



District Curriculum Accommodation Plan

Mission: Monomoy Regional School District places students at the center of an educational partnership with caregivers and the community to create a welcoming and innovative learning environment that builds relationships, encourages curiosity, and elevates all students to achieve their full potential.

Vision: Monomoy is committed to being an exemplary school district, where all of our students become creative and critical thinkers, communicators and leaders, independent and confident learners, and engaged citizens.

Core Values:

Knowledge: We value curiosity and continuous growth

Dignity: We value every individual and their voice

Caring: We value kindness and compassion

Stewardship: We value responsibility as citizens in our community and in our world

Courage: We value integrity, character, and the willingness to take risks

The District Curriculum Accommodation Plan documents the ways in which Monomoy educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed.

Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

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The information below outlines the various approaches used to provide all Monomoy students with equal access to the district’s general education program.

I. Accommodations Provided within General Education Programs When Appropriate

<p>Physical</p>	<ul style="list-style-type: none"> ● Seating to maximize access to instruction ● Frequent breaks ● Writing aids (slant board, pencil grips, etc.) ● Stress release activities (squeeze objects, motor breaks, etc.) ● Remove auditory distractions (use headphones, etc.) ● Minimize visual distractions
<p>Medical</p>	<ul style="list-style-type: none"> ● Access to nurse when needed ● Consultation to parents ● Communication with community providers
<p>Social, Emotional Behavioral, Mental Health</p>	<ul style="list-style-type: none"> ● Post classroom expectations in view of all students ● Adjust classroom management strategies ● Incorporate stress-release activities ● Positive behavior support plan (goal setting, positive reinforcement, point system, etc.) ● Positive Behavior Intervention and Supports (PBIS) ● Responsive Classroom (HES) ● Adult mentor ● Alternative seating ● Logical consequences ● Counseling ● Peer mediation ● Alternative schedule/restructure demands

	<ul style="list-style-type: none"> ● Consultation from Board Certified Behavior Analyst (BCBA), Psychologist etc. ● Remove distractions ● Contact parents/facilitate parent support/strategies and communication ● Include movement breaks and energizers during instructional periods ● Peer Groups ● Social Groups ● Access to guidance when needed ● Frequent Check-ins with point person in the building
Instructional	<ul style="list-style-type: none"> ● Active and varied participatory learning ● Clear teacher expectations ● Ongoing differentiation of tasks, skills and materials ● A variety of grouping strategies and materials that reflect the philosophy of heterogeneous grouping of students ● Supplementary resources and services provided within the classroom or in alternative settings ● Large print/audio books ● Alternative teaching approaches (i.e. multisensory, small group, assistive technology, etc.) ● Clear structure for class activities ● Visual aids ● Manipulatives and other hands-on strategies ● Additional small group instruction ● Graphic organizers ● Study guides/structured notes ● Homework checks/homework help/targeted homework (quality vs. quantity) ● Planner checks ● Alternative assessments (i.e., oral, quality versus quantity, portfolio, projects, use of technology, etc.) ● Alternative homework expectations (i.e. quality versus quantity, presentation, etc)

- Developmentally appropriate, culturally, and linguistically sensitive materials
- Alternative directions (i.e. oral, visual, etc)
- Additional time to complete assignments or tests
- Ability to retake exams
- Work contracts
- Peer tutoring and cooperative learning
- Cues for transitions
- Break down tasks into explicit chunks
- Extra help sessions
- Extended day/week/year access to academic programming
- Flexible grouping
- Speech to text - text to speech
- Provide cueing and “wait time” or “think time” to encourage participation
- Repeat or re-teach concepts with a different approach
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Teach students to use graphic organizers
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, websites and textbooks for homework support
- Provide study guides
- Provide strategies to parents to support homework completion

Technological	<ul style="list-style-type: none"> ● Instructional software ● Computer access ● Calculator ● Word processor ● Listening center/audio recording of books ● Video ● Speech to Text - Text to Speech
English Language Learners	<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Frequent Check-ins ● Dictionary in native language ● Modeling ● Visual Prompts ● Options to demonstrate knowledge (matching, labeling, etc.)

II. Educational Program: Curriculum, Instruction, and Assessment

Curriculum Frameworks	<ul style="list-style-type: none"> ● Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks and Common Core used as basis of local curriculum planning ● Monomoy Regional School District Transfer Goals (website) ● MRSD Curriculum Maps (Aspen district view and website)
Standards-based Approach	<ul style="list-style-type: none"> ● Based on Curriculum Frameworks, local K-12 learning standards ● Standards-based reporting instrument in grades K-4 ● Common assessments developed to provide equity across grade levels, schools, and courses ● Measurement of Academic Performance/Measurement of Academic Performance for Primary Grades (MAP/MPG) in grades K-9, ● Grade level-wide assessments at elementary and middle, ● Common midterms and finals at high school ● Benchmarks established on many assessments to set equitable expectations for student learning ● Rubrics used often to provide clear set of expectations for student learning (all levels) ● Skills Checklist (NWEA,MAP), DRA, DIBELS, etc. at elementary/middle levels for intervention

	progress monitoring
Differentiated Instruction	<ul style="list-style-type: none"> ● Expectation that all educators will modify/make accommodations in the content, process, environment/affect, and product demands in response to students' needs, based on formative and summative assessment and interest surveys
Systematic core curriculum programming	<ul style="list-style-type: none"> ● Close Reading instruction, K-12 ● Math In Focus (concrete-pictorial-abstract mathematics instruction) K-7 ● Balanced Literacy Programming ● ELA core Programming (Journeys and Reading Street in elementary) ● Inquiry-based science instruction (grade 4-7 STEM Scopes) ● High School Program of Studies ● Job Fair (high School) ● Health Fair (high school)
Supplemental Programming	<ul style="list-style-type: none"> ● Seminar blocks (K-7) ● Field Trips ● Jawsome Hour (high School) ● Credit for Life (high school) ● Friday School (middle)
Use of Common Assessments and the Use of Common Systems to Analyze the Data	<ul style="list-style-type: none"> ● MCAS data analyzed for aggregate trends and for individual student performance ● MCAS, MAP, ELL ACCESS, Math Unit Tests, etc. used as part of information to determine eligibility for additional support ● Common assessments in core subjects K-10 ● Educator Evaluation System

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	<ul style="list-style-type: none"> ● Kindergarten Screening(ESI-R)
Systematic Social/emotional Learning Programming	<ul style="list-style-type: none"> ● Consulting Psychologist ● Responsive Classroom routines and structures - some classrooms ● 2nd Step (K-4) skill instruction to develop strong bonds to school, to solve problems without anger and to treat others with compassion (HES) ● Peace Works Curriculum/Tier II/III social skills (CES) ● Positive Behavior Intervention and Supports(PBIS; CES/HES) ● Social Skills Improvement System (SSiS) and Social Skills Assessment SSA (CES and HES) ● Massachusetts Aggression Reduction Center (MARC) Curriculum (K-4) ● SOS (Signs of Suicide) grades 7-12 ● Youth Risk Behavior Survey ● Screening, Brief Intervention, and Referral to Treatment (SBIRT) ● Board Certified Behavior Analyst (BCBA) consultation ● MRHS after school clubs (Young men’s and women’s clubs, Interact, Key Club, Gay Straight Alliance (GSA), animal Welfare, Art, Bells, Literary Guild, Mock Trial, Newspaper, Peer Mediation, Peer Tutoring, Spirit Club, Student Council, We the People, Yearbook, School Plays, Jujitsu, Best Buddies, Book Club, Stand, Current Events, Spring and Fall Plays, Internships, Theatre, Chorus, Band, Sports)
ELL Programming	<ul style="list-style-type: none"> ● MA state ELL Next Generation Curriculum Guides ● ACCESS and MODEL assessments ● WIDA Standards Framework ● SEI teacher endorsements
Summer Programming	<ul style="list-style-type: none"> ● Title 1 Summer Programming ● Summer Enrichment Courses (MRMS) ● High School Summer Program offerings ● Credit Recovery ● Monomoy Community Learning Program (MCLP)

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Systematic Curriculum Cycles	<ul style="list-style-type: none"> ● 5 year Curriculum Cycles Posted Yearly
Professional Development	<ul style="list-style-type: none"> ● Professional Learning Community ● Cape Cod Collaborative ● Common Learning Time (elementary) ● New Teacher Orientation ● Induction ● Two Full PD days ● Mentoring (2 years for new teachers) ● MARC training ● Educator Evaluation

III. General Education Support Services to Provide Access to Learning

MTSS Response To Interventions	<ul style="list-style-type: none"> ● Each school has a structured process to review issues related to students who are not making effective progress academically or behaviorally. These teams are made up of administrators, teachers, and specialists who review data, make recommendations for accommodations modifications, and monitor progress (“Response to Intervention” methods used) ● Team Up (To Enhance Academic Mastery)-CES ● Reading and Math Intervention support ● 3 for 3 teacher check-ins (CES) ● Behavior Support Plans ● Instructional Assistants for intervention
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Common Learning Time/Team Time/Department Meetings	<ul style="list-style-type: none"> • Various grade level and/or departmental teams of educators, including classroom teachers, instructional leaders, special educators (including speech and language pathologists, occupational therapists, etc. as appropriate), and/or administrators who meet regularly to set learning goals, examine student assessment data, and design interventions
Title I	<ul style="list-style-type: none"> • Title I federal grant funding provides reading and math support to students in the elementary schools. • Title I also provides professional development for Close Reading and Positive Behavior Interventions and Supports (PBIS) in support of the learning experience for all students. • Through Title I funding, summer tutoring is provided to eligible students in Kindergarten through Grade 7.
SEL Programs and activities	<ul style="list-style-type: none"> • Responsive Classroom routines and structures • 2nd Step (K-4) skill instruction to develop strong bonds to school, to solve problems without anger and to treat others with compassion (HES) • MARC K-4 curriculum (CES) • PBIS (CES/HES) • Behavior support available through psychologist and special education teachers (District-wide) • Jawsome Hour (MRHS) • Student Leaders (CES & HES)
Social Skills Groups	<ul style="list-style-type: none"> • Peaceworks Curriculum/Tier II/III social skills (CES) • Stress Busters (MRHS) • Social Pragmatic Groups (MRHS) • Seminar (MS) • Lunch Groups K-12
Academic Center High School	<ul style="list-style-type: none"> • Academic support block • Directed Activities • Credit Recovery (Fuel Ed) • Study Skills • Review and Reinforcement

Alternative Education High School	<ul style="list-style-type: none"> ● School to work program ● Credit Recovery (Fuel Ed) ● Social Skills ● Vocational Skills ● MCAS Prep ● Community Connections / Volunteerism
Professional Learning Communities	<ul style="list-style-type: none"> ● Book Studies ● Peer discussion topic groups ● Grade level teaming ● Case Reviews ● Data Analysis ● Student Work Review ● Instructional Leader, student learning and professional practice Goals ● Department Head Goals ● Unified Arts Teacher liaison with Grade Level/Department at HES and CES
Reading Specialist Support	<ul style="list-style-type: none"> ● Reading specialists at Title I targeted assistance elementary schools, intensive “extra dose” of small group reading instruction ● Reading specialist (K-7) for reading interventions outside of regular language arts program
English Language Learner Programming	<ul style="list-style-type: none"> ● ESL teachers and tutors to support students who qualify for assistance
Communication with parents and opportunities for parent involvement in the schools	<p>Elementary</p> <ul style="list-style-type: none"> ● Progress Reports are issued three times a year and elementary teachers provide one parent conference a year (minimum). ● At the elementary level, Room Parents and PTO’s work closely with the principal and teachers to coordinate parent volunteers with the school’s needs. ● Quarterly attendance notifications to parents. <p>Middle School</p>

- Progress reports 4x a year and report cards 4x a year, parent conferences offered to all families in the fall, as needed for rest of year
- Google Classroom pages provide students/parents information
- attendance letters sent weekly (5 days out, 7 days tardy)

High School

- Progress report and reports cards 4 x a year
- "Home Comments" are sent to all high school students who are in academic difficulty.
- Following the issuance of each report card, a letter is sent to all parents of high school students who fail a subject.
- High school students receive a course verification letter in March.
- In August, all seniors receive a letter outlining their current credit situation and required subjects to be taken during their senior year.
- High School Curriculum Nights for each class of parents (in the fall).
- High School Program of Studies Night (in April)
- Google Classroom pages provide students/parents information
- attendance letters sent weekly (5 days out, 7 days tardy)

General

- Aspen provides parents with password access to grades of middle and high school students.
- Any student who is in danger of failing for the year receives a letter in the spring which includes information on summer school.
- Annual district-wide parent survey provides input regarding parent satisfaction
- Curriculum Nights are held at all schools.
- District website and Principals' and Superintendents' list provide newsletters and on-going information to parents.
- Parent volunteer opportunities are listed in newsletters, Parent Teacher Organization newsletters, and in teacher communications.

	<ul style="list-style-type: none"> ● Teacher websites/Aspen Teacher pages provide course information and student assignment information to parents ● School Councils meet monthly ● School Connect Calls
Counseling Services	<ul style="list-style-type: none"> ● Adjustment Counselor meets with individual and small groups of students to focus on school adjustment ● Guidance/School Counselors meet with all students for educational planning and for individual concerns ● School Psychologist meets with individual and small groups focusing on school adjustment issues ● Child Family/Gosnold services available in schools with referral for students who may not be able to access their counseling after school - parent authorization
School Nurses	<ul style="list-style-type: none"> ● Provide physical and mental health related supports ● Support district wellness plan ● Support SBIRT (Screening, Brief Intervention, and Referral to Treatment) ● Support daily attendance/well being checks

Guidance	<ul style="list-style-type: none"> ● 8-12 (New Student Orientation, Town Hall Meetings, Schedule Adjustment Meetings, Classroom: Naviance Strengths Explorer, PSAT Assembly, Scheduling for upcoming year, High school meetings offered to all families throughout the year) ● Eleventh Grade (Future Planning and Individual Meetings, Program of Study Assembly. ● Twelfth Grade(“Fall Focus” Classroom Presentations, Individual, Planning/Credit Meeting, College Applications and Recommendations, CCC Pathways Program, Credit for Life Program, Failure Warning Letters and Meeting, Graduation / Commencement
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	<ul style="list-style-type: none"> ● Academic Counseling, Personal and Social Counseling ● Workplace Readiness Counseling ● Attendance and grade monitoring ● Civic and service-learning focused social studies instruction ● Career Readiness (Naviance HS) ● College and armed services Awareness days/speakers ● School Psychologist (Individual Supportive Counseling, Conflict Resolution, Group Counseling Consultation with parents, staff, outside agencies)
Consultants	<ul style="list-style-type: none"> ● Dr. Paul Lapuc, Licensed Psychologist ● Dr. Art Campbell, Psychologists and Board Certified Behavior Analysts
School Resource Officers	<ul style="list-style-type: none"> ● Support attendance/well being checks ● Provide information to staff and students regarding laws and police response ● Training for staff ● Presents to classrooms on specific topics as requested
High School Tutoring	<ul style="list-style-type: none"> ● Teachers meet with students during Jawsome hour, after school ● Student mentor
Technology	<ul style="list-style-type: none"> ● 1 to 1 initiative (High School, Middle School 2018) ● Laptops for Kids program (middle school) ● Laptop Carts middle and elementary schools ● Technology Classes

IV. Personnel Available to Provide Consultation to Assist Educators with General Education

Accommodations

Principals	Instructional Leaders	ESL Teachers
Assistant Principals	Department Heads	Speech and Language Pathologists

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Psychologists	Guidance Counselors	Occupational Therapists
Adjustment Counselors	Regular Education teachers	Physical Therapists
Reading Specialists	Special Education Teachers	Teacher Assistants
Nurses	Director of Student Services	Director of Curriculum
Gosnold Counselors and Harwich Youth Counselor	BCBA/ Autism Specialist	Clinical Psychologist
Vision Specialist	Deaf and Hard of Hearing Specialist	Physicians
Assistive Technology Specialists	Nutritionist	DCF/DMH/DDS/MRC - State Agencies
DA's Keep 'Em Coming Program	Child and Family Services	Athletic Trainer
Police/Fire/Resource Officer	Adaptive Physical Education Teacher	Advisors to clubs/groups
Coaches		
<p>Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.</p>		

V. Professional Development, Induction, and Support for Educators

Graduate Courses	<ul style="list-style-type: none"> ● Reimbursement for qualifying courses ● Relevant courses offered in-district ● Partnership with high quality outside providers, such as Cape Cod Collaborative
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Job Embedded Professional Development	<ul style="list-style-type: none"> ● Expertise shared through professional collaboration, facilitated by instructional leaders, administrators, and/or teachers ● Constant inquiry into best practices needed to reach student performance goals ● Bi-monthly professional learning community time ● Professional Development support for new curriculum initiatives with release time provided.
Professional Development Workshops	<ul style="list-style-type: none"> ● Two professional development days throughout the year ● Various after school workshops and “Un Conferences” during staff meetings, often led by peers, including technology skill development and best practice study groups ● District support for teacher workshop attendance
Early Release Wednesdays	<ul style="list-style-type: none"> ● Bi-monthly professional learning community (PLC) time ● Allows for intradistrict collaboration.
In-district Trainings	<ul style="list-style-type: none"> ● Trainings in math, analyzing student data, instructional technology ● Graduate Courses offered such as Skillful Teacher and Teaching Students with Traumatic Histories.
Employee Assistance Programs (EAP)	<ul style="list-style-type: none"> ● Monthly newsletter from Cape Cod Municipal Health Group, <i>Your Health Matters</i> ● Services available include counseling and wellness benefits
Task Forces	<ul style="list-style-type: none"> ● Curriculum task forces meet 4 times a year per curriculum cycle review ● Task forces as needed, ex., writing , service-learning, struggling learners ● Special task forces convened to address topics such as Social Emotional Learning.
New Teacher Orientation	<ul style="list-style-type: none"> ● New teacher orientation in August before school year begins
Staff Weekly Newsletters	<ul style="list-style-type: none"> ● Scoop (CES) ● Friday Focus (MRHS) ● HES Happenings (HES) ● News and Announcements (MRMS)

Professional Development Committee	<ul style="list-style-type: none"> • The professional development committee meets several times during the year to determine the professional development needs of the district, to review in-district professional development evaluation forms, and to communicate professional development opportunities to staff
Conferences	<ul style="list-style-type: none"> • District supports attendance of educators at various conferences put on by professional associations, Cape Cod Collaborative, etc., related to key education topics related to district and school goals
Induction Program for New Staff	<ul style="list-style-type: none"> • All first year teachers participate in a year-long induction program that focuses on professional practice including, classroom management, lesson and unit planning, evaluation tools, assessment and data collection, parent communication. • Induction meetings occur once a month
Mentor Program	<ul style="list-style-type: none"> • All teachers new to district are assigned a mentor • Mentors meet as a group twice a year to share experience and problem-solve • Peer observations between mentor and induction teacher are required • New mentor training offered yearly
Instructional Leaders and Department Heads	<ul style="list-style-type: none"> • Grade level instructional leaders in each elementary school establish bi-monthly professional learning community agenda, attend district educational council meetings, serve as link between instructional leadership and grade level teams. • Department heads represent content areas in grades 5-7 and 8-12, establish bi-monthly professional learning community agenda, attend district educational council meetings, serve as link between instructional leadership and content area team
Grade level meetings	<ul style="list-style-type: none"> • Collaborative Learning Time meetings are held once a week at each elementary grade level. • Grade 8 meet 2 times each cycle.
Educational Councils	<ul style="list-style-type: none"> • Educational Councils are curriculum and professional development advisory boards including teacher leaders, building and district leadership which typically meet once a month.

Supervision and Evaluation	<ul style="list-style-type: none"> • All professional staff are rigorously evaluated on standards of professional practice, which include standards related to ensuring that curriculum, instruction, and assessment are adjusted to meet the needs of all students. Recommendations are made and support provided where needed
Book Studies	<ul style="list-style-type: none"> • “All Staff Read” meets each fall to engage in a book study of 2-3 titles selected by the educational councils • Individual buildings conduct book study groups throughout the year
Cape Cod Collaborative	<ul style="list-style-type: none"> • The Cape Cod Collaborative sponsors professional development opportunities for member districts throughout Cape Cod.

VI. Volunteer and Community Resources

Parent Groups	<ul style="list-style-type: none"> • Advisory Committees (i.e., School Councils, Task Force members) • Parent Teacher Organizations • Special Education Parent Advisory Council (SEPAC)
Curriculum Nights	<ul style="list-style-type: none"> • Curriculum Nights are held at all schools during the first month of school to facilitate communication between teachers and families in support of student learning.

School Resource Officers and Fire Department	<ul style="list-style-type: none"> • There are two resource officers in the district, one from Harwich Police Department and one from Chatham Police Department. They serve as a liaison between the police department and the schools and they provide support to the school's; (evacuation drills, bike safety) • Conduct Parent University on evacuation drills • Serve on District Crisis Team • The Chatham and Harwich Fire conduct yearly fire drills in all schools and provide student education regarding fire safety.
MCLP	<ul style="list-style-type: none"> • The Monomoy Cooperative Learning Program offers before and after school care and summer programming.
Aspen	<ul style="list-style-type: none"> • Aspen is the district student information system and provides parents access to student grades, assignments, and progress (not at elementary level)
Senior Corps	<ul style="list-style-type: none"> • Senior Corps volunteers provide enrichment opportunities to elementary students.
Coffee with the Superintendent	<ul style="list-style-type: none"> • Superintendent conducts meetings and open forums with parents several times throughout the year to discuss topics including; school start times, the district strategic plan and new programs.
Coffee with the Principals	<ul style="list-style-type: none"> • The high school principal holds a weekly coffee hour for staff and community members to discuss issues related to the high school
Harwich Youth and Family Services and Gosnold Counseling	<ul style="list-style-type: none"> • Individual and group counseling with a focus on youth ages 11-25 years. • Also offers counseling and referral services to parents. • Counseling is provided to students during the school day on a referral basis for those students who might not otherwise be able to access counseling after school in the community.
Boosters	<ul style="list-style-type: none"> • Monomoy All Sports Booster Club (MASBC) • Friends of the Arts program (FOAP)

Summer reading programs	<ul style="list-style-type: none"> ● Summer Reading programs for the elementary and middle schools are a collaborative effort of the town library, school librarian and PTO. ● The high school summer reading program is a collaboration among the students, staff, and community members
Town libraries	<ul style="list-style-type: none"> ● In cooperation with the schools, the town libraries support summer reading programs, after school programs
Parent teacher conferences Elementary and middle	<ul style="list-style-type: none"> ● Conferences are held in October to provide a check-in for teachers and families regarding the student's transition to the new school year and to set expectations and goals for the year.
School based	<ul style="list-style-type: none"> ● Variety of organizations volunteer in each of the schools (i.e., rotary, Lions, Masons, etc)