Monomoy Regional School District - Monomoy Regional School Committee Meeting Agenda for Thursday, September 26, 2024 at 5:30 PM Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645

This meeting will be broadcast to Channel 22 as well as live-streamed/recorded to the MRSC YOUTUBE CHANNEL

AGENDA

A. Call to Order

B. Adjourn to Executive Session Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(4) to discuss the deployment of security personnel or devices, or strategies with respect thereto. Regular Open Session to resume at approximately 6:30 PM.

C. MRHS Student Representative

D. Approval of Minutes:
i. September 12, 2024 MRSC Meeting

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

F. Reports and Discussions
i. School Improvement Plans: Chatham Elementary and the Monomoy Regional High School
ii. First Reading: 2024-2025 Superintendent Goals
iii. AP Government trip to Washington, DC. **Potential Vote**

G. Subcommittee, Representative, Liaison Reports

H. Superintendent's Report
i. Recognition of Donations, Grants, and other Acknowledgments
ii. MASC Conference registration

I. Action Items - Vote Required
i. AP Government trip to Washington, DC. **Potential Vote**
ii. Approval of MRHS Animal Welfare Club donation to the Sampson Fund
iii. Approval of payment of prior year - FY24 invoices

J. Presentation of the Warrants

K. Adjournment

Authorized Posting Officer
Leah Tambolleo
September 24, 2024

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, September 12, 2024 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645

This meeting was broadcast to Channel 22 as well as live-streamed/recorded to the MRSC YOUTUBE CHANNEL

Members present: Betty Gray, Chair; Tina Games, Vice Chair; Brad Schiff; Bre Rose; Ryan Clarke; Jackie Zibrat-Long; Meredith Henderson.

Members not present: Jessica Rogers

Administrators present: Dr. Scott Carpenter, Superintendent; Dr. Robin Millen; Michael MacMillan; Joy Jordan.

A. Call to Order The meeting was called to order at 6:31 PM by Chair Betty Gray.

B. Approval of Minutes: August 14, 2024 MRSC Meeting
MOTION: Meredith Henderson moved to approve the minutes of the August 14, 2024 MRSC meeting, seconded by Brad Schiff.
Discussion: Brad Schiff noted a spelling error to be corrected.
The motion passes with 5 ayes and Jackie Zibrat-Long and Meredith Henderson abstaining from the vote.

C. Public Comment: None

D. Reports and Discussions

i. Westgate Fund Recipients - Michael Westgate
Michael Westgate, of the Westgate Fund, introduced himself and spoke briefly about his organization noting the upcoming application deadlines for the Fall round (October 17) and the Spring round (March 6). Julie Dykins then provided a financial report, stating the principal account of the Westgate Fund has $139,334 and the unrestricted balance is $22,900.

Mr. Westgate introduced Megan Smith, a kindergarten teacher at Harwich Elementary School. Ms. Smith discussed her background and the Reggio Emilia approach to early childhood education. Ms. Smith shared her experience of visiting Reggio Emilia, Italy, with the Westgate Foundation's support. Ms. Smith expressed gratitude for the opportunity and invited school committee members to her staff meeting presentation on October 16th.

Mr. Westgate then introduced Pauline Linnell, a French teacher at the high school. Ms. Linnell shared her experience of a two-week tour of Morocco with a specialized tour for educators. Ms. Linnell highlighted Francophone culture and its significance in Northern Africa. Ms. Linnell also expressed her appreciation for the opportunity and encouraged other teachers to apply for similar experiences.

ii. AP Government trip to Washington, DC. - Not presented **Potential Vote**

iii. School Improvement Plans: Harwich Elementary and the Monomoy Regional Middle School
HES Principal Christie Cutone presented her school improvement plan. The plan aligns with the district's strategic plan in the areas of the portrait of a graduate, learning and academics, and being and wellness. The

focus areas include professional development, community engagement, and student recognition systems. Dr. Cutone emphasized the importance of multi-tiered systems of support and differentiation in achieving the school's goals.

MRMS Principal Abby Dudley then presented her school improvement plan. This plan is organized into three main areas: whole student, instructional focus, and community and communication. Initiatives include a new student recognition system, a Pathways program for seventh graders, and a student ambassador program. The plan also focuses on improving access to information, creating transparent systems for assignments, and increasing family involvement in school events.

iv. Discussion of role/involvement of MRSC Representatives and Liaisons

The committee discussed the possibility of increasing the role of MRSC representatives and liaisons in town meetings. The idea is to provide updates on the school district's accomplishments and initiatives to the Select Boards. The committee also considered using Channel 18 for regular updates and interviews. The discussion highlighted the importance of strengthening communication and partnerships with town departments.

E. Subcommittee, Representative, Liaison Reports

i. Policy Subcommittee - Report - no report at this time.

ii. Superintendent Evaluation Subcommittee - Report

On behalf of the Superintendent Evaluation Subcommittee, Jackie Zibrat-Long shared their progress of setting and reviewing Dr. Carpenter's goals as well as establishing the end-of-year evaluation process and timeline for Dr. Carpenter.

F. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

ii. School Safety Report

Dr. Carpenter provided an update on the smooth start of the school year noting bus transportation, in particular, and thanked Transportation Coordinator Faith Rushnak for all her hard work.

iii. Preliminary enrollment class size numbers

Dr. Carpenter discussed the preliminary enrollment numbers and class sizes for the current school year. These numbers will shift as we get closer to the official October 1 reporting date.

G. Action Items - Vote Required

i. **AP Government trip to Washington, DC. -** Not presented **Potential Vote**

ii. Second Reading: 2024-2025 MRSC Goals

MOTION: Meredith Henderson moved to approve the 2024-2025 MRSC Goals as presented in the agenda packets. The motion was seconded by Brad Schiff.
UNANIMOUS the motion passes.

iii. Approval of donation from the MRHS Key Club to Sharing Kindness

MOTION: Tina Games moved to approve the donation of five hundred dollars from the Monomoy Regional High School Student Activity Key Club Account to the Suicide Awareness Fund at Sharing Kindness. The motion was seconded by Jackie Zibrat-Long.
UNANIMOUS the motion passes.

iv. Approval of payment of prior year (FY24) invoices

MOTION: Jackie Zibrat-Long moved to approve the payment of one thousand, two hundred and fifteen dollars in FY24 invoices not previously encumbered, as presented to the School Committee. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

v. Declaration of Surplus

MOTION: Jackie Zibrat-Long moved to approve the disposal of 49 projectors and parts from the Middle School, as presented to the School Committee. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

H. Presentation of the Warrants

Accounts Payable and Payroll warrants were presented for school committee member signatures.

I. Adjournment

MOTON: Jackie Zibrat-Long moved to adjourn the meeting, seconded by Tina Games.
UNANIMOUS the meeting adjourns at 7:44 PM.

Respectfully submitted,

Leah Tambolleo
Recording Secretary

CHATHAM ELEMENTARY SCHOOL

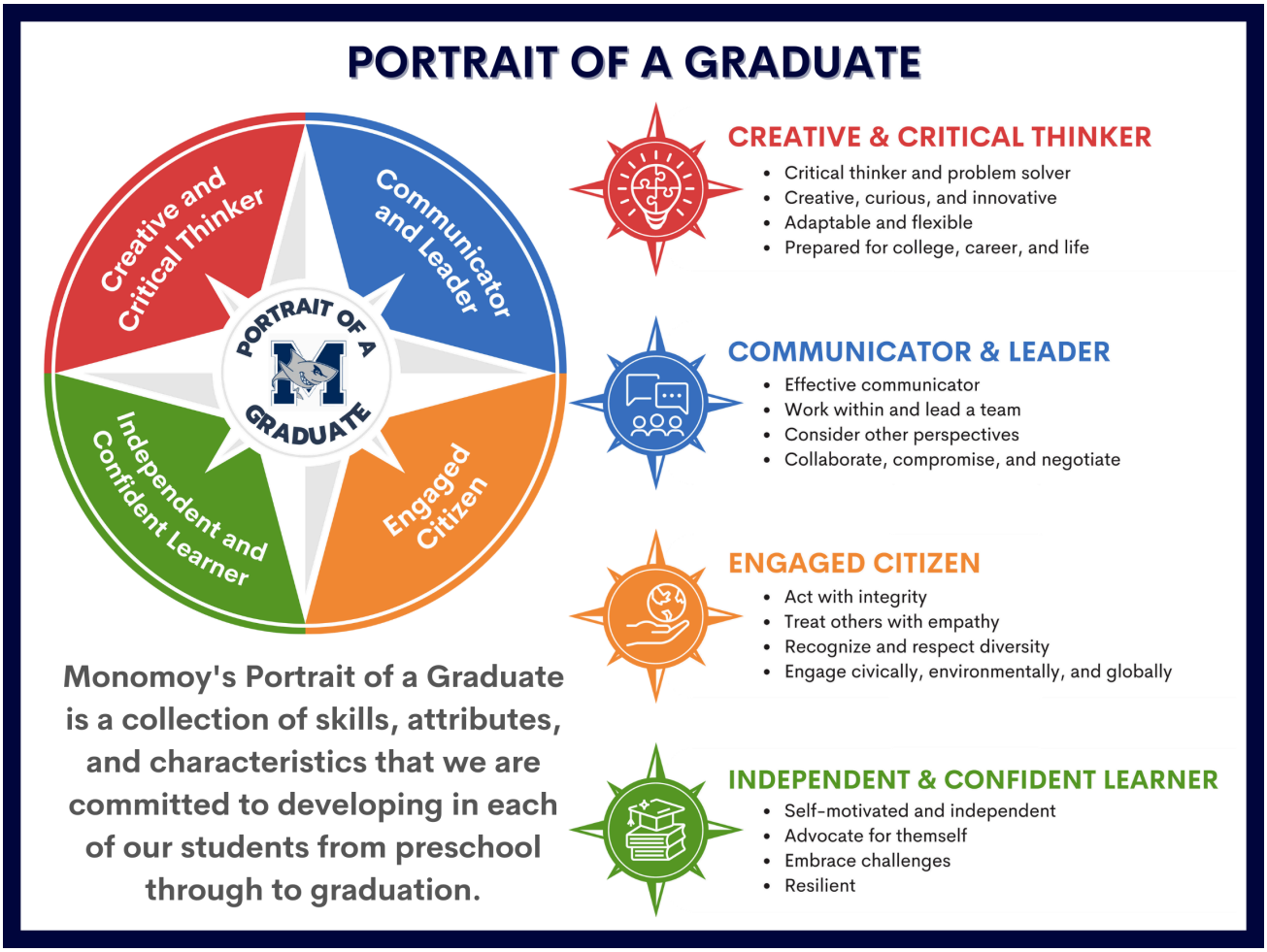
School Improvement Plan 2024-2027

Chatham Elementary School is dedicated to providing each child the support and materials required to be academically and socially successful members of our community. The CES School Improvement Plan aligns with the Monomoy Regional School District's (MRSD) Strategic Plan in its three main focus areas: Portrait of a Graduate Implementation, Learning and Academics, and Being and Wellness.

Portrait of a Graduate Implementation

Developed in 2023, the Monomoy Portrait of a Graduate is a collection of skills, attributes, and characteristics the district is committed to developing in each student from preschool through graduation. Over the next three years, Chatham Elementary School will work with students, staff, parents, and the community at large to develop a common understanding of each POG standard.

The *Portrait of a Graduate Implementation* goal at CES is to align our SHARK expectations (safety, honesty, acceptance, respect, kindness, success) with the POG indicators, develop curricular connections to each attribute at every grade level, and infuse POG into CES culture.



CHATHAM ELEMENTARY SCHOOL
School Improvement Plan 2024-2027

Learning and Academics

Chatham Elementary School plans to continue our work in the development of each student's foundational academic skills and provide the support required for every student to meet their academic potential. Recognizing that reading, writing, and arithmetic are the cornerstones of learning, our school plan is to address specific needs in each area of study.

Reading Instruction

In 2021, MRSD adopted the American Reading Company program for reading and writing instruction. At the start of the implementation, only 33% of all CES students were at or above grade-level expectations for reading proficiency based on the program's IRLA assessment. Through implementation and consistent professional development, student scores rose dramatically in year one and have continued to grow in a positive direction each subsequent year. At the end of 2024, 78.5% of students were reading at a proficient or above level.

Reading Scores IRLA	BOY September 2021	EOY 2022	EOY 2023	EOY 2024
Proficient or Above	33%	68.5%	72.4%	78.5%
At Risk	28%	16.4%	13.8%	11.1%
Emergency	40%	13.7%	13.1%	10.4%

Despite the incredible gains in reading across K-4 grade levels through the ARC Reading Program, students in Grades 3 & 4 continue to hover in the 40th to 60th percentile in reading when compared to national and state norms. The chart below illustrates Grade 3 and Grade 4 performance on three major indicators of reading achievement: MCAS, NWEA Map, and the IRLA assessment.

Please note that the Class of 2032 was severely impacted by the COVID-19 pandemic and missed significant amounts of early literacy instruction. Scores for the Class of 2032 are marked with an asterisk.

MCAS ELA vs. IRLA	**2021**	**2022**	**2023**	**2024**
Grade 3 MCAS	70% Proficient or Above 30% Partially or Not Meeting Expectations	72% Proficient or Above 28% Partially or Not Meeting Expectations	44% Proficient or Above* 56% Partially or Not Meeting Expectations*	52% Proficient or Above 56% Partially or Not Meeting Expectations
Grade 3 NWEA Map		72% Proficient or	43% Proficient or	57% Proficient or

		Above 28% Partially or Not Meeting Expectations	Above* 57% Partially or Not Meeting Expectations*	Above 43% Partially or Not Meeting Expectations
Grade 3 IRLA		75.9% Proficient or Above 24.1% At-Risk or Emergency	40.6% Proficient or Above* 59.4% At-Risk or Emergency	71.4% Proficient or Above 28.6% At-Risk or Emergency
Grade 4 MCAS	53% Proficient or Above 47% Partially or Not Meeting Expectations	62% Proficient or Above 38% Partially or Not Meeting Expectations	62% Proficient or Above 38% Partially or Not Meeting Expectations	37% Proficient or Above* 63% Partially or Not Meeting Expectations*
Grade 4 NWEA Map		64% Proficient or Above 36% Partially or Not Meeting Expectations	84% Proficient or Above 16% Partially or Not Meeting Expectations	45% Proficient or Above* 55% Partially or Not Meeting Expectations*
Grade 4 IRLA		86.2% Proficient or Above 13.8% At-Risk or Emergency	53.1% Proficient or Above 47.1% At-Risk or Emergency	81.1% Proficient or Above* 18.9% At-Risk or Emergency*

Throughout the implementation and ongoing professional development with ARC reading, concerns around phonics instruction rose. ARC's approach to phonics instruction is through embedding phonics, in small doses, over several areas of instruction, whereas other reading programs lean towards more explicit instruction. ARC has made adjustments to their program over the three years based on the feedback from Monomoy and other school districts, however, not to the degree our staff desired. In the spring of 2024, a decision was made to supplement the ARC reading program with an explicit phonics program. The district chose to incorporate a program from the University of Florida Literacy Institute known as UFLI. **The *Reading Learning and Instruction* goal for Chatham Elementary School centers on the implementation of UFLI, integrating the program with ARC reading, and reducing the number of students in Grades 3 & 4 who require reading intervention in the areas of phonics and reading.**

Writing Instruction

Writing is another area of concern for Grade 3 & 4 students. Unfortunately, the only standardized writing assessment available to students are the essay questions on the MCAS ELA test. Essays on the MCAS are scored from 0-7, based on a standardized rubric. Writing scores are historically low across the entire state over time, CES average essay scores rank below the 50th percentile over time.

	Grade 3 Average MCAS Essay Score out of 7 Possible Points	**Grade 4 Average MCAS Essay Score out of 7 Possible Points**
Spring 2024	2.4	0.53
Spring 2023	3	2.4
Spring 2022	2.4	3.5
Spring 2021	2.4	3.5

The *Writing Learning and Instruction* goal for Chatham Elementary School is to increase the average student essay writing scores on standardized assessments for 3rd and 4th-grade students.

Mathematics Instruction

In response to low levels of student achievement on standardized mathematics assessments, MRSD elementary schools began work analyzing teaching practices and resources used for math instruction in 2023-2024. In the District's partnership with Dr. Alison Mello, major gaps between the curricular program "Math in Focus" and the Massachusetts State Frameworks were identified. Instructional practices were also found to be outdated. The District made the commitment to changing their teaching practices to that of Guided Math Workshop. The Guided Math Workshop model allows teachers to differentiate instruction, use manipulatives, and engage students at unprecedented levels.

The following chart details Grade 3 and Grade 4 performance on two major indicators of mathematics achievement: MCAS and NWEA Map. Please note the jump in math scores from 2023 to 2024 after the first year of Guided Math implementation for the Class of 2032. At the end of their 3rd-grade year, only 22% of 3rd-grade students scored in the proficient/exceeds range on MCAS and only 34% scored in the proficient/exceeds range on the end-of-year MAP test. At the end of 2024, 49% of those same students scored in the proficient/exceeds range on MCAS and 63% of students were proficient/exceeds on the end-of-year MAP test.

Grade 3 & 4 Mathematics Achievement	**2021**	**2022**	**2023**	**2024**
Grade 3 MCAS	53% Proficient or Above 47% Partially or Not Meeting Expectations	59% Proficient or Above 41% Partially or Not Meeting Expectations	22% Proficient or Above* 78% Partially or Not Meeting Expectations	62% Proficient or Above 38% Partially or Not Meeting Expectations
Grade 3 NWEA Map		62% Proficient or Above 38% Partially or Not Meeting Expectations	34% Proficient or Above* 66% Partially or Not Meeting Expectations	76% Proficient or Above 34% Partially or Not Meeting Expectations
Grade 4 MCAS	45% Proficient or Above 55% Partially or Not Meeting Expectations	45% Proficient or Above 55% Partially or Not Meeting Expectations	56% Proficient or Above 44% Partially or Not Meeting Expectations	49% Proficient or Above* 51% Partially or Not Meeting Expectations
NWEA Map		61% Proficient or Above 39% Partially or Not Meeting Expectations	63% Proficient or Above 37% Partially or Not Meeting Expectations	63% Proficient or Above* 37% Partially or Not Meeting Expectations

In addition to improved scores on the 2024 EOY mathematics assessments, student feelings about mathematics changed drastically with the change in teaching practices. At the start of the year, students in Grades 1-4 were were asked a series of questions on their feelings about math, their ability to solve math problems, and their ability to be successful. The beginning of year results were concerning, with close to half of all students viewing themselves as weak math students. By the middle of the year and with a change in mathematics instructional practices, those numbers were drastically reduced. The table below includes beginning and middle-of-the-year results on the student math surveys.

Students with Low-Efficacy and Negative Feelings About Mathematics

2023-2024	BOY	MOY
Grade 1	46%	34%
Grade 2	39%	7%
Grade 3	45%	10%
Grade 4	51%	14%

The *Mathematics Learning and Instruction* goal for Chatham Elementary School is to increase the percentage of students scoring in the proficient and exceeds levels on standard assessments, reduce the number of students in intervention, and continue the development of instructional practices with high-quality instructional materials aligned to our State Frameworks.

Being and Wellness

The students of CES represent a large number of different cultures and speak a number of different languages. The staff is committed to celebrating the diversity of our community and making CES a welcoming place for all to be. Whether it is through clubs or providing resources, we aim to bring our community together and celebrate all that makes us unique.

At CES, we recognize that students are most successful when all of their needs are being addressed. Developing the mental, emotional, and physical well-being of students and staff is equally important to academics. In fact, without a safe, inclusive, and supportive environment that promotes total well-being, academic success is jeopardized.

The *Being and Wellness* goals for Chatham Elementary School are to offer a wide range of opportunities for the expansion and celebration of community interests; and to decrease office referrals and absences, while increasing the mental, emotional, and physical well-being of students through consistent language, protocols, and data analysis.

FOCUS AREA: Portrait of a Graduate

The *Portrait of a Graduate Implementation* goal at CES is to align our SHARK expectations (safety, honesty, acceptance, respect, kindness, success) with the POG indicators, develop curricular connections to each attribute at every grade level, and infuse POG into CES culture.

2024 - 2025

- ☐ Integrate Portrait of Graduate indicators into CES culture
  - ☐ Newsletter articles - school-wide and classroom-level
  - ☐ SHARK Assemblies
  - ☐ Align SHARK expectations with POG indicators
  - ☐ Staff communications
  - ☐ Staff Meeting focus throughout the year

2025-2026

- ☐ Identify curriculum areas to integrate POG indicators
- ☐ Design activities/lessons/units with alignment to POG indicators
  - ☐ Grade Level
  - ☐ Unified Arts

2026-2027

- ☐ Implement lessons/units/activities
- ☐ Assess progress
- ☐ Revise as needed

FOCUS AREA: Learning and Academics

The *Reading Learning and Instruction* goal for Chatham Elementary School centers on the implementation of UFLI, integrating the program with ARC reading, and reducing the number of students in Grades 3 & 4 who require reading intervention in the areas of phonics and reading.
2024-2025 ☐ Provide ongoing professional development to staff on the implementation of the UFLI program. ☐ Collaborate with Hill for Literacy for coaching and implementation of UFLI. ☐ Encourage all staff to take the Science of Reading course. ☐ Incorporate UFLI into Language Arts instruction.   ☐ Keep note of challenges and success

2025-2026
☐ Assess Year 1 implementation results
  ☐ Make necessary adjustments
☐ Dig into results by sub-group (i.e. low income, English Learners, special education, etc.)
  ☐ Make necessary adjustments

2026-2027 ☐ Increase the number of students scoring in Proficient/Exceeds levels on ELA assessments K-4 ☐ Decrease the number of students receiving reading intervention in Grades 3 & 4

The *Writing Learning and Instruction* goal for Chatham Elementary School is to increase the average student essay writing scores on standardized assessments for 3rd and 4th-grade students.
2024-2025 ☐ Analyze student writing K-4 scores (ARC, MCAS) ☐ Begin calibrating scoring and expectations for writing at each grade level ☐ Participate in MRSD Writing Task Force ☐ Develop or select grade-level writing assessments   ☐ Create common scoring rubrics
2025-2026

- ☐ Administer chosen or created writing assessments for Grades 1-4
  - Utilize scoring rubric
  - Work on calibration of rubrics with staff
- ☐ Participate in writing professional development and work from the Writing Task Force
- ☐ Use data from grade-level assessments to determine the next steps

2026-2027

- ☐ Continue administering assessments
- ☐ Data analysis to guide instruction and PD
  - Analyze and address sub-groups (low-income, English Learners, special education, etc.)
- ☐ Continue work with the MRSD Writing Task Force

The *Mathematics Learning and Instruction* goal for Chatham Elementary School is to increase the percentage of students scoring in the proficient and exceeds levels on standard assessments, reduce the number of students in intervention, and continue the development of instructional practices with high-quality instructional materials aligned to our State Frameworks.

2024-2025

- ☐ Continue professional development work on implementing Guided Workshop with Alison Mello
- ☐ Continue implementation of Guided Math Workshop practices in grades K-4
- ☐ Begin work with Lisa Westman on teacher clarity and formative assessments in mathematics
- ☐ Participate in HQIM pilot of materials
  - ☐ October - Reveal Unit 3
  - ☐ January - TBD
- ☐ Implement Math Fact Lab for math fact fluency practice
- ☐ Continue surveying students and tracking self-efficacy

2025-2026

- ☐ Implementation of new curriculum program
- ☐ Analyze program using additional assessments (MCAS, MAP, formative assessments)

2026-2027

- ☐ Increase the percentage of students in the proficient/exceeds range on standardized assessments
- ☐ Continue PD in the curricular program
  - Review and analyze data by unit, grade level, and sub-group

FOCUS AREA: Being and Wellness

Goal 1: Chatham Elementary School is to offer a wide range of opportunities for the expansion and celebration of community interests.

2024-2025

- ☐ Expand SHARK Tank (community resources) at Curriculum Night
- ☐ Provide more translation options for families
  - ☐ Conferences
  - ☐ Curriculum Night
  - ☐ Performances
  - ☐ Meetings
- ☐ Research cultural presentations and groups for performances
- ☐ Expand club offerings
- ☐ Continue outreach
- ☐ Begin planning for cultural night/day
- ☐ Increase the number of performances and events for the community
- ☐ Reach out to community organizations for partnerships in presentations, clubs, and activities
- ☐ Foster relationship with Chatham VFW for Veterans Day Assembly

2025-2026

- ☐ Hold cultural night/day
- ☐ Survey families for feelings of belonging

2026-2027

- ☐ 90% + of students participating in club or music
- ☐ 90%+ families attending school activities
- ☐ 100% of students, staff, and families proud to be a CES SHARK

Goal 2: Chatham Elementary School will decrease office referrals and absences while increasing the mental, emotional, and physical well-being of students through consistent language, protocols, and data analysis.

2024-2025

- ☐ Implement the Second Step program with fidelity across all grade levels

- ☐ Reinforce common language for social-emotional content
- ☐ Reintroduce Botvin Curriculum to Grade 4
- ☐ Structure group assemblies on social-emotional curriculum
- ☐ Expand use of Zones of Regulation

2025-2026

- ☐ Review challenges and successes of Year 1
- ☐ Align PD and staff meetings to support areas of need
- ☐ Survey students, staff, families on initiatives

2026-2027

- ☐ Reduced number of office referrals
- ☐ Decrease number of chronically absent students
- ☐ Increased level of belonging for all stake holders

Monomoy Regional High School

School Improvement Plan 2024-2027

Our *Focus Areas*, *Objectives*, and *Goals* are aligned with the researched-based 2023 New England Association of Schools & Colleges (NEASC) - Standards for Accreditation. The *Focus Areas* and *Goals* connect directly to the NEASC standards and their definitions, *Objectives* are directly connected to the NEASC Principles of Effective practice, and the *Descriptors* serve as examples of what each objective looks like in practice – they act as guidance or benchmarks.

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FOCUS AREA 1: *Student Learning* [NEASC 2023 Standard 2]

GOAL: *Student Learning practices maximize the impact of learning for each student.*

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
Students are assured of consistent learning outcomes through a defined/common curricular experience and can demonstrate their skills and knowledge in a variety of ways (2.2a)	**The school community:** Develops standards-aligned curriculum that includes units of study, instructional strategies, and assessment practices Uses grade-level curricular resources across all content areas Places an emphasis on the application of knowledge and skills	-Each department will use a district approved consistent process to identify priority standards based on state curriculum frameworks -Each department will use a district approved, common format to develop units of study (UDL) and POG crosswalk -Each department will use a vetting process to ensure that all curricular resources are relevant, meaningful, rigorous, accessible, equitable, worthwhile, and cohesive -Each department will develop opportunities for students to apply their learning to authentic tasks	**2024-25** Conduct needs assessment **2024-25** Establish baseline knowledge **2024-26** Develop PD Plan to support the development of curriculum and instructional practices **2025-27** Identify POG crosswalk of skills, attributes, and characteristics in new curriculum development
Instructional practices are designed to meet the learning needs of each student and experience a wide range of assessment practices to support and improve student learning (2.4)	**The school community:** Implements instructional practices that use a variety of personalized learning methods to reach all learners Implements structures and supports to provide all learners with access to rigorous learning opportunities Uses formative assessment to inform and adjust instruction	-Each department will engage in learning walks to identify instructional practices that promote a learning environment that is designed for all -Each department will use the Universal Design for Learning Principles to ensure access for all learners -Each department will develop and implement standards aligned formative assessments to inform instruction for teachers and provide feedback to students	**2024-26** Develop learning walk protocol **2024-26** PD Plan for UDL **2024-26** Develop and implement formative assessments

	Uses common assessments to ensure consistent and equitable learning opportunities across all grades and courses	-Each department will develop and implement common assessments to create consistency in measuring student learning outcomes	**2024-26** Develop and implement common assessments

FOCUS AREA 2: *Professional Practice* NEASC 2023 Standard 3

GOAL: *Professional Practice ensures that practices and structures support and improve student learning*

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
Educators engage in ongoing reflection, formal and informal collaboration, and professional development (3.2)	**The school community:** -Engages in collaborative professional discourse to analyze teaching and learning -Develops common grading and assessment practices -Engages in formal and informal professional development, including peer observation, to apply skills and knowledge in practice	-Develop a model that empowers instructional leaders to collaborate and share best practices about teaching and learning -Redesign PLCs to focus specifically on curricular alignment in commonly taught courses to ensure equitable learning experiences/outcomes -Use PLC to develop common assessments and common scoring/grading practices -Develop a culture of learning walks to share and apply high quality instructional practices	**2024-25** Redesign IL model **2024-25** Establish PLC goals to focus on alignment **2024-26** Use PLC to design common assessments **2024-25** Establish learning walks with ILs

Collaborative structures and processes support coordination and implementation of curriculum (3.4)	**The school community:** -Establishes a formal, ongoing curriculum cycle of review and revision for all courses in all departments -Implements effective curricular coordination in commonly taught courses -Implements practices and procedures that promote vertical articulation and alignment with middle school	-Develop leadership capacity for ILs to guide curriculum review cycles to ensure oversight -Implement PLC expectations where deliverables are focused on horizontal alignment -Develop a 5-12 vertical PLC calendar that supports the coordination and implementation of CIA practices	**2024-26** PD for ILs (ongoing) 2024-2026 Identify PLC deliverables based on CIA needs assessment 2024-26 Collaborate with middle school administration to identify quarterly dates for vertical PLCs

FOCUS AREA 3: *Learning Support* NEASC 2023 Standard 4

GOAL: ***Learning Support:*** *MRHS has timely, directed, and coordinated interventions for* ***all*** *students.*

Objective/Principles Of Effective Practice	Descriptors For Effective Practice	Evidence/Measure/Product	Timeline
All students receive appropriate intervention strategies to support their academic, social, and emotional success (4.1) —---------- **All students in 8th grade have an individualized transition plan supporting the school's POG (n/a)**	**The school community:** -Implements coordinated intervention strategies for all students, including students at-risk and those requiring acceleration -Provides a tiered system of support for students identified through a formal process -Provides a range of community support services for families in need of assistance beyond the school day —---------- **The school community:** -Implements an intensive onboarding process for new students entering the building that supports the transition to MRHS –Develops individualized learning plans for 8th grade students that crosswalk with POG skills, attributes, and characteristics -Implements an advisory program that supports SEL and MyCAP launch -Implements communication strategies for 8th grade caregivers	-Develop a MTSS Framework that supports all students -Develop a formal process to identify students who need support for acceleration or intervention -Develop a range of clinical supports with community partners —---------- -Develop a comprehensive onboarding process for students in 8th grade that expands over the entire school year -Utilize Gr. 8 counselor to develop ILPs that focus on building specific skills outlined in the district's POG -Use advisory to implement MCAP and a Peer Mentoring model for students in 8th grade -Implement a quarterly newsletter that communicates grade 8 specific information	2024-27 MTSS Framework complete 2024-25 Develop MTSS Team 2024-25 Identify existing interventions and acceleration supports 2024-25 Utilize Analytic Vue data to identify students 2024-27 Implement community partnership with OCHS to assist families with intensive clinical support and/or resource allocation —---------- 2025-26 Implement new "Grade 8 Experience" that proactively supports integration into MRHS 2024-25 Finalize MyCAP structure 2025-26 Develop ILPs for each grade 8 student which will carry through grade 12

			2024-25 Develop a Peer Mentoring framework 2025-27 Implement Peer Mentoring in Advisory 2024-25 Develop quarterly Grade 8 Newsletter

MONOMOY REGIONAL SCHOOL DISTRICT

FIELD TRIP REQUEST FORM

Coordinating Teacher: John Dickson **Teacher Cellphone Number:** 508 274 7367

Other Teacher(s): _____ **Grade(s):** 9-12

School: CES ☐ HES ☐ MRMS ☐ MRHS ☒ **Date(s) of Trip:** 11/10 - 11/13

Time of Departure: 6AM 11/10 **Return Time to School:** 7PM 11/13

Destination: Washington, DC via Logan Airport

This request must be approved by your School Nurse, Principal and Superintendent at least four weeks prior to US trips and International trips.

Purpose of Trip – Include Direct Connection to Curriculum Standards:
To learn about the federal government in action - to deepen AP Government students understanding of various topics

School Nurse Needed on Trip: Yes ☐ No ☒

Other accommodations needed: _____

IF Airport Travel: Jet Blue or American - flight not yet booked

Please provide Airline name, flight # and arrival time

Type of vehicle requesting (School bus 45 – 2/seat (MS/HS) or 71 @ 3/seat. Coach Bus = 54 seats)

Motor Coach/#: _____ **School Bus/#:** X **Handicap Accessible Bus:** _____ (for the ride to/from Logan)

Walking-No Bus: _____ **School Van** _____

Total Number students: 14 **Total Number of Teachers:** 2 **Total Number of Chaperones**:** 0

Please plan on at least one (1) chaperone per group of 10 students

CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

Sources of Funds (must be indicated prior to approval): School Budget ☐ Student Fee ☒ Grant ☐

Budget For Day Trips:
If using the bus company: Hourly rate $42.47. Mileage Rate $1 per mile. Please attach Google Map directions

_____ hours x $42.47 = _____

_____ miles x 2 (Round Trip) x 1 = _____

# of Buses: _____

Total Transportation Costs: $_____

Admissions Cost: $_____

Total Cost: $_____

Total Cost per student: $_____

Please email to Faith Rushnak@ frushnak@monomoy.edu

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

APPROVALS

Teacher _____ Date 9/5/24

School Nurse _____ Date 9/6/24

Principal _____ Date 9/6/24

Superintendent _____ Date

APPROVED NOT APPROVED

APGov DC Field Trip 2024: Proposed Itinerary

Weds 11/8

4am Meet at Exit 6 Park and Ride

4:15 P&B bus to Logan

6:15 Arrive Logan

8am Jetblue Flight 1555

9:45 Arrive DCA

10am Take Metro to L'Enfant Plaza

10:30 Arrive Holiday Inn Washington Capitol - 550 C St SW

-change/drop bags

11am Capitol Tour

12:30 Lunch in Senate Cafeteria

1:30 Meeting with Sen. Markey - Dirksen 255

2:30 Senate Committee Hearing Health Care/AI - Dirksen 430

4pm Senate Session

6pm Dinner - Shake Shack?

8pm Hotel Time

Thursday 11/9

7am Breakfast

8am Leave for White House

9am White House Tour (arrive 830) 1450 Pennsylvania Ave NW

11am Lunch - Western Market 2000 Pennsylvania Ave NW

12pm State Department tour (arrive 1130) 2201 C St NW

1:30 Metro to Capitol South or Union Station

2pm Supreme Court Visit

330 food at Union Station

415 Library of Congress Visit

7pmNight Monument Tour

1030 McDs/ Hotel

Friday 11/10 - Museums Day 1

8am Breakfast

10am National Museum of the American Indian

12pm National Museum of African American History and Culture

-Lunch at Museum

3pm National Air and Space Museum

6pm Dinner - The Wharf

8pm Hotel time

Saturday 11/11

8am Breakfast

11am Veterans Day Ceremony at Arlington National Cemetery (arrive early)

1230 Lunch - Food Trucks on the National Mall

1pm-5pm Museums Smithsonians

6pm Dinner - Busboys and Poets 450 K St NW

8pm Hotel Time

Sunday 11/12

630am Leave Hotel for DCA

830am JetBlue Flight 1854

1000am Arrive BOS - School Bus Pickup

12pm Arrive MRHS

Monomoy Regional School District

Dr. Scott Carpenter
Superintendent

Dr. Robin Millen
Director of Curriculum, Instruction and Assessment

Melissa Maguire
Director of Student Services

Michael MacMillan
Business Manager

Paul G. Donlan
Treasurer

To: MONOMOY REGIONAL SCHOOL DISTRICT
From: Michael MacMillan
Date: September 24, 2024
Re: Student Activity Account: Animal Welfare Club Donation.

MOTION

To approve the donation of one hundred dollars from the Monomoy Regional High School Student Activity Animal Welfare Club Account to The Sampson Fund.

BACKGROUND

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities.

The Massachusetts Department of Elementary and Secondary Education recommends that School Committee approval is required for charitable donations from student activity accounts.

This requested donation is to be made from the MRHS Student Activity Animal Welfare Club account with funds raised through a bake sale. The funds are to be used to help pet owners pay for veterinary care. See the attached letter to accompany the donation.

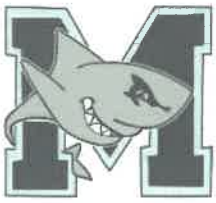
Michael MacMillan
School Business Manager

Monomoy Regional School District is an equal opportunity employer and does not discriminate against any applicant based upon race, religion, gender, national origin, age, disability, sexual orientation, gender identity or any other class protected by federal, state or local law.

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL
75 Oak Street
Harwich, MA 02645
Phone 508-430-7200
Fax 508-430-7223

Karen Guillemette
Director of Athletics
kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

September 5, 2024

The Sampson Fund
P.O. Box 1756
Orleans, MA 02653

Dear Animal Lovers,

Enclosed please find a check in the amount of $100 (One Hundred Dollars) from the Animal Welfare Club of Monomoy Regional High School to help pet owners get the veterinary care their animals need.

The money was raised last year from our fabulous bake sale, and we admire the work you do.

Thank you for caring,

Lisa Forte-Doyle, Co-Advisor
Beth Howe - Co-Advisor
Animal Welfare Club
MRHS

Monomoy Regional School District

Dr. Scott Carpenter
Superintendent

Dr. Robin Millen
Director of Curriculum, Instruction and Assessment

Melissa Maguire
Director of Student Services

Michael MacMillan
Business Manager

Paul G. Donlan
Treasurer

To: Monomoy Regional School Committee

From: Michael MacMillan

Date: September 24th, 2024

Re: FY24 Payments from the General Fund

MOTION

To approve the payment of five thousand and twenty eight dollars and sixteen cents in FY24 invoices not previously encumbered, as presented to the School Committee.

BACKGROUND

The district's general fund is primarily funded by assessments from Chatham and Harwich, as well as state educational funding. These funds are allocated for a specific fiscal year and should be expended within that timeframe.

Any instances where current-year funds are needed to cover costs from the previous fiscal year require the approval of the School Committee.

The district has received $5,028.16 in invoices from FY24 that were not previously encumbered. Please find a detailed list of amounts and vendors below. This brings the total amount of FY24 invoices paid from FY25 funds to $35,598.

Vendor	Reason	Amount
WB Mason	No Prior Year Encumbrance	$503.16
Robert B Our	No Prior Year Encumbrance	$525.00
PJH Construction	No Prior Year Encumbrance	$2,400.00
Limbach	No Prior Year Encumbrance	$1,600.00
	TOTAL	**$5,028.16**

Michael MacMillan

School Business Manager

Monomoy Regional School District is an equal opportunity employer and does not discriminate against any applicant based upon race, religion, gender, national origin, age, disability, sexual orientation, gender identity or any other class protected by federal, state or local law.

Invoice

ROBERT B. OUR CO., INC.
SITE & UTILITY CONSTRUCTION
HARWICH, MA
www.robertbour.com
508-432-0530
Built on trust

From : **Robert B Our Co., Inc.**
24 Great Western Road
Harwich, MA 02645 US

Bill to: **Harwich Elementary School**
425 Crowell Road
Chatham, MA 02633

Site: 263 South St, Harwich

Note: A finance charge of 1.5% will be added to the unpaid balance after thirty (30 days (19% per annum)

Cust #	Customer Ref	Invoice #	Invoice Date	Due Date	Disc Date	Terms
102743		41007	06/27/24	07/27/24		Net 30

Mth/Trans	Line	Description	Contract	Item	Unit Price	Quantity	Amount
06/24 2,801	1	Internal Grease Trap Pumping	23-0170-	1		0.000	525.00

6/20/24 Cleaned out (1) internal grease trap (kitchen) and (2) clay traps (art room) with conde unit

Notes:

Please make checks payable to the Robert B Our Co., Inc.
Mail to 24 Great Western Road, Harwich, MA 02645

Total	**525.00**
Sales Tax	
Less Retainage	
Total Due	**525.00**

LIMBACH
Limbach Company LLC- New England
100 Summit Drive
Burlington, MA 01803

req50817

INVOICE

INVOICE #: 11826
INVOICE DATE: 08/16/2024
DUE DATE: 09/15/2024
CUSTOMER NUMBER: 201001

MONOMOY REGIONAL SCHOOL
DISTRICT
425 CROWELL ROAD
CHATHAM, MA 02633

RE: SERVICE PERFORMED AT
MONOMOY REGIONAL HIGH SCHOOL
75 OAK ST
HARWICH, MA 02645

ATTN: MICHAEL MACMILLAN

WORK ORDER NUMBER: 186615 **P.O. NUMBER:** 260745

'24 AUG 26 AM 9:47

Problem Description: SPOT

Visit Resolution: Chris Cairns Controls project leader C.C VAV-10 A Technician on a previous visit deemed VAV 10 to have a bad controller. Investigated this controller and realized that the controller was fine. This controller did have a power issue which was fixed. Once I had power back to the controller I downloaded the program so I Could test for functionality. Once the program was working properly I Then uploaded it back in to the VAV 10 Controller. Ran through the sequence test of the VAV And everything is working properly now. Room 212 VAV 58 The VAV Controller in room 212 was bad. Had to find A VAV Controller that had Close to the same type of program in it so I could Download the program to my laptop. After digging around the BMS system, room 209 was the closest program I could find. After I downloaded 209's program I started installing the new VAV controller. Once I installed the new controller I had to discover it on the database and on the SA Bus. The new Controller is powered up and on there net work. More time and work is needed with the program before I upload it to the new VAV Controller. C.C 4-19-23 The program was uploaded to room 212 VAV 58. Started sequence testing and found some discrepancies with the programming. Made some minor tweaks to the program so that the VAV Would operate properly. After all the minor changes were done I sequence test the box for functionality purposes. The VAV Is on the net work and running effectively.

Labor

CAIRNS, CHRISTOPHER	04/19/23	8.000 @	200.00	1600.00
		Net Labor:		1600.00

Work Order Total: **1,600.00**
Sales Tax: **0.00**
Total Invoice: **1,600.00**

THANK YOU FOR YOUR BUSINESS!

nvoice questions or concerns? Please call 781-935-6700.

req51188

PJH Construction LLC
Peter Hekking
15 Wildwood Street,
South Dennis , MA 02660
Cell Phone: (774) 212- 7840
Email:peterh@pjhhome.com

INVOICE # **INV-052024-014**
Date : **06.06.2024**

Terms : **Due on receipt**
Payment Method: Cash/Check

Bill To: **Harwich Elementary School - Monomoy Regional School Distric**

Address: **263 South Street**
Harwich **MA** **02645**

No.	Description	Q.Ty	Unnit Price	Amount
			USD	USD
01	Mow lawn on Apr 27 2024	1.00	600.00	600.00
02	Mow lawn on May 10 2024	1.00	600.00	600.00
03	Mow lawn on May 24 2024	1.00	600.00	600.00
04	Mow lawn on Jun 07 2024	1.00	600.00	600.00
	Total Amount			**2,400.00**

'24 SEP 20 AM8:57:22

Thank you for using our services!
If you have any questions or concerns, please contact us Peter Hekking email: peterh@pjhhome.com/ 774-212-7840.

Reg 51188

PJH Construction LLC
Peter Hekking
15 Wildwood Street,
South Dennis , MA 02660
Cell Phone: (774) 212- 7840
Email:peterh@pjhhome.com

INVOICE # **INV-052024-029**
Date : **05.15.2024**

Terms : **Due on receipt**
Payment Method: Cash/Check

Bill To: **Harwich Elementary School - Monomoy Regional School Distric**

Address: **263 South Street**
Harwich MA 02645

No.	Description	Q.Ty	Unnit Price	Amount
			USD	USD
01	Stake cedar trees and laurels on May 15 2024	1.00	100.00	100.00
	Total Amount			**100.00**

Thank you for using our services!
If you have any questions or concerns, please contact us Peter Hekking email: peterh@pjhhome.com/ 774-212-7840.

'24 SEP 20 AM8:57:20

PM

W.B.MASON CO., INC.
59 Centre St
Brockton, MA 02301

Address Service Requested
888-WB-MASON www.wbmason.com

Invoice Number	245850007
Customer Number	C2112467
Invoice Date	04/11/2024
Due Date	05/11/2024
PO Number	WATER
Order Date	04/10/2024
Order Number	S142997467
Order Method	REPWEB

MONOMOY REGIONAL SCHOOL DISTRICT
425 CROWELL RD
CHATHAM MA 02633-1969

Delivery Address
Monomoy High School
Attn.: WATER
75 Oak Street
Harwich MA 02645

W.B. Mason Federal ID #: 04-2455641

Important Messages

Sign up for Paperless Invoicing at wbmason.com/paperless. Your Registration Code: 5637579613

Looking for an easier way to see and pay bills?

Visit WWW.WBMASON.COM/ACCOUNTSTATEMENT.aspx to access your account, go paperless, review invoices and account statements, and link your checking account or credit card to make fast secure payments.

ITEM NUMBER	DESCRIPTION	QTY	U/M	UNIT PRICE	EXT PRICE
BLZ16924	WATER,BLIZZARD,1/2L,24/CT	50	CT	5.99	299.50

SUBTOTAL:	299.50
TAX & BOTTLE DEPOSITS TOTAL:	0.00
ORDER TOTAL:	299.50
Total Due:	299.50

To ensure proper credit, please detach and return below portion with your payment

W.B. MASON CO., INC.
PO BOX 981101
BOSTON, MA 02298-1101

Remittance Section	
Customer Number	C2112467
Invoice Number	245850007
Invoice Date	04/11/2024
Terms	Net 30
Total Due	**299.50**

MONOMOY REGIONAL SCHOOL DISTRICT
425 CROWELL RD
CHATHAM MA 02633-1969

PLEASE REFERENCE INVOICE NUMBER WHEN MAKING PAYMENT. PAY ON OUR WEBSITE OR SEND PAYMENT TO:

W.B. MASON CO., INC.
PO BOX 981101
BOSTON, MA 02298-1101

C21124672458500072458500070000000299503

PM

W.B.MASON CO., INC.
59 Centre St
Brockton, MA 02301

Address Service Requested
888-WB-MASON www.wbmason.com

Invoice Number	245850095
Customer Number	C2112467
Invoice Date	04/11/2024
Due Date	05/11/2024
PO Number	WATER
Order Date	04/10/2024
Order Number	S142997543
Order Method	REPWEB

MONOMOY REGIONAL SCHOOL DISTRICT
425 CROWELL RD
CHATHAM MA 02633-1969

Delivery Address
Harwich Elementary School
Attn.: WATER
263 South Street
Harwich MA 02645

W.B. Mason Federal ID #: 04-2455641

Important Messages

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Visit WWW.WBMASON.COM/ACCOUNTSTATEMENT.aspx to access your account, go paperless, review invoices and account statements, and link your checking account or credit card to make fast secure payments.

ITEM NUMBER	DESCRIPTION	QTY	U/M	UNIT PRICE	EXT PRICE
BLZ16924	WATER,BLIZZARD,1/2L,24/CT	34	CT	5.99	203.66

SUBTOTAL:	203.66
TAX & BOTTLE DEPOSITS TOTAL:	0.00
ORDER TOTAL:	203.66
Total Due:	203.66

To ensure proper credit, please detach and return below portion with your payment

W.B. MASON CO., INC.
PO BOX 981101
BOSTON, MA 02298-1101

Remittance Section	
Customer Number	C2112467
Invoice Number	245850095
Invoice Date	04/11/2024
Terms	Net 30
Total Due	**203.66**

PLEASE REFERENCE INVOICE NUMBER WHEN MAKING PAYMENT. PAY ON OUR WEBSITE OR SEND PAYMENT TO:

W.B. MASON CO., INC.
PO BOX 981101
BOSTON, MA 02298-1101

MONOMOY REGIONAL SCHOOL DISTRICT
425 CROWELL RD
CHATHAM MA 02633-1969

C21124672458500952458500950000000203668