.	X				Diversity and the recruitment of a more diverse staff has been presented and discussed at School Council meetings. We have members who represent minority groups and I am recruiting an additional member for next year too.
2. The school's curriculum reflects cultures of families, and there are books and materials about	X				This can be found through observation in classrooms

families' cultures in classrooms and the library/media center.					
3. Families' cultural traditions, values, and practices are discussed in class.	X				This can be found through observation in classrooms
Recognizing and Addressing Class and Language Differences	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The PTO is not dominated by any one group of parents, and its officers reflect the school's diversity.					The PTO struggles for volunteers and membership. I do attend the monthly meetings, and there are rarely more than about 6 people in attendance, mostly PTO officers. All PTO meetings and events are in HES Happenings newsletter, and I do send out reminders the day before the meetings. All preschool families receive this same information. The PTO also has a FB page. Meetings are virtual to encourage attendance since this is more convenient for families at night with kids at home.
2. Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.	X				
3. School activities and events are planned with parents and respond to their interests.	X				School Council, PTO
4. Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school's major languages.	X				Office of Student Services manages this
5. English-speaking staff and families make an effort to mix with families who speak other languages	X				At parent pick and drop off when not utilizing transportation

Addressing Issues of Race and Racism	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. School staff and families use books and stories about different groups' experiences, including African Americans, to stimulate discussions about their own backgrounds and values.	X				In PK curriculum
2. Teachers and other staff use "teachable moments" and stories from local media to comment on and discuss racially motivated incidents.	X				Daily practice, local media is not used as a source
3. Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students.	X				Past PD opportunities
Welcoming and Respecting All Families	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.		X			
2. The school has a system for helping staff and students learn how to pronounce all students' first and last names correctly.		X			
3. Front office staff are warm and welcoming to all families and visitors and compliment family members on their contributions.	X				Observation and past experiences
Promoting Understanding of Different Cultures	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The school handbook and website show how the school is organized	X				Handbook is available online

and provide information for contacting school staff.					
2. All families get information about academic and after-school programs for students and how to apply for them.	X				Through school communications
3. There is a clear written process for resolving complaints or problems, and all families know how to use it.		X			
Consulting Families About Decisions	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The school has a governance council that has a voice in all major decisions and that includes parent representatives elected by a broad base of parents.	X				School Council and PTO
2. Parents and community members sit on the principal selection committee.	X				
3. The school does an annual survey of parents to get their ideas about programs and policies. The survey is co-designed and tallied by parents.		X			
Building a Strong, Broad-Based Parent Organization	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The parent group is focused on improving achievement for all students.	X				School Council
2. Surveys and focus groups are some of the ways that the parent association reaches out to families, builds its membership, and draws out their ideas and concerns.	X				SEPAC sends parent surveys
3. The parent organization invites the principal to report on student academic performance, review the school's scores on the state test,	X				School Council PTO

and describe how the school plans to improve.					
Drawing on Community Resources	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. A family resource center, school social worker, and/or other staff help families make connections to social services such as a food bank, a medical clinic, or housing assistance.	X				Lucy Gilmore Mel Collura Holly Tavano
Family Engagement Policy	Already doing this	Could do this easily	This will take time	This will be hard	Evidence
1. The district has a strong policy that sets standards for what partnerships in schools should include and lays out a process for making sure that schools meet the standards.	X				School improvement plan Joy Jordan
2. The policy commits the district to offer certain programs and opportunities for families, staff, and community members.	X				Parent Universities
3. Parents have the right to observe in classrooms, attend faculty meetings, and take part in professional development.	X				There is a classroom observation policy. Parent Universities

- Indicators highlighted in green indicate these would be easy to implement.
- The one Indicator highlighted in yellow indicate this would be difficult to implement

Results

Summary of overall scores by category

Indicators highlighted in blue indicate 100% implemented

Category	% Implemented	% Could be done easily	% Will take Time	% This will be hard to implement
Welcoming environment	75%	25%	0%	0%
Programs and Activities to Engage Families in Improving Student Achievement	100%	0%	0%	0%
Strong Relationships Between Teachers and Families	50%	25%	0%	0%
Developing Families' Self-Confidence and Power	75%	25%	0%	0%
Programs and Activities to Engage Families in Improving Student Achievement	75%	25%	0%	0%
How Closely Is Your School's Parent Involvement Program Linked to Student Learning?	77%	33%	0%	0%
Informative School Communications	100%	0%	0%	0%
Promoting Understanding of Different Culture	100%	0%	0%	0%
Recognizing and Addressing Class and Language Differences	100%	0%	0%	0%
Addressing Issues of Race and Racism	100%	0%	0%	0%
Welcoming and Respecting All Families	25%	75%	0%	0%
Promoting Understanding of Different Cultures	77%	33%	0%	0%
Consulting Families About Decisions	77%	33%	0%	0%
Building a Strong, Broad-Based Parent Organization	100%	0%	0%	0%
Drawing on Community Resources	100%	0%	0%	0%
Family Engagement Policy	100%	0%	0%	0%

Summary of overall scores by all the indicators under each category

% of Indicators that are implemented	82%
% of indicators that can be easily implemented	16%
% of indicators that will take time to implement	.001%
% of indicators that would be hard to implement	0%

Summary of areas doing well in:

- As an integrated PK program in a public school, we feel we do a great job generating and maintaining strong connections with our families. That support includes the academic, behavioral, and social growth of all students. We work hard to meet the individual needs of each family and help connect families with resources within the school and community. Families are frequently provided information on curriculum, classroom happenings, and community resources.
- We have integrated more cultural diversity into our classrooms as we become more knowledgeable and have increased our ability to connect with families coming from a variety of backgrounds and experiences.
- We have strong connections with our students to make sure that their basic needs at school are met and provide support for home when appropriate and possible.
- Students have access to a developmentally appropriate and highly engaging early childhood curriculum full of enriching experiences.

Summary of areas that need more work

- Meeting all the diverse needs of our families culturally (many different languages and dialects this year) through a liaison that specializes in this
- Face to face interactions with our families throughout the year
- Opportunities for families to observe/support in the classroom
- Survey families yearly on their experience and provide opportunities for them to provide feedback
- Develop procedures to assist parents when they have concerns

Summary

The Monomoy Regional School District integrated preschool has demonstrated it has many strengths based on feedback from parents/caregivers and staff and through a site visit and observations. Areas to consider will be discussed with the preschool team and an action plan will be developed.

Area	Commendations	Areas to Consider
Site Visit and Observations	<ul style="list-style-type: none"> Scores in all categories ranged from Fair to excellence with no scores below fair Personal Care Routines scored in the excellent range 80% of the categories scored within the good range Space is well designed Staff engagement with the children Both classrooms are very welcoming 	<ul style="list-style-type: none"> More time for reading Assess the specials schedule Build in more time for play (i.e., blocks and dramatic play) Review ways math is integrated with opportunity for targeted instruction (understanding written numbers, use of math materials) Assess the furnishings - comfortable seating arrangements (4-year-old room) Assess the number of staff per session
Parent Survey	<ul style="list-style-type: none"> Classrooms are child-friendly Preschool teachers are helpful Teachers are amazing Teachers keep parents informed Office staff are helpful Communication Curriculum Students are prepared for kindergarten 	<ul style="list-style-type: none"> Hours Parent Universities
Instructional Assistant survey	<ul style="list-style-type: none"> Materials available Classroom size Data collection on student progress Routines Teamwork 	<ul style="list-style-type: none"> Assess training needs
Parent focus group	<ul style="list-style-type: none"> Socialization opportunities Routine Curriculum is strong Fantastic teachers Excellent care Emotional Regulation Activities encourage development Parents are respected 	<ul style="list-style-type: none"> Ability for parents to meet all staff Hours Additional parent teacher conferences Communication books for students with IEPs

Instructional Assistant focus group	<ul style="list-style-type: none"> • What is expected • Teacher communication • Teamwork • Loving environment • Standards 	<ul style="list-style-type: none"> • Professional development • Staffing pattern • Assess schedule to include more reading and play
Area	Commendations	Areas to Consider
Self-Assessment	<ul style="list-style-type: none"> • Programs and activities to engage families in improving student achievement • Informative school communications • Promoting understanding of different culture • Recognizing and addressing class and language differences • Addressing issues of race and racism • Building a strong, broad-based parent organization • Drawing on community resources • Family engagement policy 	<ul style="list-style-type: none"> • Meeting all the diverse needs of of our families culturally (many different languages and dialects this year) through a liaison that specializes in this • Face to face interactions with our families throughout the year • Opportunities for families to observe/support in the classroom • Survey families yearly on their experience and provide opportunities for them to provide feedback • Develop procedures to assist parents when they have concerns • Adding more friendly signs inside and out welcome families and visitors and explain how to get around the building • Additional parent universities • Creating a system for helping staff and students learn how to pronounce all students' first and last names correctly • Creating a clear written process for resolving complaints or problems, and all families know how to use it

Final Summary

The Monomoy Integrated Preschool Program strives to maximize the achievement of all of our students. We provide our students with high-quality social, language, and early academic experiences, which address each child's individual needs in an emotionally and physically safe environment. We follow developmentally appropriate best practices for young children of all abilities by providing a standards-based curriculum. Preschool children ages 3-4 who have been found eligible for special education services due to a disability learn alongside typically developing students whom we call community friends. Our community friends help to model age-appropriate social, play, language, and learning skills.

The preschool has an excellent reputation and parents have indicated their overall satisfaction with the program. We will continue to assess the program needs and develop goals to further enhance the program and support for the families.



Wellness Committee Presentation

June 9, 2022



MRSD Wellness Committee

Regulation - The school district will establish a wellness committee by seeking volunteers that represent all school levels and each school building.

Purpose

1. Development of the District Wellness Policy
2. Development of measurable goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness and rely on evidence-based strategies
3. Review and assessment of the implementation of the policy



Members

Alphabetical Order:

Ann Barnard, Teacher HES

Melanie Collura, Counselor HES

Teresa Corcoran, District Physician

David Crosbie, Parent HES

Cheryl Dufault, Nurse MRHS

Caroline Freitas, wellness Teacher MRHS

Stephanie Goley, Parent MRHS

Cynthia Gushee, Instructional Assistant HES

Sharon Hughes, Assistant Principal HES

Melissa Maguire, Director of Student Services

Mark Parker, Parent MRHS

Garth Petracca, Director Food Services

Jaimie Staniels, Nurse CES

Holly Tavano, Nurse HES

Meg Willis, Parent

Danielle Tolley School Committee Member



Meetings and Agendas

- | | |
|------------------|--|
| 10/20/21 | Reviewed the Goals in break out sessions |
| 1/12/2022 | Reviewed progress towards goals and Healthy Generations Assessment |
| 3/16/2022 | Reviewed progress towards goals and began Healthy Generations Assessment |
| 5/18/2022 | Finalize School Committee presentation |



Activities

Policy Publicized

Policy is published on the District website

Policy Shared with staff

Policy was sent to all staff in the beginning of the year

Policy Shared with Families

Policy was emailed to all families in the beginning of the year



Wellness Committee Meetings

Committee met four times in the year

School Committee Presentation

June 9, 2022

Final Recommendations

Recommendations presented from the Healthier Generation Assessment

HES Heroes - Food Services

*"We have SO many hard working heroes here at HES, so for the next few months, we are going to recognize some and show our appreciation! Students can use their creativity to make cards, write notes & draw pictures as acts of kindness for **HES HEROES!**"*



On **MARCH 31st** we recognized our **HES Cafeteria Staff**: Monica Appleton, Kim Tipton, Leslie Maker, Linda Jordan, Jan Lovett & Francie Salzillo. They were presented with handmade cards, drawings and a Cafeteria wall collage from appreciative HES students!



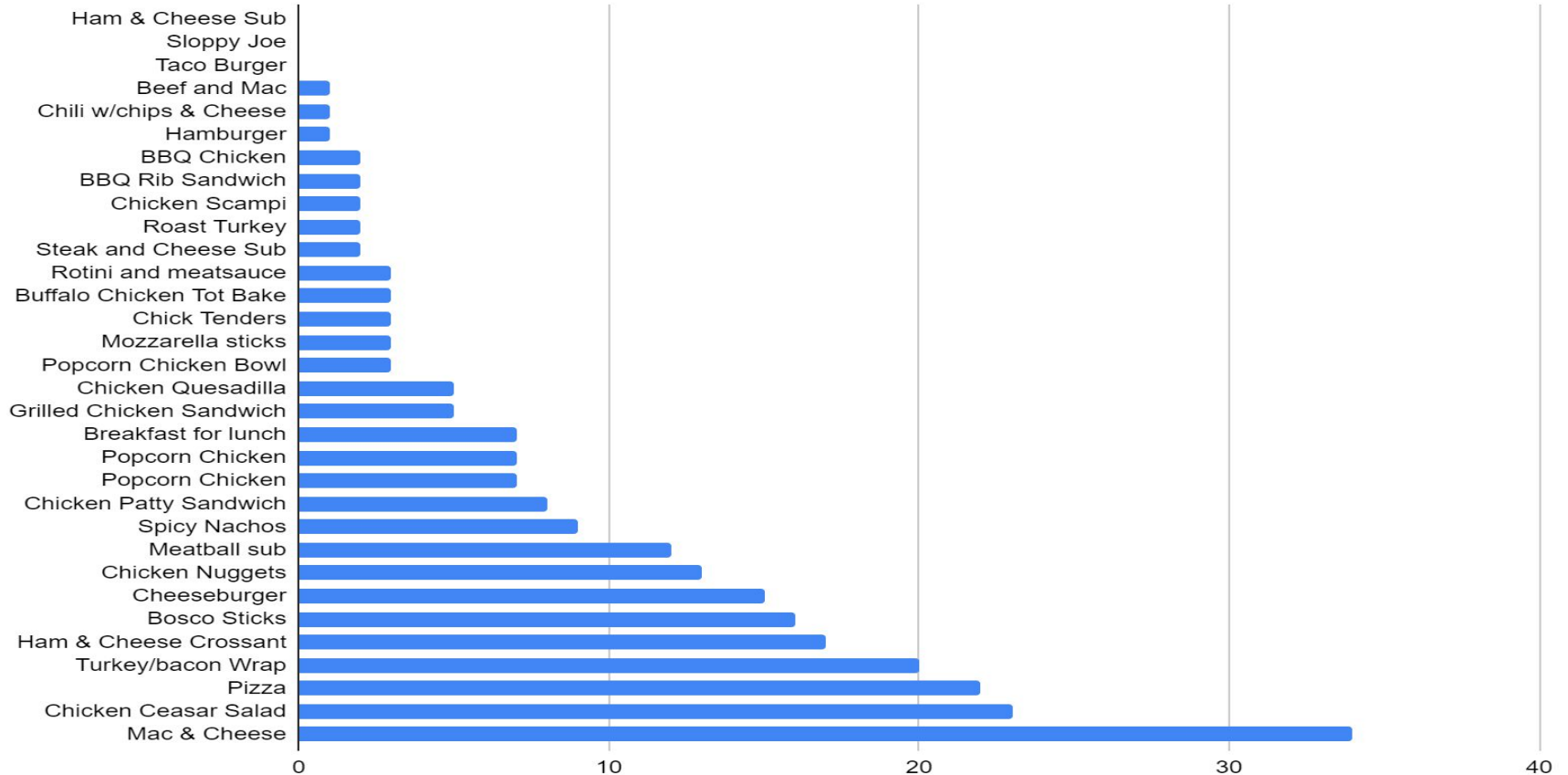
HES Heroes - Health Services



HES HEROES Strikes Again!

On **May 27th** we recognized our hard-working heroes **HES NURSES: Holly Tavano and Cheryl Codair** and showed our appreciation! Students used their creativity to make cards, write notes & draw pictures as acts of kindness for these Fintastic HES HEROES!

Food Service Survey - What is your favorite meal?



Goals and Highlight of Progress

School Meals

Food services will create a survey for caregivers/students to identify food choice



Nutrition Education and Promotion

Building administration will work with food services and teachers to promote nutritional education

Physical Activity

Building administration will work with staff to develop goals to increase physical activity



Communication with Parents

Food services will publish educational newsletters quarterly

Goals and Highlight of Progress - CES & HES



Nutrition Education

Fruit/vegetable “passport” provided to all students.

“Rethink your drink” display set up in the cafeteria.

Gardening club

Bike safety / pedestrian safety assembly

Taste It Tuesday - smoothies with vegetables and games to decide what fruits/veggies are being included

Food Explorer After School Classes for third and fourth graders in collaboration with the Barnstable County Extension



Physical Activity

"Kids Heart Challenge" in P.E.

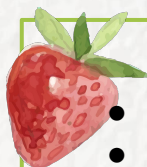
Spring Field Day

Field Games (Club for 4 days)

Bike Rodeo



Goals and Highlight of Progress - Nutrition Education



- Wellness week began this week 1/10.
- Assembly on 1/10 by Susan Bourque with SNAP-Ed.
- Fruit/vegetable “passport” provided to all students.
- Healthier food choices and vegetable based smoothies provided in the cafeteria.
- “Rethink your drink” display set up in the cafeteria.
- Students brought on walks around the building at recess time.
- Water provided to all students and whole foods to be provided on Friday.
- Art teacher worked with students to “create the rainbow” displaying fruits & vegetables of different colors in the hallway.
- There will be a second wellness week in the spring.



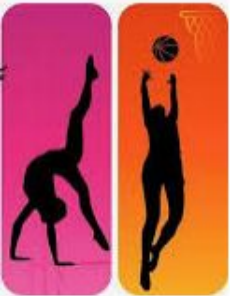
- Gardening club beginning in April
- Bike Safety, date TBD
- Class meditation prior to MCAS
- Health screenings have begun- hearing/vision/BMI.
- Bike safety / pedestrian safety assembly
- Fun Run on Friday, June 17th
 - Partnering with Chatham Anglers
- Meditation/Yoga stations outdoor activity (bubbles, music, body movements, meditation)
- Taste It Tuesday - smoothies with vegetables and games to decide what fruits/veggies are being included
- Thursday - Creative Arts Festival
- Food Explorer After School Classes for third and fourth graders in collaboration with the Barnstable County Extension
- Safe Routes to School Bike Rodeo (Mass Department of Transportation). The focus will be on Summer Safety.



Goals and Highlight of Progress - Physical Activity



- Spring Field Day
- Field Games (Club for 4 days)
- Discussing plans for a "Fun Run"
- "Kids Heart Challenge" in P.E. (education on keeping the heart healthy)
- Bike Rodeo
- [Student mindfulness at MRHS](#)
- [Mindful Movement _ Schwartzman](#)
- Unified PE new class 2nd semester
- Archery unit (fall & spring) as a lifelong sport
- Teen Wellness Fair was held - April 8th grades 8-12
- There is a weight room supervisor (HS) all three seasons during the school year and for 6 weeks over the summer.



Thriving School Integrated Assessment -Healthy Generations Assessment

TOPIC AREAS

- ❑ Increasing **Family & Community Engagement** (FCE)
- ❑ Improving **Nutrition & Food Access** (NFA)
- ❑ Implementing **Local School Wellness Policy** (LWP)
- ❑ Enriching **Health Education** (HED)
- ❑ Bolstering **Physical Education & Activity** (PEA)
- ❑ Strengthening **Social-Emotional Health** (SEH)
- ❑ Cultivating **Staff Well-Being** (SWB)
- ❑ Promoting **Tobacco-Free Schools** (TOB)
- ❑ Supporting **School Health Services** (SHS)
- ❑ Reducing **Chronic Absenteeism** (ABT)
- ❑ Addressing **School Discipline** (SCD)
- ❑ Fostering Positive **School Climate & Culture** (SCC)
- ❑ Building **Staff Capacity** (STC)



In the table below, points were assigned from 1-3 for each consideration across the topic areas of interest. (Scale: 0=none, 1=low, 2=medium, 3=high)

Considerations	FCE	NFA	LWP	HED	PEA	SEH	SWB	TOB	SHS	ABT	SCD	SCC	STC
Urgency	3	3	2	3	3	3	3	2	3	3	3	3	3
	3	3	3	3	3	3	3	2	3	2	2	3	3
	3	2	2	1	1	3	3	1	3	3	2	2	2
Stakeholder Buy-in (Anyone involved/invested in the school)	2	3	3	3	3	3	3	1	3	3	3	3	3
	3	3	3	3	3	3	3	1	3	2	2	3	3
	3	2	2	1	1	3	3	1	3	3	2	3	2
Alignment with district/school improvement goals (as a priority not if it is currently happening)	3	3	3	3	3	3	3	2	3	3	3	3	3
	3	3	3	3	3	3	3	1	3	1	2	3	3
	3	2	2	1	1	3	3	1	3	3	2	2	2
Total Points	26	24	23	21	21	27	27	12	27	23	21	25	24



Top 4 Topics Identified:

- ☐ **Strengthening Social-Emotional Health (SEH)**
- ☐ **Cultivating Staff Well-Being (SWB)**
- ☐ **Supporting School Health Services (SHS)**
- ☐ **Fostering Positive School Climate & Culture (SCC)**



Recommendations

1. Work with building administration to develop goals in the targeted areas identified through the Thriving School Integrated Assessment - Healthy Generations Assessment as follows:
 - a. Strengthening **Social-Emotional Health** (SEH)
 - b. Cultivating **Staff Well-Being** (SWB)
 - c. Supporting **School Health Services** (SHS)
 - d. Fostering Positive **School Climate & Culture** (SCC)
2. Utilize the Healthier Generations tools and resources to provide support and resources to building administrators.
3. Begin the process of reviewing the Wellness Policy for updates and approval for the 2023-2024 school year with consideration of incorporating the target areas identified in the Healthier Generations Assessment.



THANKS!



Questions





**Monomoy Regional School Committee
2022-2023
Subcommittee, Representative and Liaison Assignments**

Subcommittees Small group of the school committee (less than a quorum) tasked with bringing recommendations for committee action (* Chair)	Representatives A school committee member who is a member of a larger committee requiring school committee representation (i.e. Cape Cod Collaborative; Wellness Committee; etc.)	Liaisons A school committee member who is responsible for being the communication link between the MRSC and another group or committee
Superintendent Evaluation 1. 2. 3. 4.	Westgate Foundation 1.	Special Education PAC 1.
Finance 1 2. 3. 4.	Sick Bank 1.	Select Board & Finance Committees (2) Chatham: 1. 2. (2) Harwich: 1. 2.
Negotiations 1. 2. 3. 4.	Cape Cod Collaborative 1.	Regional Agreement Working Group 1. 2. 3. 4.
Warrant and Payroll 1. 2.	District Wellness Committee 1.	Legislation 1.
Policy Subcommittee 1. 2. 3. 4.		Strategic Plan Steering Subcommittee 1. Danielle Tolley* 2. Sharon Stout 3. Jessica Rogers 4. Tina Games

**MONOMOY REGIONAL SCHOOL DISTRICT
FIELD TRIP REQUEST FORM**

Note: This request approved by Principal and Nurse must be submitted to the Superintendent at least one month prior to US trips, and at least six months prior to international trips.

Coordinating Teacher: Amanda Schuermann

Date of Request: 4/4/22

Other Teacher(s): TBD (Chaperones based on final # students) Grade(s): 9-12

School: CES HES MS (HS)

Date of Trip: April Break
Spring 2023

School Nurse Needed on Trip: Yes No

Other accommodations needed: _____

Destination:

TOKYO, Japan

ALL STOPS/TIMES: _____

Purpose of Trip – Include Direct Connection to Curriculum Standards:

See attached.

Time of Departure: TBD

Return Time to School: TBD

Motor Coach # _____ School Bus # _____ Handicap Accessible Bus _____ Walking – No Bus

School bus 45 – 2/per seat (MS/HS)
71 – 3/per seat
Coach bus 54 seats

Number of Students: TBD
Number of Teachers: TBD 1/6 students
Number of Chaperones****: ↓

**** Plan on at least one (1) chaperone per group of 10 students. CHAPERONES MUST BE CORIED BY MONOMOY REGIONAL SCHOOLS****

Source of funds (must be indicated prior to approval):

School Budget Student Fee Grant _____

Budget

For Day Trips:

If using the bus company: Hourly rate \$33.51. Mileage Rate \$.75 per mile. Please attached Google Map directions

_____ hrs x \$33.51 = _____

_____ miles x 2 (round trip) x .75 = _____

of Buses _____

Total Transportation Costs: \$ _____
(\$ per bus X # of buses)

Admission Cost \$ _____

Total Cost: \$ _____

Total Cost per student: \$ _____

Please email to: Toni London alondon@monomy.edu 11/24/21

For out of state and overnight trips please attach a budget and itinerary.

Approval

Amanda Schuermann
Teacher

4/4/22
Date

School Nurse

Date

Jennifer Pohn
Principal

4/5/22
Date

Superintendent

Date

Approved

Not Approved

International Field Trip

Destination: Tokyo, Japan

Purpose of trip:

The purpose of this trip is to provide students with the opportunity to travel abroad and experience a different culture, which will help them grow as both individuals and intellectuals, and become inspired by the world around them. This trip's itinerary not only exposes students to the art, architecture, and traditions of historical Japanese culture, but also the contemporary aspects including digital art, design, fashion, animation, media, and technology– all of which we touch on in the visual and performing arts department. See highlighted segments in the itinerary to see the experiences that meet various learning standards below.

**** To be equitable and inclusive, students will have the opportunity to apply for the EF Global Citizen Scholarship for \$1,000 off their cost to travel. Students may also utilize EF's version of "Go-Fund-Me" to crowdsource funds for their trips from friends and family members. I will also host 1 or more fundraising events to help off-set the cost of the trip for all attending. Our goal is to include as many students as we can, and help those students who may need some financial support as well.**

National Core Art Standards	Visual Arts	Media Arts	Music
Creating	VA:Cr1.1.1a, VA:Cr2.1.1a, VA:Cr2.2.8a, VA:Cr2.2.11a		
Presenting	VA:Pr5.1.1a, VA:Pr6.1.8a, VA:Pr6.1.1a, VA:Pr6.1.11a		
Responding	VA:Re.7.1.8a, VA:Re.7.1.1a, VA:Re.7.1.11a, VA:Re.7.2.8a, VA:Re.7.2.1a, VA:Re.7.2.11a, VA:Re.7.2.111a, VA:Re8.1.1a, VA:Re8.1.11a	MA:Re7.1.1 MA:Re8.1.11	
Connecting	VA:Cn11.1.7a, VA:Cn11.1.1a, VA:Cn11.1.11a	MA:Cn10.1.1 MA:Cn11.1.1	MU:Cn10.0.8 MU:Cn11.0.8

Career, College & Life Skills Gained Through World Travel

Patience Flexibility Perspective Appreciation of Diversity	Empathy Resilience Cultural Competence Communication Cooperation	Planning Goal-Setting Budget Management Creativity Intrapersonal Skills	Language skills (<i>not just learning a language</i>) Problem-solving Self-awareness and introspection	Curiosity Adaptability Analytical thinking Confidence Street-Smarts
---	--	---	--	---



School Administration Office
 Dr. Scott Carpenter, Superintendent
 425 Crowell Road
 Chatham, MA 02633
 (P) 508.945.5130
 (F) 508.945.5133
www.monomoy.edu

Chatham Elementary School
 147 Depot Rd., Chatham MA 02633
 (P) 508.945.5135
 (F) 508.945.5138

Monomoy Regional Middle School
 425 Crowell Rd., Chatham MA 02633
 (P) 508.945.5140
 (F) 508.945.5110

Harwich Elementary School
 263 South St., Harwich MA 02645
 (P) 508.430.7216
 (F) 508.430.7232

Monomoy Regional High School
 75 Oak St., Harwich, MA 02645
 (P) 508.430.7200
 (F) 508.430.7223

SEPTEMBER 2022						
S	M	T	W	T	F	S
			31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September (19)

8/31 Staff First Day
 9/1 Staff Professional Day
 2 Closed
 5 No School
 6 Grades 1-12 First Day
 8 Kindergarten First Day
 12 PreSchool First Day

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October (19)

7 Professional Development-No School
 10 No School
 18 & 20 Parent Conferences ½ Day
 Elementary and Middle School Only

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November (18)

11 No School
 23-25 No School

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December (16)

23-30 No School

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January (20)

2 No School
 3 Back to School
 16 No School

February (15)

20-24 No School

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March (23)

MARCH 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April (14)

7 No School
 17-21 No School

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May (22)

29 No School

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June (14)

3 High School Graduation
 15-21 Final Exams-High School Only
 19 No School
 21 180th Day-Last Day of School
 28 185th Day-Includes 5 Snow Days

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Key:

Vacations/Holidays-No School	
1/2 Day of School	
Early Release Day*	
School Committee Meetings	
High School Final Exams 1/2 Day	

*40 minutes Early Release for students coupled with 50 minutes for a total of 90 minutes Professional Development for teachers

2022-2023 MRSD Calendar approved March 24, 2022 by the Monomoy Regional School Committee



EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/










This is also your tour number

EXPERIENCE JAPAN

10 or 13 days | Osaka | Kyoto | Takayama | Kanazawa | Tokyo | Extension to Nagasaki

Japan is an island nation of contrasts. Neon lights pulse and shine on century-old temples, monks walk alongside anime cosplayers, and Zen meditation is practiced in the same parks where people take selfies. It may sound chaotic, but Japan has perfected the balance of ancient and modern. A better understanding of Buddhism and Shinto, higher truth, or just a measure of inner peace await you on this meditative journey through the tranquil side of Japanese culture.

EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 2 sightseeing tours led by expert, licensed local guides; 1 walking tour
-  **Entrances:** Fushimi Inari-taisha Shrine; Golden Pavilion; Kiyomizu Temple; tea ceremony; Shirakawa-go open-air museum; Kanazawa castle; Kenroku-en Garden; gold-leaf chopstick activity; Imperial Palace Plaza; Meiji Shinto Shrine; *purikura* sticker photo booth; Suginami Animation Museum; Asakusa Kannon Temple; *with extension:* Nagasaki Peace Park and Museum; Glover Garden; Dejima Port; Mt. Inasa Cable Car; calligraphy activity
-  **Experiential learning:** Zen meditation; Takayama morning market challenge; Akihabara electric town
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; bullet train; 8 overnight stays in hotels with private bathrooms (11 *with extension*); breakfast and dinner daily
-  



Golden Pavilion



Traditional Japanese tea ceremony

Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

—MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at
eftours.com/

Your teacher's Tour Website



Learn from your Tour Director
and expert local guides



Mountain town of Takayama



What you'll experience on your tour

Day 1: Fly overnight to Japan

Day 2: Osaka

- Meet your Tour Director at the airport in Osaka.

Day 3: Osaka | Kyoto

- Enjoy a walking tour of Osaka's Dotonbori Canal Street.
- Travel to Kyoto, a city that conjures up images of sunlit walks around tiered pagodas and quiet lakes lined with cherry blossom trees.
- Visit Fushimi Inari-taisha Shrine, located near the base of the Inari mountain. Originally constructed to honor the god of rice, the elaborate complex features stone foxes, the known messengers of Inari.
- Enjoy a walk along the banks of the Kamo Gawa River.

Day 4: Kyoto

- Take an expert-led tour of Kyoto. As the national capital for over a millennium, Kyoto offers you a unique glimpse into the history of Imperial Japan.
- Visit the tranquil Golden Pavilion, a Zen Buddhist temple painted in delicate gold leaf.
- Visit Kiyomizu Temple, a Buddhist temple and UNESCO World Heritage Site.
- Enjoy a traditional Japanese tea ceremony.

Day 5: Kyoto | Takayama

- Travel to the small mountain town of Takayama.
- Enjoy free time for lunch.
- Take a deep breath and relax during a guided Zen meditation experience.

Day 6: Takayama | Shirakawa-go | Kanazawa

- Visit the Takayama morning market, a market that has occurred every day for centuries.
- Travel to Kanazawa.
- Make a stop to learn about Samurai-style mountain architecture.

Day 7: Kanazawa

- Visit Kanazawa Castle for a look at feudal Japanese life and architecture.
- Learn the six qualities of the perfect landscape garden at Kenroku-en Garden.
- Discover how gold leaf is created, then make your own gold-leaf chopsticks to take home.

Day 8: Kanazawa | Tokyo

- Travel to Tokyo via bullet train.
- Visit the Imperial Palace Plaza with your Tour Director.
- Tour Harajuku Fashion Street and Meiji Shrine with your Tour Director.
- Experience the power (and fun) of technology by taking and customizing photos in a purikura, a Japanese sticker photo booth.
- Spend time seeing more of Tokyo or enjoy an evening of karaoke.

Day 9: Tokyo

- Visit the Suginami Animation Museum, dedicated to the art and technique of Japanese animation.
- Tour Akihabara's electric town.
- Visit Asakusa Kannon Temple, the city's largest Buddhist temple. Here, restaurants, theaters, and cinemas surround a five-story pagoda—a perfect symbol of Tokyo's enduring past and ultramodern future.

Day 10: Depart for home

3-DAY TOUR EXTENSION

Day 10: Tokyo | Nagasaki

- Fly to Nagasaki.
- Visit the Nagasaki Peace Park and Museum.
- Reflect on your travels and learn how to fold a paper crane.

Day 11: Nagasaki

- Tour Nagasaki with an expert local guide.
- Visit Glover Garden, a Western-themed garden and estate built for a merchant who helped modernize Japan's industries.
- Visit Dejima, a complete reproduction of the Tokugawa-era Port Nagasaki, the only harbor foreign ships were allowed to enter until the mid-1800s.

Day 12: Nagasaki | Tokyo

- Fly to Tokyo.
- Participate in a calligraphy activity.
- Explore the Shibuya district of Tokyo.

Day 13: Depart for home

This was an amazing trip! I highly recommend it to everyone! We saw and experienced so many things. Japan is a beautiful country with very welcoming people. Looking forward to my next EF Tour!

—JENNIFER, GROUP LEADER



Via Facebook

This was the best trip I have ever been on. Japan was absolutely beautiful and so very clean. The dining experiences were fascinating and something I would like to dive into again. Although if you like sushi, then the food is way better than what I thought. The shopping in Kyoto and Tokyo were fantastic (I wish I took more money with me). Everything in Japan is just so... so... efficient!

—SAMANTHA, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices**
so more students can travel.
- **We're fully accredited, just like your school**,
so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.**
We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.





/ EDUCATIONAL
TOURS

International Travel Program Proposal

Monomoy High School / Amanda Schuermann



Experience Japan - April Break 2023

eftours.com/JAM

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

Pg. 2	Safety
Pg. 4	Liability protection
Pg. 6	Affordability
Pg. 7	Educational value
Pg. 8	Itinerary specifics
Pg. 8	Cost and payment options
Pg. 9	Sample hotels
Pg. 10	Sample meals
Pg. 11	Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

© 2021 EF Education First. For full terms and Booking Conditions visit [eftours.com/bc](https://www.ef-tours.com/bc)

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

***For specific information on EF's response to COVID-19, visit [eftours.com/covid](https://www.eftours.com/covid)**

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response

Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team

Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

COVID Peace of Mind

Provided to groups departing before October 1, 2022

In addition to our standard Peace of Mind Program, EF provides an exclusive COVID-19 Peace of Mind Program to account for situations related to the COVID-19 pandemic. This program is automatically included for all travelers and can be enacted up to 45 days prior to departure at the group level, while specific options can be implemented at the individual level.

COVID Care Promise

Provided to all groups

If your child is diagnosed with COVID-19 while on tour, we will coordinate and facilitate support services and logistics including translation services, connections with local health care providers, communication with family, and flights home at no additional cost.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (18 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Donation pages – Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by June 1, 2022 can cancel for any reason 30 days after enrollment for a full refund of 100% of the money paid to EF. To be eligible, the traveler must enroll on a tour with a scheduled departure date between October 1, 2022 and September 30, 2023.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit <https://www.eflours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$285/\$450) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Price details

Experience Japan

Program Price* \$4,675

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Global Travel Protection \$165

Early Enrollment Discount -\$100

EF's Peace of Mind Program* Free

Total for Students (under 20) \$4,740

12 monthly payments \$388/mo

Adult Supplement² \$500

Total for Adults \$5,240

12 monthly payments \$429/mo

Price created on 4/4/2023

* Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at efours.com/baggage. All prices subject to verification by an EF Tour Consultant. To view EF's Booking Conditions visit efours.com/bo. Some destinations may require aircraft insecticide treatment for in-bound foreign flights. Such destinations can be found at efours.com/insecticide.

² Adult supplement required for travelers age 20 and older at the time of travel.

* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Itinerary shown is for 2023 travel. Itineraries are subject to change biannually, please call for more details.

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

Pearl Hotel Ryogoku | Toyko

www.pearlhotels.jp

Pearl Hotel Ryogoku is conveniently located across from Ryogoku Station, which allows groups to explore the vast city of Tokyo with ease. Students are roomed in twin accommodations or in multi-bed suites. Each room has recently been renovated and includes a TV, telephone, air conditioning, and a hair dryer

Sobial Hotel | Osaka

www.osaka.sobial.jp

The Sobial Hotel is located just a short walk from Taisho Station, near the junction of the Shirinashi and Kizu Rivers. Guests can enjoy the hotel's public bath and on-site restaurant.

Tozankaku | Kyoto

www.sanyo-kogyo.co.jp/tozankaku

The Tozankaku Hotel is located nearby Kyoto Station in the Higashiyama area of Kyoto. Each of the hotel's 131 rooms offers a TV, desks, air conditioning, and traditional Japanese decor. Visitors can also enjoy a meal at the hotel restaurant.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of what travelers can expect at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.



Japan: Sample Meals

Tempura vegetables, mushrooms, shrimp, fish, potatoes, eggplant and rice



Monomoy Regional School District Disposal of Surplus Materials

Estimated Value Under \$5,000

Name of individual Completing the Form: _____Dustan Burns_____ Date _____5-9-22_____

Submitted to: _____Katie Kelly_____ Date: _____

Current Location of item (s) - please be specific: _____Room 224_____

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Flinn Heating Plate	4" x 4"	Flinn Scientific	Used, functional	Unknown	1	280.00 (flinnsci.com)	Sell / Trash
Ohaus E400 Balance Scale	E400	Ohaus	Used, functional	Unknown	1	149.95 (Ebay, used)	Sell / Trash
Digital Scale	AE	Dune	Used, error codes	Approx. 2014	3	70.00 (scales.net)	Trash
Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes _____ No _____ Date: _____/_____/_____

					Purchase		Estimation)	
Aquarium light	4 x 54 W	Aqua Medic	Defective	Approx. 2015	1	Unknown (discontinued?)	Trash	
Chemistry Burette	Economy Grade	Pyrex	New (surplus, never used)	Approx. 2014	24	310.00 per case (6 per case). www.fishersci. com	Sell	

For Administration Use:
 Approved by School Committee: Yes ___ No ___
 Date: ___ / ___ / ___



Monomoy Regional School District Disposal of Surplus Materials

Estimated Value Under \$5,000

Name of individual Completing the Form: Dustan Burns Date 5-9-22

Submitted to: Katie Kelly Date: _____

Current Location of item (s) - please be specific: Room 224

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Forensic Science Mannequin	Unknown	Unknown	Damaged	2012	1	\$995.00 (crimetechnet.net)	Trash
Plastic Skulls	Unknown	Unknown	Damaged	Unknown	13	\$38.95 (Amazon)	Trash
Thermo Scientific Spectronic Spectrometer 200	200	Thermo Scientific	Used, functionality unknown, missing power cord	Approx. 2013	1	\$1730.00 (Carolina Biological)	Trash
Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Disposal (to be completed by the Business Manager)

Approved by School Committee: Yes No Date: / /

					Purchase		Estimation)	
Science Kit Spectrometer & Boreal Laboratories	Unknown	Science Kit & Boreal Laboratories	Used, functionality unknown	Unknown	1	Unknown, cannot find.	Trash	
SPARK Lab Computers	Unknown (similar to PS-2008A)	Pasco	Used, functional, replaced by newer technology	Approx. 2013	4	\$153 (Pasco.com)	Trash	
SPARK Lab Computer CO2 Probes	n/a	Pasco	Used, functional, replaced by newer technology	Approx. 2013	4	Item discontinued by manufacturer	Trash	
SPARK Lab Computer O2 Probes	n/a	Pasco	Used, functional, replaced by newer technology	Approx. 2013	3	Item discontinued by manufacturer	Trash	
Digital Scale	Scout Pro Scale SPE 202	OHAUS	Used, error code	Unknown	1	Item discontinued by manufacturer	Trash	
Flinn Digital Scale	n/a	Flinn	Defective	Unknown	3	199.00 (flinnsci.com)	Trash	

For Administration Use:

Approved by School Committee: Yes ___ No ___

Date: ___ / ___ / ___



Monomoy Regional School District Disposal of Surplus Materials **Estimated Value Under \$5,000**

Name of individual Completing the Form: Dustan Burns Date 9-13-21

Submitted to: Katie Kelly Date: _____

Current Location of item (s) - please be specific: Room 224

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Textbook	8 th Edition	Criminalistics	Fair	Unknown	20	\$9.98 (Amazon)	Donate/Recycle
Textbook	10 th AP Edition	Campbell Biology	Fair	2014	4	\$61.08 (Amazon)	Donate/Recycle
Textbook	9 th AP Edition	Campbell Biology	Fair	2012	8	\$26.91 (Amazon)	Donate/Recycle
Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes No Date: / /

					Purchase		Estimation)	
Textbook	Prentice Hall	Biology	Fair	Unknown	106	\$9.87 (Amazon)	Donate/Recycle	
Textbook	7th Edition	Campbell Biology	Fair	Unknown	17	\$20.98 (Amazon)	Donate/Recycle	
Textbook	8th Edition	Campbell Biology	Fair	Unknown	2	\$10.99 (Amazon)	Donate/Recycle	
Textbook	4th Edition	Miller Levine Biology	Fair	Unknown	9	Unknown	Donate/Recycle	
Textbook	4th Edition	Chemistry in the Community	Fair	Unknown	18	\$4.92 (Amazon)	Donate/Recycle	
Textbook	10th Edition	Chemistry the Central Science	Fair	Unknown	14	\$25.89 (Amazon)	Donate/Recycle	

For Administration Use:

Approved by School Committee: Yes ___ No ___

Date: ___ / ___ / ___



Monomoy Regional School District Disposal of Surplus Materials

Estimated Value Under \$5,000

Name of individual Completing the Form: _____ Dustan Burns _____ Date 9-13-21 _____

Submitted to: _____ Katie Kelly _____ Date: _____

Current Location of item (s) - please be specific: _____ Room 224 _____

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Textbook	4 th Edition	Chemistry Study of Matter	Fair	Unknown	3	Unknown	Donate/Recycle
Textbook	2 nd Edition	Chemistry Study of Matter	Fair	Unknown	4	\$4.16 (Amazon)	Donate/Recycle
Textbook	2002	Modern Earth Science	Fair	Unknown	3	\$14.92 (Amazon)	Donate/Recycle
Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes _____ No _____ Date: _____ / _____ / _____

					Purchase		Estimation)	
Textbook	1995	Biology The Study of Life	Fair	Unknown	5	\$4.75 (Amazon)	Donate/Recycle	
Textbook	9 th Edition	Biology Concepts and Connections	Fair	Unknown	1	\$28.89 (Amazon)	Donate/Recycle	
Textbook		Modern Chemistry	Fair	Unknown	1	\$10.94 (Amazon)	Donate/Recycle	
Textbook	5 th Edition	Precalculus	Fair	Unknown	1	\$8.50 (Amazon)	Donate/Recycle	
Textbook	2 nd Edition	Modern Physics	Fair	Unknown	1	\$11.98 (Amazon)	Donate/Recycle	
Textbook	Holt	Biology Visualizing Life	Fair	Unknown	1	Unknown	Donate/Recycle	

For Administration Use:

Approved by School Committee: Yes ___ No ___

Date: ___ / ___ / ___



Current Location of item (s) - please be specific: _____ Room 224 _____

**Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below**

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Textbook	2 nd Edition	Modern Physics	Fair	Unknown	1	\$11.98 (Amazon)	Donate/Recycle
Textbook		Understanding Life Science	Fair	Unknown	2	\$59.95 (Amazon)	Donate/Recycle
Textbook	Bertino	Forensic Science Fundamentals and Investigations	Fair	Unknown	1	\$11.01 (Amazon)	Donate/Recycle

Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes ☐ No ☐ Date: / /

					Purchase	Estimation)	
Textbook	Prentice Hall	Chemistry Connections to Our Changing World	Fair	Unknown	1	\$6.68 (Amazon)	Donate/Recycle
Textbook	4 th Edition	General Chemistry	Fair	Unknown	1	\$343.33 (Amazon)	Donate/Recycle
Textbook	3 rd Edition	Animals Without Backbones	Fair	Unknown	1	\$20.81 (Amazon)	Donate/Recycle
Textbook	Teacher's Edition	Globe Biology	Fair	Unknown	1	Unknown (Amazon)	Donate/Recycle
Textbook	Teacher's Edition	Biology: A Systems Approach	Fair	Unknown	1	\$25.59 (Amazon)	Donate/Recycle
Textbook	1 st Edition	Living by Chemistry	Fair	Unknown	2	\$12.18 (Amazon)	Donate/Recycle

For Administration Use:

Approved by School Committee: Yes ___ No ___

Date: ___ / ___ / ___



Monomoy Regional School District Disposal of Surplus Materials **Estimated Value Under \$5,000**

Name of individual Completing the Form: Dustan Burns Date 9-13-21

Submitted to: Katie Kelly Date: _____

Current Location of item (s) - please be specific: Room 224

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Textbook	3 rd Edition	Life Science	Fair	Unknown	1	\$6.75 (Amazon)	Donate/Recycle
Textbook		Biology The Study of Life	Fair	Unknown	1	Unknown (Amazon)	Donate/Recycle
Textbook	Holt	Biology Principles and Explorations	Fair	Unknown	1	\$4.75 (Amazon)	Donate/Recycle
Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes No Date: / /

					Purchase	Estimation)	
Textbook	6 th Edition	Chemistry the Central Science	Fair	Unknown	1	\$9.98 (Amazon)	Donate/Recycle
Textbook	Stewart	Calculus	Fair	Unknown	1	Unknown (Amazon)	Donate/Recycle
Textbook	Holt	Modern Chemistry	Fair	Unknown	1	\$13.58 (Amazon)	Donate/Recycle
Textbook	Teacher Edition	Merrill Chemistry	Fair	Unknown	1	\$5.45 (Amazon)	Donate/Recycle
Textbook	Online Edition	Chemistry	Fair	Unknown	1	Unknown (Amazon)	Donate/Recycle

For Administration Use:

Approved by School Committee: Yes ___ No ___

Date: ___ / ___ / ___















Monomoy Regional School District Disposal of Surplus Materials **Estimated Value Under \$5,000**

Name of individual Completing the Form: Richard Oldach Date 5/26/2022

Submitted to: _____ Date: _____

Current Location of item (s) - please be specific: MRHS Rm 149

Complete one form for each type of material (i.e. computers on one and books on another)
Please send a digital photo of items listed below

Description	Model Number	Make/Brand Name	Condition	Approximate Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
Books – Technology Engineering Design	ISBN:978-0-07-876809-5	Glencoe	Used/Fair	2010	14	150.00 (Amazon Used)	
Books – Invention by Design	ISBN-0-674-46368-4	Harvard Press	Used/Fair	2000	5	30.00 (Amazon Used)	
Description	Model Number	Make/Brand Name	Condition	Approximate Year of	Quantity	Estimated Value (source of	Recommended Disposal (to be complete by the Business Manager)

Approved by School Committee: Yes No Date: / /

