Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, November 21, 2024 at 6:00 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)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel. Regular Open Session to resume at approximately 6:30 PM.

C. MRHS Student Representative

D. Approval of Minutes: November 7, 2024 MRSC Meeting & November 14, 2024 FY26 Budget Workshop

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

F. Reports and Discussions

i. MRHS Greenhouse Startup Check-in - Aubrie Schneeberger
ii. MRHS Student Trip to Italy - February 2026
iii. Relations with Non-Public Schools - Cape Cod Christian Academy
iv. Sabbatical Request **Potential Vote**
v. FY26 Budget Workshop Recap
vi. First Reading of Policy Files: BHE- Use of Electronic Messaging by School Committee Members; IJND - Access to Digital Resources
vii. Approval of MRHS Young Woman's Club Donation to the Breast Cancer Research Foundation
viii. Approval of MRHS Spirit Club Donation to Cape Cod Healthcare
ix. Approval of MRHS Animal Welfare Club Donation to the Animal Victory Disaster & Abuse Fund
x. Approval of the MRHS Class of 2024 Donation to the Lighthouse Fund

G. Subcommittee, Representative, Liaison Reports

H. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

I. Action Items - Vote Required

i. Sabbatical Request **Potential Vote**
ii. Approval of MRHS Young Woman's Club Donation to the Breast Cancer Research Foundation
iii. Approval of MRHS Spirit Club Donation to Cape Cod Healthcare
iv. Approval of MRHS Animal Welfare Club Donation to the Animal Victory Disaster & Abuse Fund
v. Approval of the MRHS Class of 2024 Donation to the Lighthouse Fund
vi. Approval of Previous Year Invoice

J. Presentation of the Warrants

K. Adjournment

Authorized Posting Officer
Leah Tambolleo
November 19, 2024

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, November 7, 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; Jackie Zibrat-Long; Ryan Clarke; Jessica Rogers

Members not present: Meredith Henderson

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

A. Call to Order The meeting was called to order at 6:30PM.

B. Approval of Minutes: October 24, 2024 MRSC Meeting
MOTION: Tina Games moved to approve the minutes of the October 24, 2024 MRSC meeting, seconded by Jackie Zibrat-Long.
The motion passes with Betty Gray, Jessica Rogers and Ryan Clarke abstaining from the vote.

C. Public Comment: None

D. Reports and Discussions

i. Relations with Non-Public Schools - Cape Cod Christian Academy, Dr. Tracy Waters
Cape Cod Christian Academy Head of School Dr. Tracy Waters provided information about the Cape Cod Christian Academy's current operations, including details on the satellite campus options, student enrollment, and academic performance data. Dr. Tracy Waters explained the school's certification and accreditation process, emphasizing the shift from a homeschooling model to a five-day academic program. The school is no longer considered a homeschool but a private school accredited by Cognia. Monomoy Administrators will take a tour of the CCCA facility later next week as part of the updates to MRSD Policy File LBC - Relations with Non-Public Schools to approve this non-public school operating within the district.

ii. Sabbatical Request
Harwich Elementary School Teacher Erin Hofmann came before the committee to request a paid sabbatical leave for the 2025-2026 school year to pursue a license as a reading specialist. Ms. Hofmann outlined the requirements of the programs at Bridgewater State and Salem University, emphasizing the need for a leave to complete the practicum and explained that the program would provide skills to test and evaluate students, create programs, and assist teachers, benefiting a broader student population. Committee members will revisit the request and potentially vote to approve at the next MRSC meeting.

iii. **FY26 Budget Capital Plan Update**
MRSD Business Manager Michael MacMillan presented FY26 Capital Plan, detailing projects such as the middle school siding and roof, and the press box construction. He also gave a look ahead for the major projects anticipated through FY29 and beyond. Mr. MacMillan highlighted the impact of these projects

on the budget, estimating an additional $600,000 in debt for FY26 while also sharing potential options to manage the budget, including extending the repayment period to 30 years.

iv. FY26 Budget Workshop: November 14, 2024

Reminder to committee members that the FY26 Budget Workshop will be held on November 14, 2024 in the MRHS Library starting at 6PM.

v. MSBA Accelerated Repairs - Decision Regarding MRMS

MRSD Business Manager Michael MacMillan shared that we have been accepted through the MA School Building Authority Accelerated Repair Program to repair the roof at the Monomoy Regional Middle School. The reimbursement rate is 37.32% of allowable costs and it will require approval at Town Meeting. There are additional steps and due dates along the way that will require school committee approval - Mr. MacMillan will return to the committee with that information as we approach those deadlines.

vi. MRMS Building Committee - Update

Dr. Carpenter shared that they are still looking for community members to join the MRMS Building Committee, preferably those with experience in design and/or construction.

vii. Qtr 1 Finance Report

MRSD Business Manager Michael MacMillan reviewed the quarter one finance report, noting that 8% of the budget is unencumbered or unexpended, which is within the typical range. He also highlighted areas of concern, such as out-of-district placements and professional development costs, but notes that these may be offset by grants. Lastly, Mr. MacMillan discussed the impact of new hires on the budget, noting that the removal of steps in contracts has reduced savings in recent years.

E. Subcommittee, Representative, Liaison Reports

i. Finance Committee

On behalf of the Finance Subcommittee, Tina Games reported that on October 30, 2024, the Finance Subcommittee met to review the Qtr 1 finance report as well as the FY26 capital plan/budget that was presented this evening.

F. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

Dr. Carpenter shared the following recognitions:

November is Native American Heritage Month, a time to celebrate the significant contributions the first Americans made to the establishment and growth of the United States, and to our region in particular. The name of our district is derived from Monomoyick, a Wampanoag term meaning "a mighty rush of water," and from Monomoit, one of the villages of Wampanoag Nation. We honor and acknowledge that our schools are located upon the traditional lands of the Wampanoag People, and pay our respect to members past, present, and future.

Many thanks to Scott Clay and Clay Subaru, who donated a number of books to the Chatham Elementary School library.

Thank you to local resident Susan Cyr, who donated a desk and some other items to the district.

G. Action Items - Vote Required

i. **Second Readings - Policy Files: IJOA Travel Abroad & IHBA-A IEP Electronic or Digital Signatures**
MOTION 1: Jackie Zibrat-Long moved to approve policy file IJOA Travel Abroad as presented in the agenda packets, seconded by Brad Schiff.
UNANIMOUS the motion passes.

MOTION 2: Brad Schiff moved to approve policy file IHBA-A IEP Electronic or Digital Signatures as presented in the agenda packet, seconded by Ryan Clarke.
UNANIMOUS the motion passes.

ii. **Approval of Previous Year Invoice -** Not presented

H. **Presentation of the Warrants** Accounts Payable and Payroll warrants were presented for School Committee member signatures.

I. **Adjournment**
MOTION: Jackie Zibrat-Long moved to adjourn the meeting, seconded by Jessica Rogers.
UNANIMOUS the meeting adjourns at 7:44 PM.

Respectfully Submitted,

Leah Tambolleo
Recording Secretary

Monomoy Regional School Committee

Budget Workshop

Thursday, November 14, 2024

6:00 p.m.

Minutes

School Committee Members Present: Betty Gray, Tina Games, Meredith Henderson, Brad Schiff, Ryan Clarke, Jackie Zibrat-Long, Jessica Rogers

Administrators Present: Dr. Scott Carpenter, Superintendent; Melissa Maguire, Director of Student Services; Joy Jordan, Community Engagement Coordinator; Michael MacMillan, Business Manager; Dr. Abigail Dudley, Monomoy Regional Middle School Principal; Jennifer Police, Monomoy Regional High School Principal; Dr. Jennifer Kelly, Chatham Elementary School Principal; Dr. Christie Cutone, Harwich Elementary School Principal; Mackenzie Yarletts, Director of Technology

School Committee Members Absent: Bre Rose

The budget workshop was called to order at 6:02 pm by Chair Betty Gray who turned the meeting over to Monomoy Business Manager Michael MacMillan to provide an overview of the district's budget process.

Each building principal presented a summary of successes and challenges, which included their FY26 budget requests as outlined in the agenda packet given to School Committee members.

- Chatham Elementary School – CES Principal Jennifer Kelly gave an overview of the 2024-2027 Chatham Elementary School Improvement Plan, highlighting work tied to the district's strategic plan in three key areas – Portrait of a Graduate Implementation, Being & Wellness, Academics and Learning – and aligning budget requests with needs in those three categories.
- Harwich Elementary School – HES Principal Christie Cutone presented statistical data and performance highlights based on goals tied to the HES School Improvement Plan which fell in three categories – Portrait of a Graduate Implementation, Being & Wellness, Academics and Learning – with budget requests aligning to needs in those key areas.
- Mononoy Regional Middle School –MRMS Principal Abigail Dudley gave an FY26 budget presentation based on statistical data that highlighted current academic achievements while addressing learning gaps that are still present. Budget requests were made with the goal of closing those gaps.

- Mononoy Regional High School –MRHS Principal Jennifer Police presented a report based on MRHS accountability data and the impact it has on budget requests. Focus areas included grade level instruction for subgroups, competitive diploma options, authentic and experiential learning, professional development, and world languages. Budget requests were made based on the needs identified in each focus area.

After the completion of each presentation, School Committee members asked clarifying questions regarding budget requests and the data that was shared.

Director of Student Services Melissa Maguire then presented a preliminary FY26 budget based on projected needs for special education services, including mental health and behavioral supports. A more detailed budget will be provided in January.

Monomoy Business Manager Michael MacMillan wrapped up the meeting with a reminder of the budget timeline with key dates noted.

Chair Betty Gray asked for additional questions from School Committee members, then asked for a motion to adjourn the meeting. The motion was made by Jessica Rogers, seconded by Jackie Zibrat-Long with all in favor. The budget workshop was adjourned at 8:12 pm.

Respectfully submitted,

Tina Games, Vice Chair
Monomoy Regional School Committee

Greenhouse Startup Check-in

Aubrie Schneeberger

What we've done...

- ★ Researched different styles of greenhouses and came to the conclusion that a hoop house would be the most feasible as a "test-run"
  - Last for around ten years, much cheaper than a build, simple to assemble, more viable, less risk
- ★ Mrs. Police visited the Tech's greenhouse
- ★ I visited the Nauset Middle School's greenhouse
  - After speaking with Mr. Burket, the greenhouse teacher, I learned about hoop houses from his recommendation
- ★ Researched different companies that offer hoop houses

Current Garden Layout



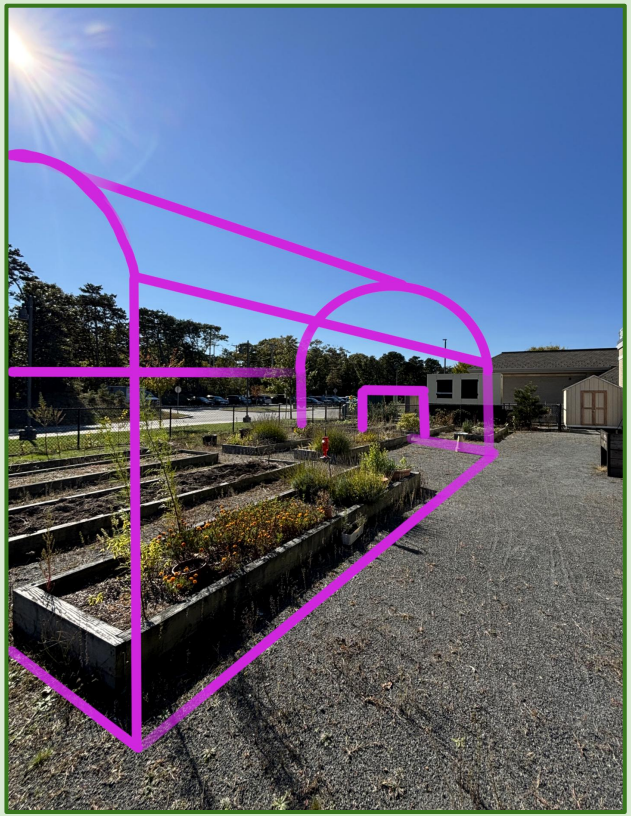




GROWER'S SOLUTION

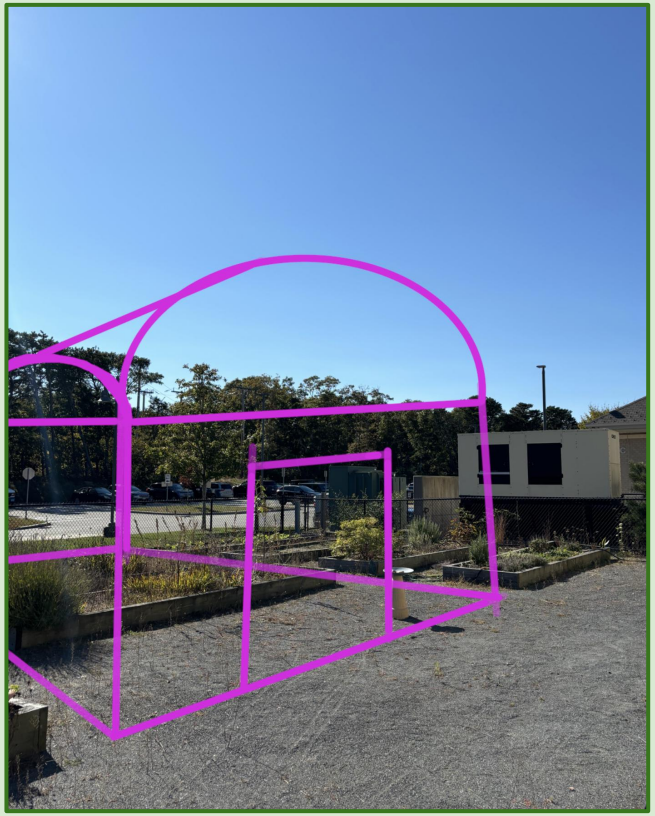
- ★ A company based in Tennessee that manufacturers greenhouses and nursery supplies
- ★ Carry lots of greenhouse kit options
- ★ Positive reviews
- ★ 10 year warranty on all greenhouses
  - Must send them a video to ensure that it was installed correctly
- ★ Ship greenhouses via freight, we would need to be able to accommodate a semi-truck trailer that is up to 70 ft long
  - Would cost around $1000 to ship to our school

Potential Location 1



- ★ Covering two rows of beds (6)
- ★ Space to have tables and potted plants
- ★ 32’ x 40’
- ★ Greenhouse kit $4,704
- ★ End wall kit $673
- ★ Roll-up side $67/ea
- ★ 36” storm door ~$500
- ★ Freight ~$1,000
- ★ Total cost is around $7,200
  - This does not include any seeds, pots, etc

Potential Location 2



- ★ Covering one row of garden beds (2)
- ★ Space to have tables and potted plants
- ★ 32’ x 20’
- ★ Greenhouse kit $3,004
- ★ End wall kit $334
- ★ Roll-up side $67/ea
- ★ 36” storm door ~$500
- ★ Freight ~$800
- ★ Total cost is around $5,000
  - This does not include any seeds, pots, etc

Next steps

- ★ Determining a founding source
  - Mrs. Police is requesting $5,000 in her budget for next year which will go towards building a hoop house
- ★ Determining collaborative partners around the school
  - What teachers and clubs would be interested in incorporating the greenhouse as a part of their curriculum?
- ★ How to install the greenhouse
  - Consider who can assemble the greenhouse

Thank you!



FEB 14-21, 2026

Group Leader
Sara Peters

Group Leader ID
351018

Insider's Roman Italy

WHAT'S INCLUDED

- Round-Trip Flights
- Daily Breakfast and Dinner (unless otherwise noted)
- 3- or 4-Star Hotels
- 24-Hour Tour Manager
- Centrally Located Hotels
- Start Exploring
- Global Network
- All Local Transportation
- Personal Headsets Included Throughout Tour
- High-Speed Hydrofoil to Capri
- Capri Funicular Round-Trip Ticket
- Villa Jovis
- Tarantella Dance Lesson
- Mozzarella Farm Demonstration and Tasting
- Pompeii Tour with Guide
- Naples National Archaeological Museum
- Naples Underground Tour with Guide
- Colosseum and Roman Forum with Guide and Reservation
- Rome Dinner Voucher
- Rome Tour with Guide
- Vatican Museums with Guide and Reservation
- St. Peter's Basilica
- Pizza Making Lesson and Dinner

TRIP ITINERARY

8 Days | Overnights: Overnight Flight (1), Sorrento (3), Rome (3)



OUR PROMISE

Travel Changes Lives

In educational travel, every moment matters. Pushing the experience from "good enough" to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.







TOUR COST

Depart From: Boston

Cost per Traveler	Full Payment Deadline
$5215	**10/7/2025**

$347 per month using an automatic payment plan

Cost Breakdown

Program Fee	$4870
Early Registration Discount	$-200
Ultimate-Plus Protection Plan	$440
Prepaid Tipping	$105
Total Cost Valid through 2/1/2025	$5215

Additional Fees (as applicable)

Adult Surcharge	$100
Single Room Supplement	$720
Double Room Supplement	$450
Ultimate Protection Plan	$320
Roman Ruins of Ostia Antica with guide	$64

ACIS TRIPSITE

Scan the code to view your group's Tripsite and learn more details about your upcoming trip, and to register!

NOTES FROM ACIS

Earn a $100 Bundle Discount by selecting an upgraded protection plan and enrolling in Automatic Payments.

All registered participants can enjoy the convenience and savings of having payments automatically withdrawn from a checking account with an Automatic Payment Plan. To learn more, visit acis.com/autopay.

Adult travelers over 21 should add in the Adult Surcharge and Double or Single Room Supplement to calculate Total Cost.

This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.

Get Started Today

REGISTER:

Scan the above QR code or visit www.acis.com/findmytrip and enter your Group Leader's ID and last name and click Register Now when you're ready to sign up.

QUESTIONS?

Find answers to our most frequently asked questions at www.acis.com/faqs or contact Traveler Support via Live Chat on acis.com or email accounts@acis.com.

Memo: Proposed Travel to Italy 2026
To: Monomoy Regional School Committee
From: Sara Peters, MRHS Latin Teacher

Dear Monomoy Regional School Committee,

I, Sara Peters, MRHS Latin Teacher, am seeking approval for international travel to Italy: Rome and Sorrento for February 2026 with the tour company ACIS (American Council for International Studies). This trip would take place over the Winter Break, departing Saturday February 14th and returning Saturday February 21st. This is a trip open to all students enrolled in MRHS for the 2025-2026 academic year, with an itinerary targeting the learning experience of those studying Latin. The estimated number of students traveling is 30-35, with 1 MRHS staff chaperone for every 6 students.

The purpose of this international trip is to, first and foremost, interact with the ancient world. Travelers will visit the ruins at Pompeii and the National Archaeological Museum in Naples. Travelers will walk through the ancient Roman Forum and Colosseum. At the same time as continuing to foster our shared love of the ancient world, students will gain independence and confidence from this experience. They will witness themselves thriving in new places and in new situations. They will return home connected to another part of the world and more open to others' cultures.

While I am not new to overnight travel with groups of Monomoy students, I am new to leading a trip to Italy, so, at the request of administration, I pulled trip proposals from 3 reputable tour companies: ACIS, EF, and Passports. These companies come recommended by Monomoy colleagues and Latin-teaching colleagues outside of Monomoy. At the School Committee meeting this week, I will present the highlights and unique features of ACIS's proposal and why we ultimately chose their product. Their proposal includes high safety standards, the best travel insurance/refund policy, as well as flights, hotel accommodations, ground travel, attraction tour guides and entry fees, tipping, and breakfast and dinner each day of travel.

The per traveler cost is $5200. The largest 'add-on' cost is the 'cancel for any reason' upgraded travel insurance ($440/traveler). I will speak more to this point on Thursday. I understand that cost can be prohibitive for families. ACIS includes direct fundraising pages for travelers that can be shared with family and friends for donations to a student's trip. I am open to group fundraising per student interest after the enrollment period. We have 15 months before departure, so the trip price will be broken down into monthly payments for students and their families.

Thank you for your consideration of this trip proposal. I look forward to speaking with you more about it on Thursday.

Kind regards,
Sara Peters

MONOMOY REGIONAL SCHOOL DISTRICT
FIELD TRIP REQUEST FORM

Coordinating Teacher: Sara Peters **Teacher Cellphone Number:** (413) 335-7199

Other Teacher(s): _____ **Grade(s):** 8-12

School: CES ☐ HES ☐ MRMS ☐ MRHS ☑ **Date(s) of Trip:** Feb. 14-21, 2026

Time of Departure: _____ **Return Time to School:** _____

Destination: International Trip: Italy, Rome and Sorrento

*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 provide an immersive educational experience that deepens understanding of ancient history and culture, while fostering a broader appreciation for international travel, culture, and customs.

School Nurse Needed on Trip: Yes ☐ No ☑

Other accommodations needed: none

IF Airport Travel: TBD

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/#:** (1) **Handicap Accessible Bus:** _____

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

Total Number students: ≈30 **Total Number of Teachers:** ≈5 **Total Number of Chaperones**:** ≈5 (1:6)

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

Sara Peters — Teacher — 11/18/2024 Date

Sara Sears — School Nurse — 11/18/2024 Date

Jennifer Cohen — Principal — 11-18-24 Date

Superintendent — 11/19/24 Date

APPROVED NOT APPROVED

Overview of Tonight's Presentation

- Physical Location
- Private School Approval Process
- Accreditation
- Curriculum
- Professional Staff
- Administration
- Student Information System
- Student Services
- Financial Support
- Assessments
- University-Model®
- Satellite Campus
- Student Learning



Cape Cod Christian Academy is located in the education wing of St. Peter's Lutheran Church in Harwich.
(310 MA-137, Harwich, MA 02645)





Head of School: Dr. Tracy L. Waters
www.capecodchristianacademy.org
774-212-0679

Private School Approval Process

- CCCA is recognized as a private school through our University-Model® and Cognia accreditation.
- MA DESE: “A private school located in a town is required to seek approval from the school committee of that town, whether or not children from the town attend the school.”
- While it is in the hands of the committee, MA DESE provides suggested elements for such a policy and provides sample criteria.
- CCCA presented to the Monomoy School Committee August 9, 2023, and received unanimous approval for private-school status.
- In April 2024, wording and a checklist (sample criteria from DESE) were added to Monomoy’s policy.
- Monomoy delegates toured CCCA on November 12, 2024.
- CCCA has submitted a response to the checklist, showing alignment.

Certification & Accreditation

- Cape Cod Christian Academy is a certified University-Model® School and accredited as a 5-day private school through Cognia, which accredits over 40,000 schools and institutions in more than 85 countries.
- Cognia's unified accreditation process evaluates institutions based on 30 standards, and Cape Cod Christian Academy met all the accreditation requirements (see addendums in package).
- The NAUMS, Inc. process evaluates 42 standards for certification as a University-Model® school.
- CCCA is a member of the Association of Christian Schools International (ACSI).

Curriculum

Cape Cod Christian Academy's curriculum is rigorous and aligned, per our UMSI certification requirements.

- Math: CCSS
- Science: NGSS
- Social Studies: MA Frameworks
- Language Arts: CCSS, classically- inspired literature units
- Visual and Performing Arts: Art and Music
- World Languages: Spanish
  - Latin: 4th- 8th:
  - Logic: 5th-8th
- Wellness: Physical Education



After-school Enrichment Classes

- Botany
- Marksmanship
- Photography
- Knitting
- Chess
- Pottery
- Drums
- Art/Drawing
- Calligraphy
- Legos









Staff Professional Development

- Two full days before school starts
- One hour each month
- PD through
  - Cognia
  - ACSI
  - UMSI
  - Specialists
  - Other Vendors

*See bios on school website.

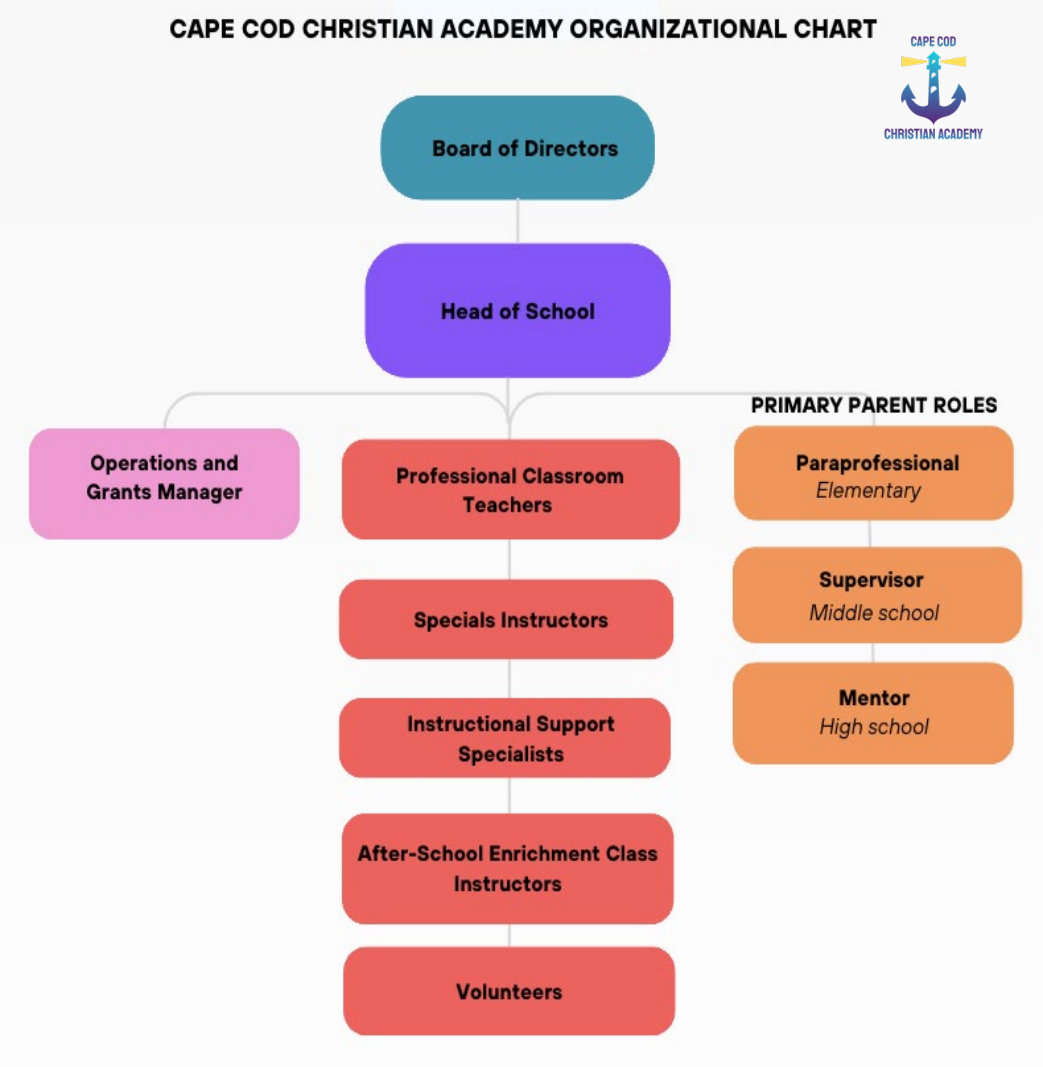


Administration

The school's mission is to develop children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.

The school places equal emphasis on academics and character, and holds high standards of excellence in academics.

CCCA is governed by a Board of Directors.



Student Information System

- Registration
- Attendance Tracking
- Grades
- Transcripts
- Demographics
- Accounting
- Communication
- Medical
- Lunch/Spirit Wear Orders





Student Services

- Administrators and teachers have been trained in managing the health needs of students in their care (allergies, first aid, CPR, epipen, choking).
- Administrators and teachers participate in professional development and continuing education throughout the year, including the standard back-to-school training including Mandated Reporter Training.
- The school plans to add a guidance counselor and college counseling when it adds high school grades.
- The board of directors sets the school policies, which are outlined in the Family Handbook.





Financial Support

CCCA is governed by a board of directors. The board treasurer ensures the budget is solid and the school operates in a surplus each year. The school has a Certified Public Accountant that checks its accounts each month and files its taxes each year.

The school has a general account, a scholarship account, and a building and equipment fund account.

Assessments-
Academic Accountability

CAPE COD CHRISTIAN ACADEMY

DIBELS® 8TH EDITION

UNIVERSITY OF OREGON | College of Education

<u>Reading:</u> DIBELS Assessments are given three times a year.

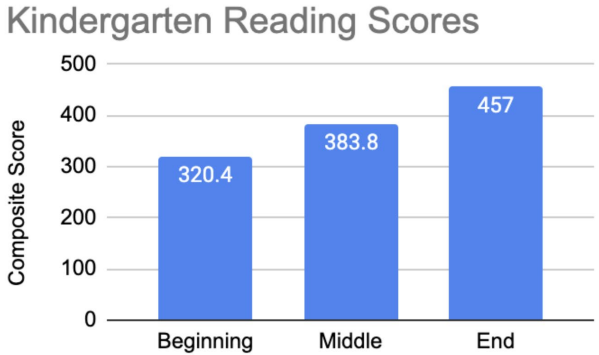
<u>Math:</u> Acadience Math Assessments are given three times a year.

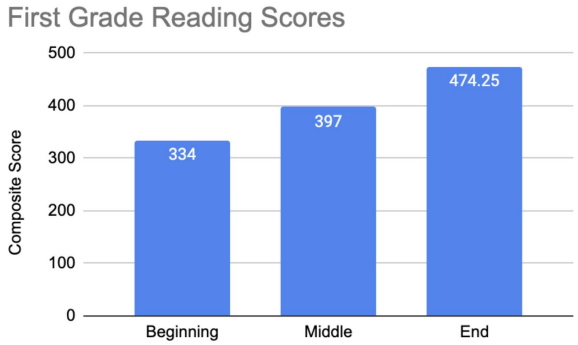
<u>Norm-Referenced:</u> The California Achievement Test, which measures reading, language, spelling, and math, is given at the end of the school year to grades 1-8.

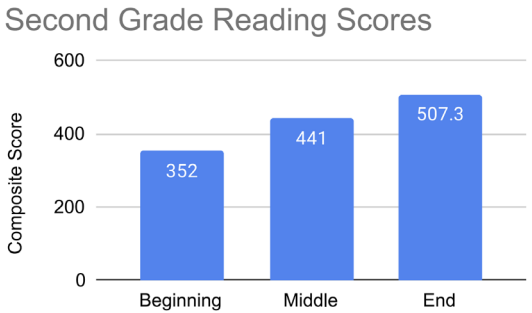
Date Test Taken: May 16, 2024
Test: CAT - Complete Test, Not Timed
Grade: 4

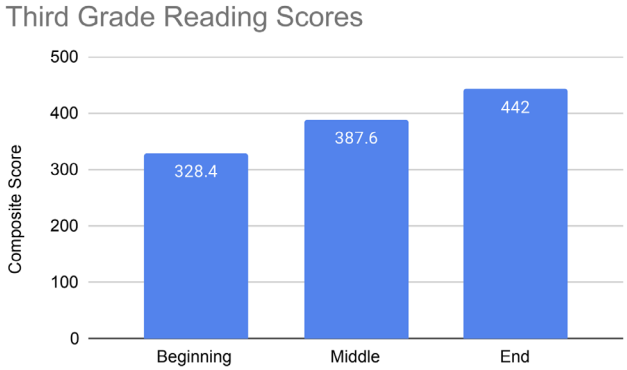
Subject	Raw Score	Grade Equivalent	Percentile Rank	Stanine
Reading Vocabulary	29/40	6.2	88	7
Reading Comprehension	26/42	5.7	80	7
Reading Composite	55/82	6.0	82	7
Mathematics Computation	44/68	5.7	97	9
Mathematics Concepts & Problems	33/40	7.4	99	9
Mathematics Composite	77/108	6.2	98	9
Language Mechanics	52/80	7.3	92	8
Language Usage & Structure	27/41	8.2	95	8
Language Spelling	25/32	7.3	94	8
Language Composite	79/121	7.3	94	8
Total Composite Score	236/343	6.5	96	9

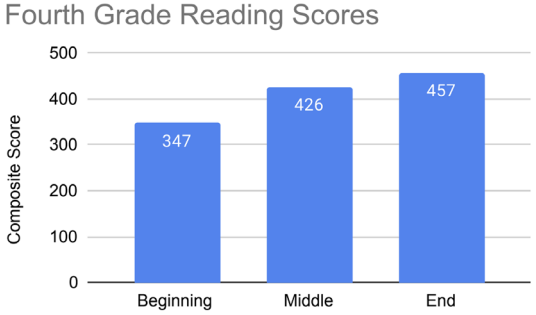
DIBELS Data

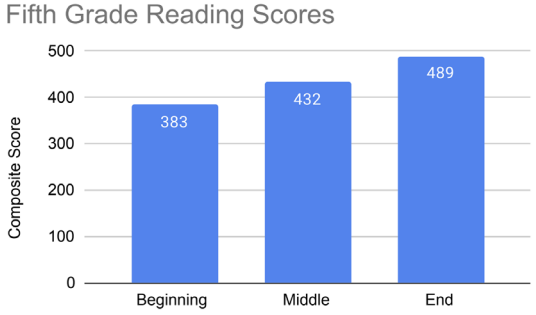

Kindergarten Reading Scores
Composite Score
500
400
300
200
100
0
320.4
383.8
457
Beginning
Middle
End


First Grade Reading Scores
Composite Score
500
400
300
200
100
0
334
397
474.25
Beginning
Middle
End


Second Grade Reading Scores
Composite Score
600
400
200
0
352
441
507.3
Beginning
Middle
End


Third Grade Reading Scores
Composite Score
500
400
300
200
100
0
328.4
387.6
442
Beginning
Middle
End


Fourth Grade Reading Scores
Composite Score
500
400
300
200
100
0
347
426
457
Beginning
Middle
End


Fifth Grade Reading Scores
Composite Score
500
400
300
200
100
0
383
432
489
Beginning
Middle
End

California Achievement Test Data

ACADEMIC EXCELLENCE

CAT

California Achievement Test Premium Scoring

Student Information
Student Name: [redacted]
Grade Level: 6

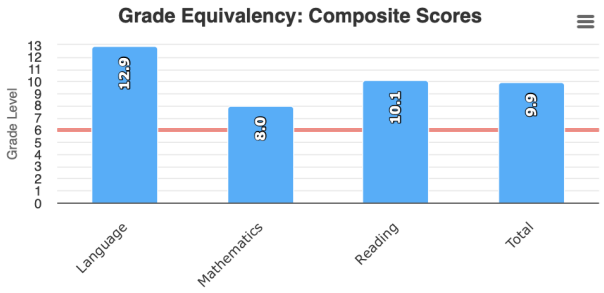
Test Information
Test Administered: CAT - Complete Test, Not Timed
Date Test Completed: May 10, 2023

Grade Equivalency

Grade Equivalent Description

Grade equivalent scores represent the grade level of a student's demonstrated ability based upon the number and difficulty of questions answered correctly. Grade equivalent scores are given as a decimal with the grade level year preceding the decimal point and month into that grade following the decimal point. For example, a grade equivalency score of 8.2 means that the student tested at 8th grade and two months into the 8th grade. In the graphs below, the red line indicates the tested grade level of the student and the bars represent testing results above or below that grade level.

Grade Equivalency	
Language	12.9
Mathematics	8.0
Reading	10.1
Total	9.9



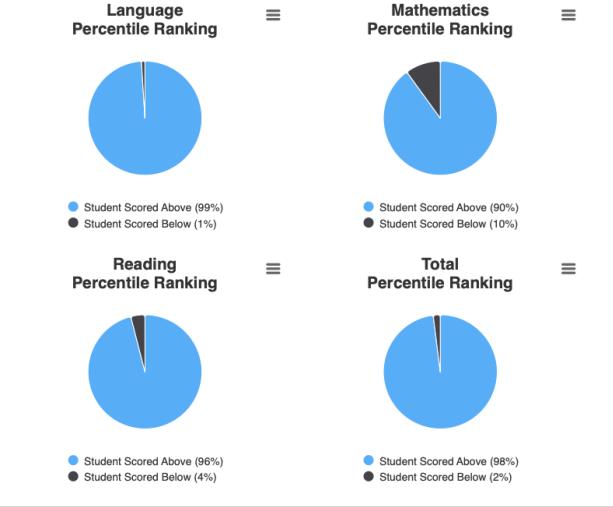
Percentile Scores

Percentile scores are equivalent to the percentage of students from the tested norm group who received scores lower than the student. For example, a student with a percentile score of 73 means that the student did better than 73% of the students in the tested norm group. Percentile scores do not represent the percentage of questions answered correctly. Percentiles are useful for comparing a student's performance to the performance of other students of the same grade level.

In the pie charts below, the blue area represents the percentage of students in the norm group that the tested student perform better than. The portion of the pie chart in black, represents the percentage of the students in the norm group that performed better than the tested student.

In the line graph below, percentile results are represented by the blue lines.

Percentile Ranking	
Language	99
Mathematics	90
Reading	96
Total	98



California Achievement Test Data

Stanine Scores

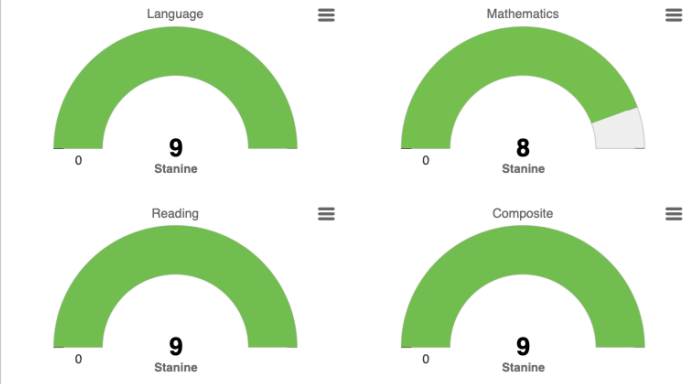
The term stanine is derived from the STAndard score from a NINE-unit scale. Stanines are simply a rating from 1 to 9 indicating a student's performance on that section of the test. In the graphs below, color is used to reflect the ranking of the student's scores, using red to indicate low scores, changing to yellow for average scores, and finally to green for the highest scores.

The following table lists the meaning of each score:

9) Highest Level
8) High Level
7) Well Above Average
6) Slightly Above Average
5) Average
4) Slightly Below Average
3) Well Below Average
2) Low Level
1) Lowest Level

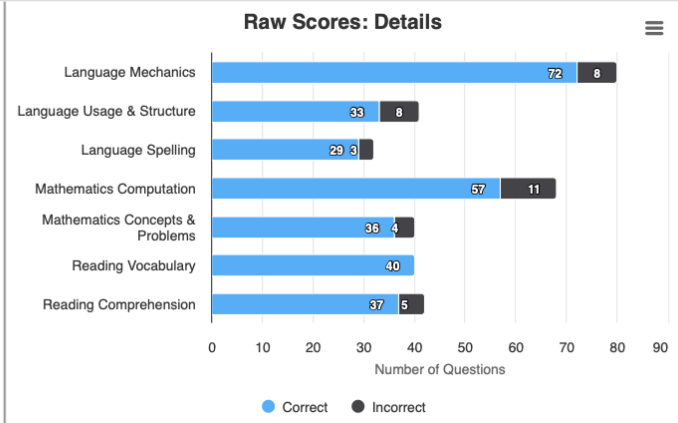
Stanine Scores

Language	9
Mathematics	8
Reading	9
Total	9



Raw Scores

Language	
Mechanics	72/80
Usage & Structure	33/41
Spelling	29/32
Mathematics	
Computation	57/68
Concepts & Problems	36/40
Reading	
Vocabulary	40/40
Comprehension	37/42



Refresher on the University-Model®

NAUMS, INC.
UNIVERSITY-MODEL®
SCHOOLS
INTERNATIONAL

- Set up like a University
- Three days in the central classroom
- Two days in the satellite classroom
- Both classes are under the direct supervision of the professional educator
- Academics meet or exceed local state laws that govern education
- Research-based (more parental involvement= more student success)

Provides quality, cost-effective, college-preparatory education that gives parents more time for imparting their own faith and values to their children.

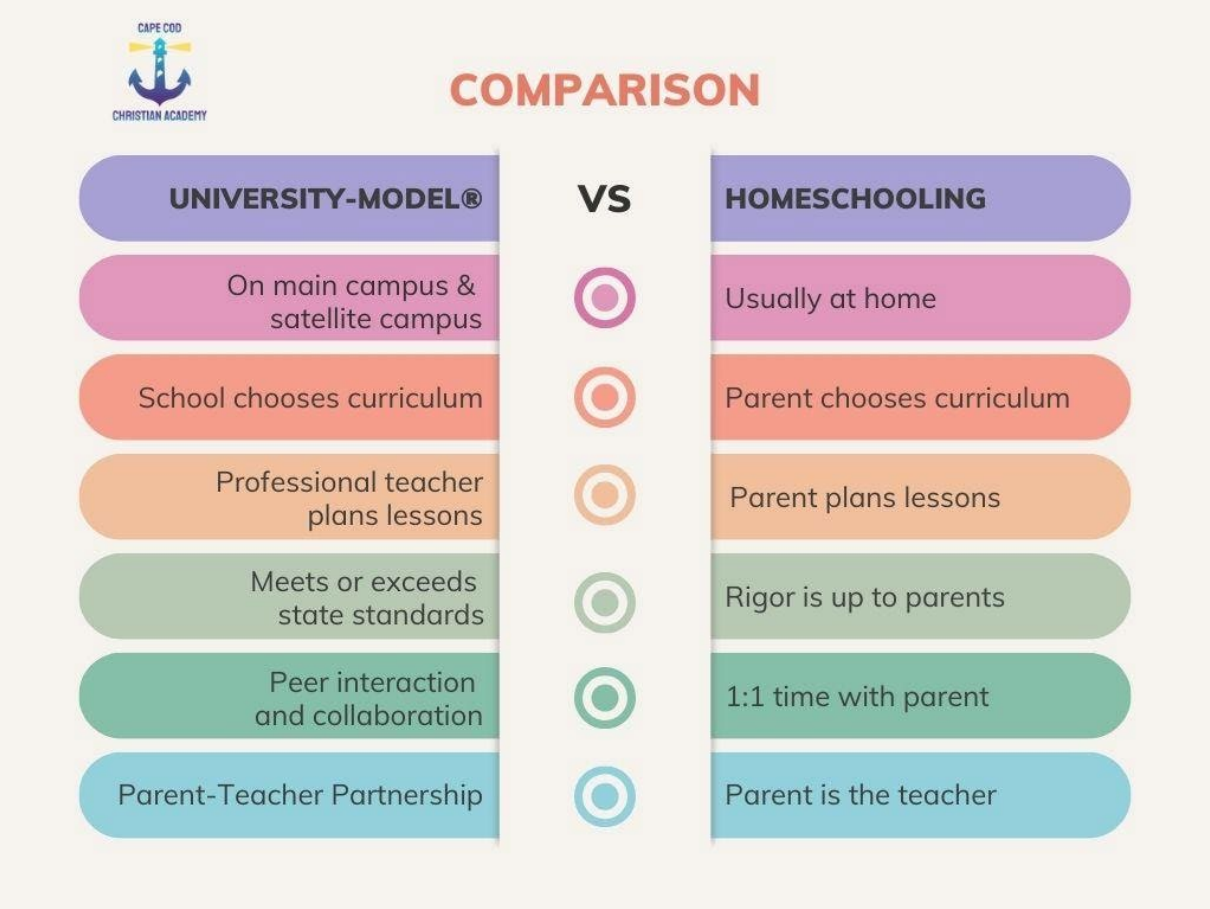
How is the U-M different from other models?

- Online asynchronous – students complete their work online at any time, with no set class meeting times.
- Remote – class work happens in an online classroom with scheduled meeting times.
- Hybrid – a blend of online and in-person learning.



Face-to-face (or in-person learning) is the traditional learning format whereby students and teachers meet in the same location. **Cape Cod Christian Academy is 100% face-to-face learning. There is no online component.**

Comparing the University-Model® to homeschool?



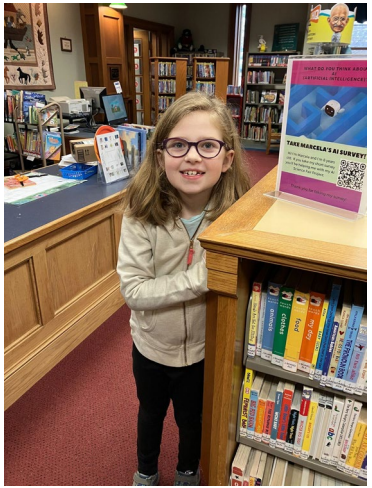
Satellite Campus

The satellite campus is an extension of the central campus.

- 95% of families have held or hosted satellite days at their home, a friend's, or at a family member's home
- 37% at a library
- 21% at a park
- 10% at a tutoring location
- 16% at Cape Cod Christian Academy







Student and Parent Testimonials

“I love Cape Cod Christian Academy because I can spend more time with my family learning in different places. I like the books and the things we learn. And I like how it’s a Christian School.” – CCCA Student

“*Our satellite days are nurturing and supportive.” – CCCA Parent*

“On satellite campus days, our daughter is learning excellent time-management, research, and study skills that we know will serve her well in college.I love this model because it not only teaches responsibility, and taking ownership of your education, but it also allows her more time to explore subjects that interest her, without the time constraints of the typical school bell.” – CCCA Parent





Student Learning Objectives

Mission: *To develop children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. Cape Cod Christian Academy focuses on the total development of each child: intellectual, social, emotional, physical, and spiritual.*

Cape Cod Christian Academy meets the Cogia Performance Standards for having:

- A Culture of Learning
- Leadership for Learning
- Engagement of Learning
- Growth for Learning





Student Learning (cont.)

Other types of learning and benefits of the University-Model®



- Independent learning: time management, and study skills
- In-depth learning: research skills, experiential learning
- Strength-based learning: meet students at their level, advance if needed
- Courageous learning: risk taking and learning from mistakes
- Values learning: character, emotional intelligence
- Collaborative learning: 21st century skill development

What's changed since 2023 School Committee Approval?

- Added 8th grade
- Added weekly kindness kids (nominated by peers)
- Added two half-day teachers (Kindergarten and 3rd grade)
- Added an Operations and Grants Manager
- Added a middle school math teacher
- Added a monthly multicultural storytime
- Added after-school enrichment classes



More Information

Website: www.capecodchristianacademy.org

Facebook: www.facebook.com/capecodchristianacademy

Instagram: www.instagram.com/2020ccca

Phone: 774-212-0679

Head of School: Dr. Tracy L. Waters

CAPE COD CHRISTIAN ACADEMY

310 MA 137, HARWICH, MA 02645



CAPE COD CHRISTIAN ACADEMY IS A CERTIFIED, KINDERGARTEN-EIGHTH GRADE, UNIVERSITY-MODEL® SCHOOL (UMSI), AND IS ACCREDITED THROUGH COGNIA. IT IS ALSO A MEMBER OF THE ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL (ACSI).

Monomoy Regional School District
Approval of a Private School

Name of School	Cape Cod Christian Academy (CCCA)
Address	Physical: 310 MA-137, Harwich, MA 02645 Mailing: P.O. Box 1471, Brewster, MA 02631
Contact and phone number	Head of School: Dr. Tracy L. Waters Phone: 774-212-0679
Population To Be Served	☑ See page 5
Admissions criteria; documentation of school's enrollment	☑ See page 6
2) Physical Plant/Safety A. The school shows evidence of current i) Certificate of Occupancy ii) Fire inspection iii) Safety inspection iv) Elevator inspection, if applicable v) Compliance with lead paint poisoning prevention (for children under 6 years old) vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility) vii) Copies of valid safety and health inspection certificates	☑ See page 7 ☑ See page 8 ☑ See page 11 ☑ See page 9 ☐ N/A, see explanation page 9 ☑ See page 9 ☑ See page 11
The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.	☑ See pages 12-14
The curriculum offered is "equivalent" to that offered in the local school system generally and,	

specifically, in terms of the following instructional areas: i) mathematics ii) science and technology iii) history and social science iv) English v) foreign languages vi) the arts vii) physical education	 ☑ See page 15 ☑ See page 15 ☑ See page 15 ☑ See page 16 ☑ See page 17 ☑ See page 17 ☑ See page 18
Educational Materials Textbooks and individual instructional materials, including computers and other technology, are adequate.	☑ See page 18
School Staff The instruction provided is "thorough and efficient" based on: i) teacher qualifications ii) adequate student/teacher ratio iii) regular evaluation of staff iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law	 ☑ See page 18 ☑ See page 18 ☑ See page 19 ☑ See page 19
Administration The school has a clearly defined organization that facilitates its objectives.	☑ See page 19
Records A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports). B. The student records are kept in a secure and	 ☑ See page 19 ☑ See page 19

organized manner that is consistent with federal and state student record laws to the extent applicable. C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A. D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.	☑ See page 20 ☑ See page 20
Student Services The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy)	☑ See page 20
Financial Support A. The school provides evidence of financial solvency and resources to sustain the educational program. B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax-exempt status.	☑ See page 20 ☑ See pages 21-23
Student Learning Time The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.	☑ See page 24

Student Performance Assessment The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.	☑ See page 25

ADDENDUM

The following information was requested or referenced at the November 7, 2024 School Committee Meeting:

I. What's changed since 2023 School Committee approval?	☑ See page 26
II. Satellite campus information	☑ See page 26
III. Refresher on the University-Model®	☑ See page 27
IV. California Achievement Test (CAT) data	☑ See page 28-29
V. Cognia Accreditation Standards	☑ See pages 30-35
VI. NAUMS, Inc. Certification Standards	☑ See pages 36-40

Name of School

Cape Cod Christian Academy (CCCA)

Address

Physical Address: 310 MA-137, Harwich, MA 02645
Mailing Address: P.O. Box 1471, Brewster, MA 02631

Contact and Phone Number

Head of School: Dr. Tracy L. Waters
Phone: 774-212-0679

Population To Be Served

Cape Cod Christian Academy was founded in 2020 to serve kindergarten-fourth grades. The school has been adding one grade level each year, and is currently serving grades K-8th. It has plans to continue adding more grade levels in the future. The school currently has 50 students in grades K-8, 46% of whom qualify for free or reduced lunch and 22% of whom are minorities.

Grade	Males	Females	Total
Kindergarten	4	2	6
Grade 1	5	4	9
Grade 2	4	0	4
Grade 3	4	4	8
Grade 4	7	4	11
Grade 5	2	2	4
Grade 6	3	1	4
Grade 7	1	2	3
Grade 8	0	1	1
Totals	30	20	50

Admissions Criteria

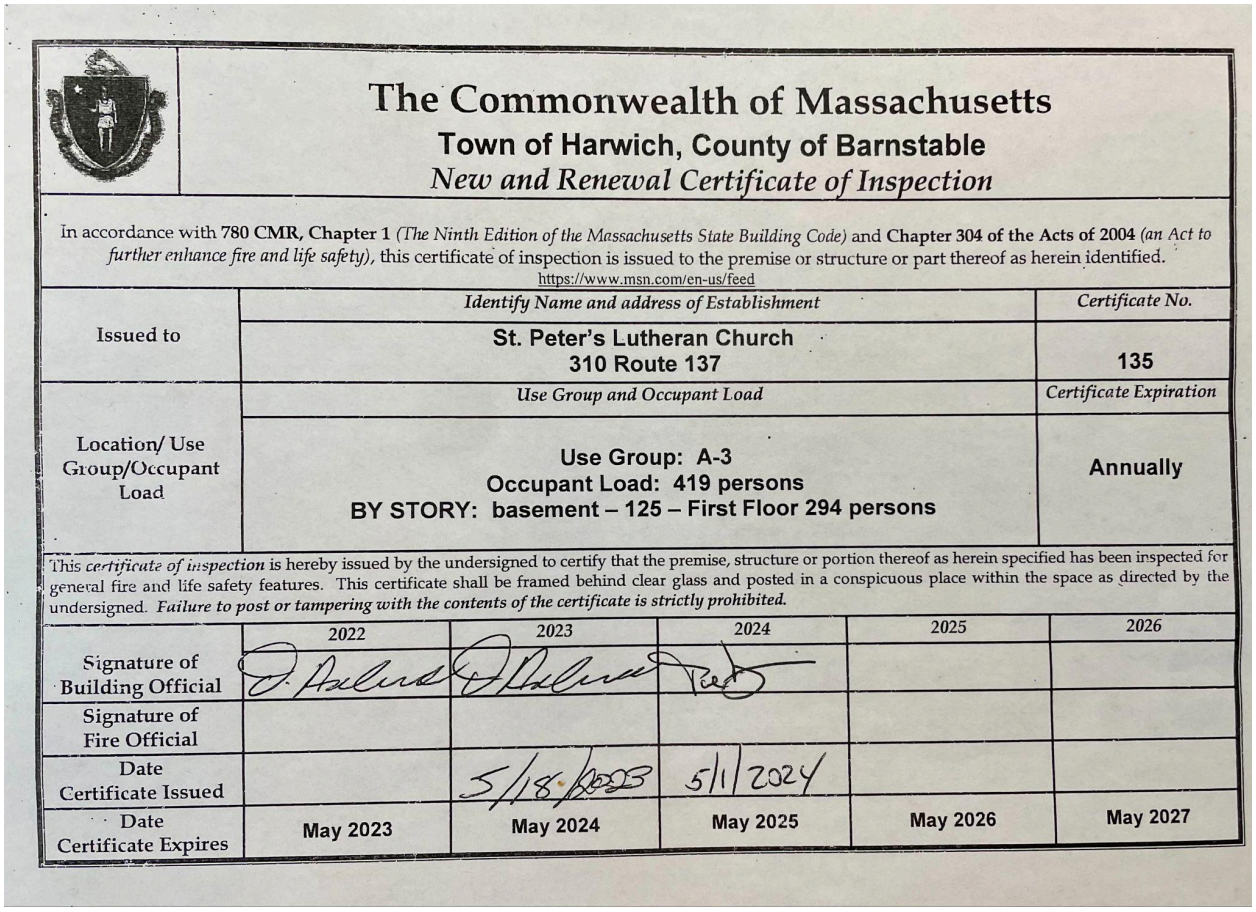
Cape Cod Christian Academy admits families seeking the University-Model® of education. The families are required to take a tour and have an educational consultation with the Head of School. Starting in first grade, students take an academic placement test to ensure they are placed in the appropriate course levels for math and reading. Accepted families must fill out our online application and agree to the school handbook. Cape Cod Christian Academy does not admit students who need special education services it cannot provide for.

Nondiscrimination Policy: Cape Cod Christian Academy admits students of any race, color, religion, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national origin, nor ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Physical Plant Safety

Cape Cod Christian Academy leases space from the St. Peter's Lutheran Church in Harwich. The church has current certificates showing:

i. Certificate of Occupancy



The Commonwealth of Massachusetts
Town of Harwich, County of Barnstable
New and Renewal Certificate of Inspection

In accordance with **780 CMR, Chapter 1** *(The Ninth Edition of the Massachusetts State Building Code)* and **Chapter 304 of the Acts of 2004** *(an Act to further enhance fire and life safety)*, this certificate of inspection is issued to the premise or structure or part thereof as herein identified.
https://www.msn.com/en-us/feed

	Identify Name and address of Establishment	*Certificate No.*
Issued to	St. Peter's Lutheran Church 310 Route 137	135
	Use Group and Occupant Load	*Certificate Expiration*
Location/ Use Group/Occupant Load	Use Group: A-3 Occupant Load: 419 persons BY STORY: basement – 125 – First Floor 294 persons	Annually

This *certificate of inspection* is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and posted in a conspicuous place within the space as directed by the undersigned. ***Failure to post or tampering with the contents of the certificate is strictly prohibited.***

	2022	2023	2024	2025	2026
Signature of Building Official	D. Aslund	D. Aslund	[illegible]		
Signature of Fire Official					
Date Certificate Issued		5/18/2023	5/1/2024		
Date Certificate Expires	May 2023	May 2024	May 2025	May 2026	May 2027

ii. Fire & Safety Inspection



Fire Alarm and Life Safety System Inspection Certificate

For

Saint Peter's Lutheran Church
310 Route 137
Harwich, MA 02645

Tested to NFPA 72 Standards

This Inspection was performed in accordance with applicable NFPA Standards. The subsequent pages of this report provide performance measurements, listed ranges of acceptable results, and complete documentation of the inspection. Whenever discrepancies exist between acceptable performance standards and actual test results, notes and/or recommended solutions have been proposed or provided for immediate review and approval.

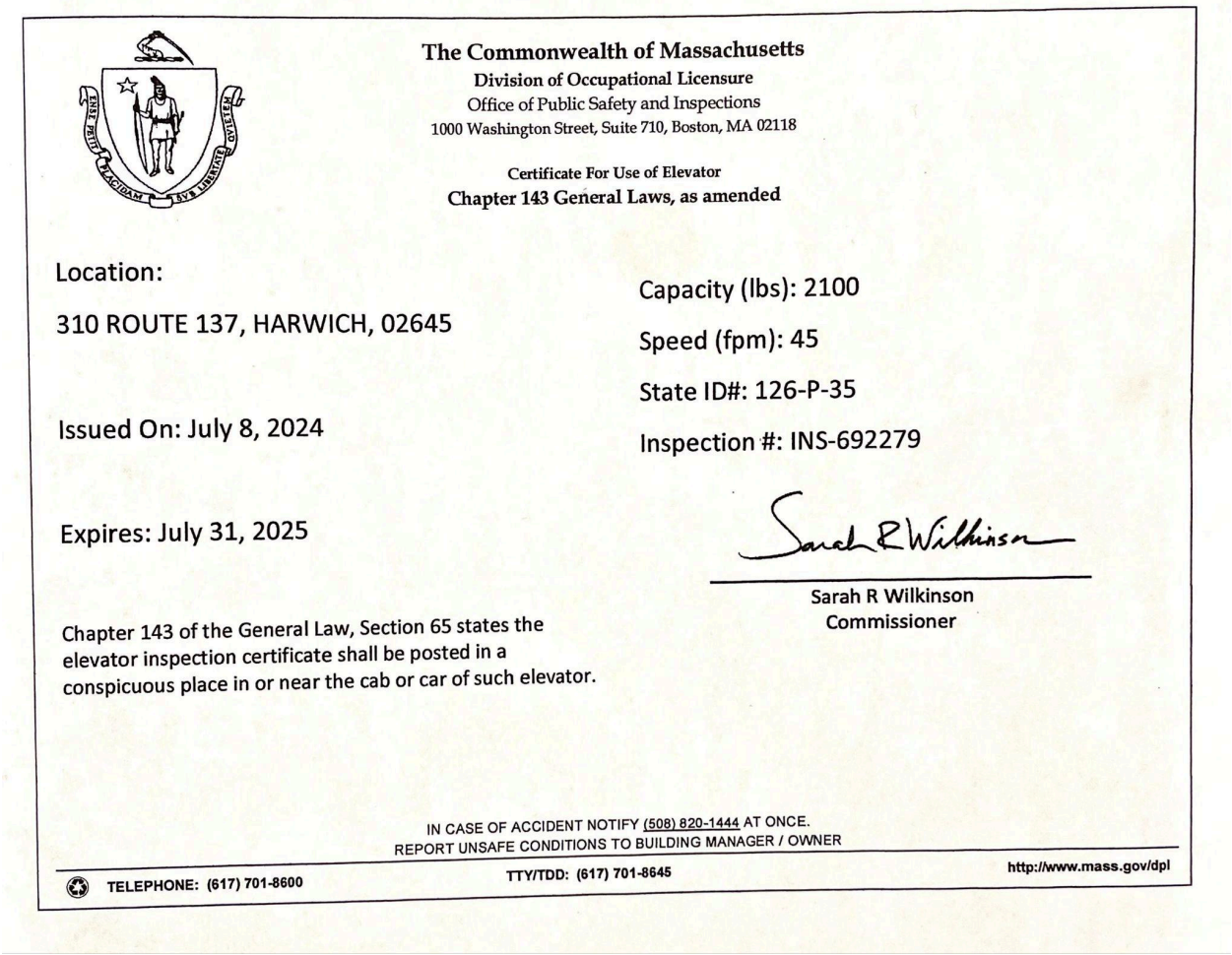
Inspection Date
May 20, 2024

Building: Saint Peter's Lutheran Church
Contact: Lou Meyer
Title: Property Chairman

Company: Cape Cod Alarm
Contact: Marty Crowell
Title: Installer

Fire Alarm Testing Report

iii. Elevator Inspection, if applicable



The Commonwealth of Massachusetts
Division of Occupational Licensure
Office of Public Safety and Inspections
1000 Washington Street, Suite 710, Boston, MA 02118

Certificate For Use of Elevator
Chapter 143 General Laws, as amended

Location:

310 ROUTE 137, HARWICH, 02645

Issued On: July 8, 2024

Expires: July 31, 2025

Capacity (lbs): 2100

Speed (fpm): 45

State ID#: 126-P-35

Inspection #: INS-692279

Sarah R Wilkinson
Commissioner

Chapter 143 of the General Law, Section 65 states the elevator inspection certificate shall be posted in a conspicuous place in or near the cab or car of such elevator.

IN CASE OF ACCIDENT NOTIFY (508) 820-1444 AT ONCE.
REPORT UNSAFE CONDITIONS TO BUILDING MANAGER / OWNER

TELEPHONE: (617) 701-8600 TTY/TDD: (617) 701-8645 http://www.mass.gov/dpl

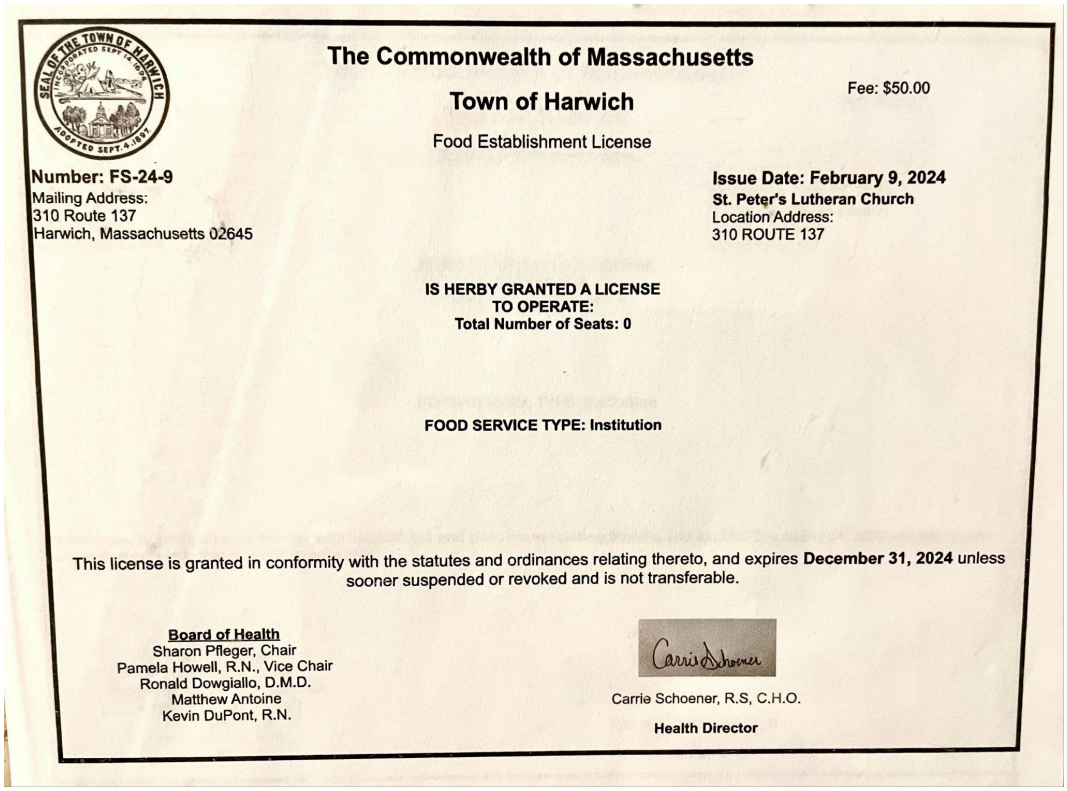
iv. Compliance with lead paint poisoning prevention (for children under 6 years old)

The building was built after lead paint was no longer used. Not applicable.

v. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)

The campus has a handicap ramp on the lower level, where the education wing is located. There is also an elevator that connects the upper level to the lower level.

vi. Copies of valid safety and health inspection certificates



The Commonwealth of Massachusetts

Town of Harwich

Fee: $50.00

Food Establishment License

Number: FS-24-9
Mailing Address:
310 Route 137
Harwich, Massachusetts 02645

Issue Date: February 9, 2024
St. Peter's Lutheran Church
Location Address:
310 ROUTE 137

IS HERBY GRANTED A LICENSE TO OPERATE:
Total Number of Seats: 0

FOOD SERVICE TYPE: Institution

This license is granted in conformity with the statutes and ordinances relating thereto, and expires **December 31, 2024** unless sooner suspended or revoked and is not transferable.

Board of Health
Sharon Pfleger, Chair
Pamela Howell, R.N., Vice Chair
Ronald Dowgiallo, D.M.D.
Matthew Antoine
Kevin DuPont, R.N.

Carrie Schoener, R.S, C.H.O.
Health Director

Town of Harwich
Health Department
health@town.harwich.ma.us

FOOD ESTABLISHMENT INSPECTION REPORT R-10

St. Peter's Lutheran Church
310 Route 137
East Harwich, Massachusetts 02645

Inspection Number	Date	Time In/Out	Inspection Type	Client Type	Inspector
EFF97	4/30/24	9:33 AM 10:06 AM	Routine	Residential	J.Singleton

Permit Number	Risk	Variance
	1	

Violation Summary:

Priority	Pf	Core	Repeat

Foodborne Illness Risk Factors and Public Health Interventions

IN = in compliance OUT= out of compliance N/O = not observed N/A = not applicable COS = corrected on-site during inspection Repeat Violations Highlighted in Yellow

Supervision	IN	OUT	NA	NO	COS
. PIC present, demonstrates knowledge, and performs duties	✓				
. Certified Food Protection Manager	✓				

Employee Health	IN	OUT	NA	NO	COS
. Management, food employee and conditional employee nowledge, responsibilities and reporting	✓				
. Proper use of restriction and exclusion	✓				
. Procedures for responding to vomiting and diarrheal events	✓				

Good Hygienic Practices	IN	OUT	NA	NO	COS
. Proper eating, tasting, drinking, or tobacco use	✓				
. No discharge from eyes, nose, and mouth	✓				

Preventing Contamination by Hands	IN	OUT	NA	NO	COS
. Hands clean & properly washed	✓				
. No bare hand contact with RTE food or a pre-approved lternative procedure properly allowed			✓		
0. Adequate handwashing sinks supplied and accessible	✓				

Approved Source	IN	OUT	NA	NO	COS
1. Food obtained from approved source	✓				
2. Food received at proper temperature			✓		
3. Food in good condition, safe & unadulterated	✓				
4. Required records available: shellstock tags, parasite estruction,			✓		

Repeat Violations Highlighted in Yellow

Protection from Contamination (Cont'd)	IN	OUT	NA	NO	COS
15. Food separated and protected	✓				
16. Food-contact surfaces; cleaned & sanitized	✓				
17. Proper disposition of returned, previously served, reconditioned & unsafe foods	✓				

Time/Temperature Control for Safety	IN	OUT	NA	NO	COS
18. Proper cooking time & temperatures				✓	
19. Proper reheating procedures for hot holding	✓				
20. Proper cooling time and temperature	✓				
21. Proper hot holding temperatures				✓	
22. Proper cold holding temperatures	✓				
23. Proper date marking and disposition	✓				
24. Time as a Public Health Control; procedures & records	✓				

Consumer Advisory	IN	OUT	NA	NO	COS
25. Consumer advisory provided for raw/undercooked food			✓		

Highly Susceptible Populations	IN	OUT	NA	NO	COS
26. Pasteurized foods used; prohibited foods not offered	✓				

Food/Color Additives and Toxic Substances	IN	OUT	NA	NO	COS
27. Food additives: approved & properly used	✓				
28. Toxic substances properly identified, stored & used	✓				

Conformance with Approved Procedures	IN	OUT	NA	NO	COS
29. Compliance with variance/specialized process/HACCP			✓		

Good Retail Practices

Safe Food and Water	IN	OUT	NA	NO	COS
0. Pasteurized eggs used where required	✓				
1. Water & ice from approved source					
2. Variance obtained for specialized processing methods	✓				

Food Temperature Control	IN	OUT	NA	NO	COS
3. Proper cooling methods used; adequate equip. for temp. ontrol	✓				
4. Plant food properly cooked for hot holding					
5. Approved thawing methods used					
6. Thermometers provided & accurate					

Food Identification	IN	OUT	NA	NO	COS
7. Food properly labeled; original container					

Prevention of Food Contamination	IN	OUT	NA	NO	COS
8. Insects, rodents & animals not present					
9. Contamination prevented in prep, storage & display					
0. Personal cleanliness					
1. Wiping cloths; properly used & stored					
2. Washing fruits & vegetables					

Proper Use of Utensils	IN	OUT	NA	NO	COS
43. In-use utensils: properly stored					
44. Utensils, equip. & linens: property stored, dried & handled					
45. Single-use/single-service articles: properly stored & used					
46. Gloves used properly					

Utensils, Equipment and Vending	IN	OUT	NA	NO	COS
47. All contact surfaces cleanable, properly designed, constructed, & used					
48. Warewashinq facilities: installed, maintained & used; test strips					
49. Non-food contact surfaces clean					

Physical Facilities	IN	OUT	NA	NO	COS
50. Hot & cold water available; adequate pressure					
51. Plumbing installed; proper backflow devices					
52. Sewage & waste water properly disposed					
53. Toilet facilities: properly constructed, supplied, & cleaned					
54. Garbage & refuse properly disposed; facilities maintained					
55. Physical facilities installed, maintained & clean					
56. Adequate ventilation & lighting; designated areas use					
60. 105 CMR 590 violations / local regulations	✓				

Official Order for Correction: Based on an inspection today, the items marked "OUT" indicated violations of 105 CMR 590.000 and applicable sections of the 2013 FDA Food Code. This report, when signed below by a Board of Health member or its agent constitutes an order of the Board of Health. Failure to correct violations cited in this report may result in suspension or revocation of the food establishment permit and cessation of food establishment operations. If you are subject to a notice of suspension, revocation, or non-renewal pursuant to 105 CMR 590.000 you may request a hearing before the board of health in accordance with 105 CMR 590.015(B).

J.Singleton

Follow Up Required: ☐ Y Follow Up Date: _____

The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

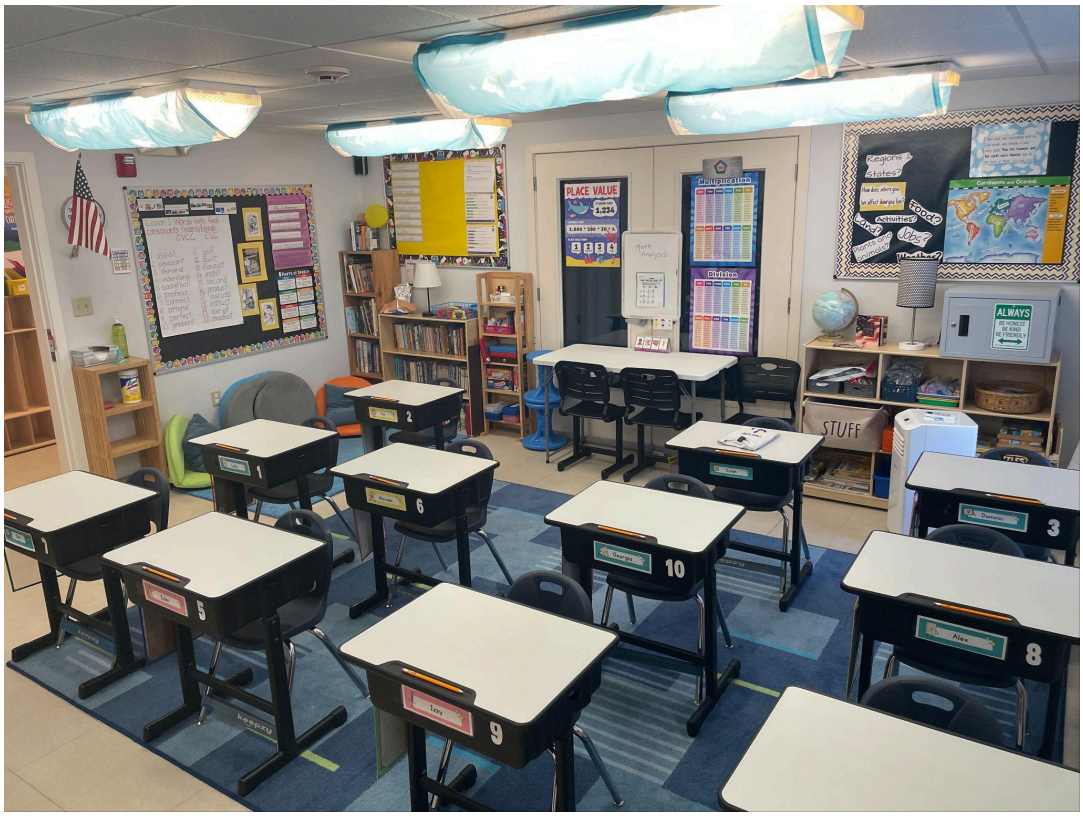
The campus is set up with students in mind. Upon moving to the new location in Harwich, the school paid to install a crash bar door at its main entrance. This door remains locked at all times. The school also has a video camera doorbell that notifies the office of any visitors. The office staff meets visitors at the door and escorts them into the school.

Each classroom and office door has a lockdown magnetic strip so doors can be locked at a moment's notice. Lockdown shades are in place on all classroom and office doors, and blinds cover all windows. Every teacher has a walkie talkie on at all times that connects to a central system and enables communication with the front office and between teachers. Fire drills take place once a month to ensure everyone is familiar with egresses, policies, and the school meeting spot.

The classrooms are bright and spacious with all the necessary school equipment (desks, chairs, tables, smart boards, smart TVs, iPads, Chromebooks, whiteboards, etc.) to ensure students are comfortable and receive a high-quality education.

Staff and parents keep the playground in good condition and freshen it up each summer during volunteer clean up days. The school parking lot is separate from the larger church parking lot, and cones block cars from entering during recess. The playground and outside classroom are enclosed with fences, and picnic tables allow for outside learning and meals. Teachers are present to monitor the students during recess.


look who's
reading
in our room


PLACE VALUE
ALWAYS
STUFF


STUDIES
SCIENCE
READ
Helping Hands


CLASSROOM RULES
IMAGINE
ASK
CREATE
IMPROVE

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

i. Mathematics:
- Kindergarten- Fifth Grade
  - K-5 Curriculum- ***Singapore Math***
  - K-5 Scope and Sequence
  - K-5 Alignment with Common Core State Standards
- Sixth- Eighth Grade
  - 6-8 Curriculum- ***Singapore Math***
  - 6-8 Scope and Sequence
  - 6-8 Alignment with Common Core State Standards

i. Science and Technology
- K-4 Curriculum: ***Mystery Science***, ***Purposeful Design***, Nature Studies
  i. Mystery Science Alignment with the NGSS
  ii. Purposeful Design Alignment
- 5-8 Curriculum: ***KnowAtom***
  i. KnowAtom Scope and Sequence
  ii. It is aligned to NGSS and Massachusetts STE Frameworks

ii. History and Social Science
- Kindergarten-1st Grade
  i. ***ABeka*** Community Helpers
  ii. ***ABeka*** Social Studies
  iii. ABeka Scope and Sequence
  iv. ***Five in a Row***
- 2nd-4th Grade
  i. ***Core Knowledge History and Geography***
    1. Core Knowledge Scope and Sequence
- 5th-8th Grade
  i. ***Core Knowledge History and Geography***
    1. Core Knowledge Scope and Sequence
  ii. ***Notgrass (Civics)***
    1. Uncle Sam and You Part I
    2. Uncle Sam and You Part II

iii. English
- Kindergarten-1st Grade
    i. Kindergarten: ***Logic of English*** Levels A and B
    ii. 1st Grade: ***Logic of English*** Levels C and D
    iii. Logic of English Alignment to CCSS
- Grammar
    i. 2nd Grade-8th Grade ***Fix-It Grammar*** (Level 1-6 by grade level)
        1. 2nd-3rd Grade: Level 1 *The Nose Tree*
        2. 4th Grade: Level 2 *Town Mouse and Country Mouse*
        3. 5th Grade: Level 3 *Robin Hood*
        4. 6th Grade: Level 4 *Mowgli & Shere Khan*
        5. 7th Grade: Level 5 *Frog Prince*
        6. 8th Grade: Level 6: *The Little Mermaid*
- Writing
    i. 2nd- 8th Grade
        1. Students begin learning cursive writing in 2nd grade.
            a. 2nd: *Abeka Writing with Phonics 1*
            b. 3rd: *Abeka Writing with Phonics 2*
            c. 4th: *Abeka Writing with Purpose 3*
            d. 5th: *Abeka Writing with Purpose 4*
        2. Writing Curriculum: ***Institute of Excellence in Writing***
            a. 2nd Grade: *People and Places in Our Community* or *Bible Heroes*
            b. 3rd Grade: *Adventures in Writing* or *Discoveries in Writing*
            c. 4th Grade: *Fables, Myths, and Fairy Tales* or *Wonders of Science*
            d. 5th Grade: *Ancient History-Based Writing* or *Frontiers in Writing*
            e. 6th Grade: *Medieval History Writing* or *US History-Based Writing*
            f. 7th Grade: *Narnia Volume 1: The Lion's Song* or *Modern World History-Based Writing*
            g. 8th Grade: *Bible-Based Writing* or *Narnia Volume 2: Aslan's Country*
        3. IEW's curriculum meets or exceeds all the Common Core Standards for writing, with the exception of the computer skills portion.
        4. CCCA integrates students learning computer skills, and students in grades 3 and above type their essays using the Chromebooks.

- Literature
    i. 1st Grade: ***Logic of English*** Unit Readers
    ii. 2nd Grade: Classical Literature Units
    iii. 3rd Grade: Classical Literature Units
    iv. 4th Grade: Classical Literature Units
    v. 5th Grade: Classical Literature Units
    vi. 6th Grade: Classical Literature Units
    vii. 7th Grade: Classical Literature Units
    viii. 8th Grade: Classical Literature Units
- Spelling
    i. 2nd Grade: ***Memoria Press*** Traditional Spelling II
    ii. 3rd Grade: ***Memoria Press*** Traditional Spelling III
    iii. 4th Grade: ***Memoria Press*** Traditional Spelling IV
    iv. 5th Grade: ***Memoria Press*** Traditional Spelling V
    v. 6th Grade: ***Memoria Press*** Spelling Workout Level F
    vi. 7th Grade: ***Memoria Press*** Spelling Workout Level G
    vii. 8th Grade: ***Memoria Press*** Spelling Workout Level H

iv. Foreign Languages
- K-8th Grades: Students have Spanish classes each Wednesday.
    i. The Spanish teacher is a native speaker, has her Bachelor's degree from Bridgewater State University, and has been an interpreter/liaison for Barnstable Public Schools for over a decade.
    ii. The teacher has her MA licensure in Foreign Language: Spanish (5-12)
- 4th-8th Grades: Students have formal Latin and 5th and above have formal Logic classes each week.

v. The Arts
- K-8th Grades: Students have art classes each Tuesday.
    i. The art teacher has her degree in Fine Arts from Northern Virginia Community College and in Graphic Design from College La Salle (Canada).
- K-8th Grades: Students have music classes each Thursday.
    i. The music teacher has her master's degree in French from Middlebury College (VT).
    ii. The teacher was licensed in MA in Foreign Language: French (PK-12)
    iii. She has taught piano lessons and choir for more than 20 years.

vi. Physical Education
    - K-8th Grades:
        i. Students have a mid-morning recess of 20 minutes.
        ii. Students participate in a Physical Education program in which they develop team building and sportsmanship through various sports and fitness activities. This period is led by a Physical Education instructor for 40 minutes following lunch.

Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

Students have textbooks for their subjects. The parents are given a curriculum & supply list, which they purchase over the summer. The school provides the classroom materials (pencils, paper, copies, etc.) students need.

CCCA is a 1:1 school regarding technology. Kindergarten through third grades use iPads, and fourth through eighth grades use Chromebooks. IPads and Chromebooks are used as instructional tools to enhance student learning. Students use the devices to practice math on IXL software, practice reading on the Epic app, or type their writing essays in MLA format.

The school also has a Vibe smartboard that remains in the kindergarten-1st grade classroom, but is available to others as needed. All other classrooms have Smart TVs.

School Staff

The instruction provided is "thorough and efficient" based on:

i) Teacher qualifications

Private school teachers are not required to have a degree; however, all but one of CCCA's teachers have at least a bachelor's degree. The remaining teacher is currently in college finishing her education degree. CCCA's teachers, and their credentials, are listed on our website: www.capecodchristianacademy.org.

ii) Adequate Student/Teacher Ratio

Our student/teacher ratio is 8:1. Two volunteer classroom paraprofessionals also commit 6 hours each per week. Per Cape Cod Christian Academy bylaws, the maximum class size allowed is 16 students. CCCA's current maximum class size is 15 students with two teachers. The average class size is 12.5 students.

iii) Regular Evaluation of Staff

The full-time staff are formally evaluated twice a year using the MA Classroom Teacher Rubric and the teachers' SMART goals, which are set at the beginning of each year. Moreover, there are consistent walk-throughs and periodic 10-minute observations.

iv) The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law.

Every staff member gets an updated CORI check every 2 years. Volunteers are checked upon starting at our school.

Administration

The school has a clearly defined organization that facilitates its objectives.

The school's mission is to develop children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. CCCA is governed by a Board of Directors. The school places equal emphasis on academics and character, and holds high standards of excellence in academics.

Records

A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

Cape Cod Christian Academy uses the student information system, PraxiSchool, to manage student attendance, health, discipline, and progress reports. Parents have a login, which they can use to check their account balance, student attendance, and grades; order lunches or spirit wear; or communicate with their teachers.

In 2023-2024, CCCA had an attendance rate of 94.8.

B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

Student records are kept online in our student information system, PraxiSchool. Before PraxiSchool, student records were kept in a locked file cabinet, and the building was kept locked.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

The school sends records (academic testing results, transcripts) when a student transfers. Records are maintained in the student information system, PraxiSchool.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

The school keeps student records in PraxiSchool, its student information system.

Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy)

The school administrators and teachers have been trained in managing the health needs of students in its care (allergies, first aid, CPR, epipen, choking). The administrators and teachers participate in professional development and continuing education throughout the year, including the standard back-to-school training including Mandated Reporter Training.

The school plans to add a guidance counselor and college counseling when it adds high school grades.

The board of directors sets the school policies, which are outlined in the Family Handbook.

Financial Support

The school provides evidence of financial solvency and resources to sustain the educational program.

CCCA is governed by a board of directors. The board treasurer ensures the budget is solid and the school operates in a surplus each year. The school has a Certified Public Accountant that checks its accounts each month.

The school has a general account, a scholarship account, and a building and equipment fund account.

The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax-exempt status.



The Commonwealth of Massachusetts
Secretary of the Commonwealth
State House, Boston, Massachusetts 02133

William Francis Galvin
Secretary of the
Commonwealth

Date: July 02, 2020

To Whom It May Concern :

I hereby certify that

CAPE COD CHRISTIAN ACADEMY, INC

appears by the records of this office to have been incorporated under the General Laws of this Commonwealth on **June 29, 2020** (Chapter 180).

I also certify that so far as appears of record here, said corporation still has legal existence.

In testimony of which,
I have hereunto affixed the
Great Seal of the Commonwealth
on the date first above written.

William Francis Galvin

Secretary of the Commonwealth

Certificate Number: 20070061150
Verify this Certificate at: http://corp.sec.state.ma.us/CorpWeb/Certificates/Verify.aspx
Processed by: tad

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

CAPE COD CHRISTIAN ACADEMY INC
260 UNDERPASS ROAD 1471
BREWSTER, MA 02631

Date:
09/08/2020
Employer ID number:
85-1372981
Person to contact:
Name: Rodney Joash
ID number: 2978473
Telephone: (877) 829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
June 29, 2020
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053624001490

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

Commonwealth of Massachusetts
Department of Revenue
Geoffrey E. Snyder, Commissioner

mass.gov/dor

Letter ID: L0325512768
Notice Date: November 2, 2020
MA Taxpayer ID: 19890379

CERTIFICATE OF EXEMPTION

#1471
CAPE COD CHRISTIAN ACADEMY, INC
260 UNDERPASS RD UNIT 1471
BREWSTER MA 02631-3182

Attached below is your Certificate of Exemption (Form ST-2). Cut along the dotted line and display at your place of business. You must report any change of name or address to us so that a revised ST-2 can be issued.

DETACH HERE

MASSACHUSETTS DEPARTMENT OF REVENUE

Form ST-2

Certificate of Exemption

CAPE COD CHRISTIAN ACADEMY, INC
260 UNDERPASS RD UNIT 1471
BREWSTER MA 02631-3182

MA Taxpayer ID: 19890379
Certificate Number: 648308736

This certifies that the organization named above is an exempt purchaser under Chapter 64H, section 6(d) or (e) of the Massachusetts General Laws. All purchases of tangible personal property by this organization are exempt from taxation to the extent that such property is used in the conduct of the business of the purchaser. Misuse of this certificate by any tax-exempt organization or unauthorized use of this certificate by any individual will lead to revocation. Willful misuse of this certificate is subject to criminal sanctions of up to one year in prison and $10,000 ($50,000 for corporations) in fines. This certificate is non-transferable and may be suspended or revoked for failure to comply with state laws and regulations.

Effective Date: October 28, 2020

Expiration Date: October 27, 2030

Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

Per National Association of University-Model Schools (NAUMS) standards, which requires semesters to consist of between 16-18 weeks, Cape Cod Christian Academy has two 17-week semesters.

Students are dropped off between 7:20 am and 7:50 am for a morning recess. The school day goes from 7:50 am- 2:50 pm (7 hours). In comparison, the local elementary public school goes from 7:45 am- 2:15 pm. (6 hours & 30 minutes) The school offers extended day learning in the form of after-school enrichment classes such as pottery, chess, marksmanship, drama, knitting, photography, drums, & botany. See below for a typical day's schedule:

Kindergarten & First Grade:	**Fourth Grade**
7:20 am- 7:50 am: Before-School Activities 7:50 am- 8:10 am: Morning Meeting & Morning Work 8:10 am- 8:30 am: Bible & Character 8:30 am- 9:45 am: Literacy 9:45 am- 10:25 am: Snack/Morning Recess 10:25 am- 11:30 am: Math 11:30 am- 12:10 pm: Lunch/Recess 12:10 pm- 12:30 pm: Song Time 12:30 pm- 1:10 pm: Art/Spanish/Music 1:10 pm- 1:45 pm: Writing 1:45 pm- 2:05 pm: DEAR Time 2:05 pm- 2:45 pm: Science/Social Studies 2:45 pm-2:50 pm: Pack Up for Dismissal 2:50 pm- 3:00 pm: Dismissal	7:20 am- 7:50 am: Before-School Activities 7:50 am- 8:00 am: Morning Meeting 8:00 am- 8:30 am: Bible/Character 8:30 am- 9:30 am: Math 9:30 am- 10:05 am: Grammar/Latin 10:05 am-10:25 am: Recess 10:30 am-11:10 am: Literature 11:10 am-11:30 am: Cursive & Spelling 11:30 am- 11:50 am: Lunch 11:50 am- 12:30 pm: P.E. 12:30 pm- 1:10 pm: Writing 1:10 pm- 1:50 pm: Art/Spanish/Music 1:50 pm- 2:45 pm: Science/ Social Studies 2:45 pm-2:50 pm: Pack up for dismissal 2:50 pm- 3:00 pm: Dismissal

Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

Teachers assess students formatively on an ongoing basis to monitor student learning, which provides continuous feedback that can be used by instructors to improve their teaching and used by students to improve their learning. Some examples of these formative evaluations include classroom check ins, quizzes, writing samples, Socratic discussions, and exit tickets. Teachers administer summative assessments at the end of each unit, which are designed to evaluate how well students have achieved the learning objectives of the unit.

Reading: Students are assessed using DIBELS at the beginning, middle, and end of the year.

Math: Students are assessed using Acadience Math at the beginning, middle, and end of the year.

End Of The Year: Beginning in first grade, students are administered the California Achievement Test (CAT) at the end of the school year. The CAT is one of the most widely used of the student assessments for basic academic skills. The CAT provides a measure of achievement and national comparison in reading, language, spelling, and mathematics.

Below is a snapshot of the growth DIBELS composite score for kindergarten through sixth grade for the 2023-2024 school year.



+5+

ADDENDUM:

I. What's changed since 2023 school committee approval?

- Added the 8th grade level
- Added weekly kindness kids (nominated by peers)
- Added two ½ day teachers (Kindergarten and 3rd grade)
- Added an Operations and Grants Manager
- Added a middle school math teacher
- Added after-school enrichment classes
    - Drama
    - Chess
    - Pottery
    - Wild Edible Weeds/Botany
    - Knitting
    - Marksmanship
    - Drums
    - Art/Drawing

II. Satellite campus information

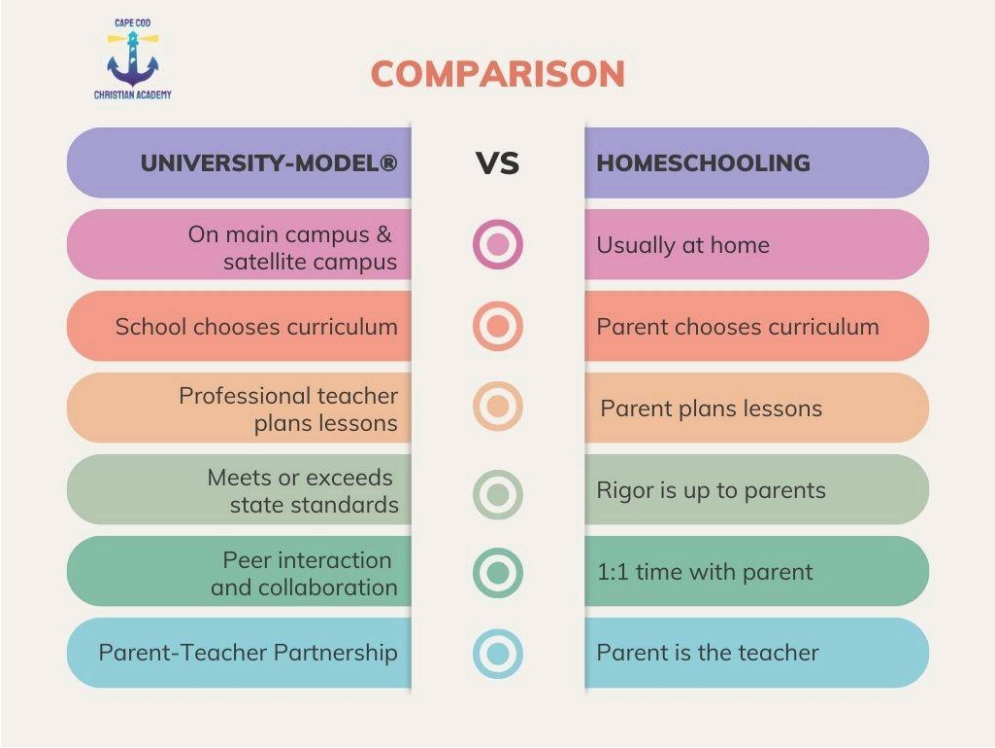
The satellite campus is an extension of the central campus. It is the location the student completes his/her work on the two days the students are not on the main campus. We did a survey of our parents, asking them where their student has completed their school work on satellite days. We had a 69% response rate.

- 95% of families have held or hosted satellite days at their home, a friend's home, or at a family member's home
- 37% at a library
- 21% at a park
- 10% at a tutoring location
- 16% at Cape Cod Christian Academy

III. Refresher on the University-Model®

What is special and unique about the University-Model® is parental involvement. In the University Model, parents play an integral role in the academic life of their child. While the school plans the curriculum and maps out lessons for the year, parents participate and work closely with the school to decide what is best for their child. This could include extended learning or more focus on a particular subject as the classroom teacher or parent deem necessary.

CCCA has not changed its model since it was unanimously voted to be approved as a private school in August of 2023. Below is a comparison chart to clarify the difference between a University-Model ® private school versus traditional homeschooling.



IV. California Achievement Test Data Sample

Students take the California Achievement Test at the end of the school year. The students take the test for the next grade level. For example, a child in 1st grade would take a 2nd grade CAT. Below is a sample of the type of data received.

ACADEMIC EXCELLENCE CAT

California Achievement Test Premium Scoring

Student Information
Student Name: [redacted]
Grade Level: 6

Test Information
Test Administered: CAT - Complete Test, Not Timed
Date Test Completed: May 10, 2023

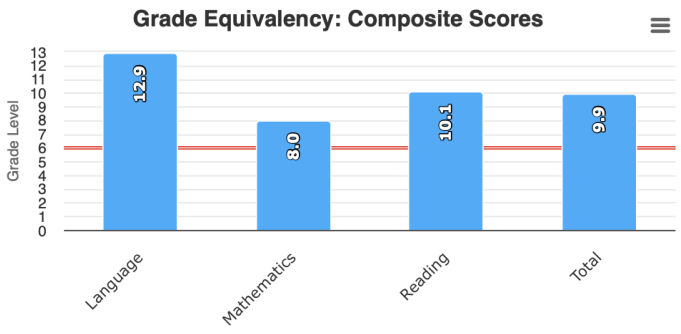
Grade Equivalency

Grade Equivalent Description

Grade equivalent scores represent the grade level of a student's demonstrated ability based upon the number and difficulty of questions answered correctly. Grade equivalent scores are given as a decimal with the grade level year preceding the decimal point and month into that grade following the decimal point. For example, a grade equivalency score of 8.2 means that the student tested at 8th grade and two months into the 8th grade. In the graphs below, the red line indicates the tested grade level of the student and the bars represent testing results above or below that grade level.

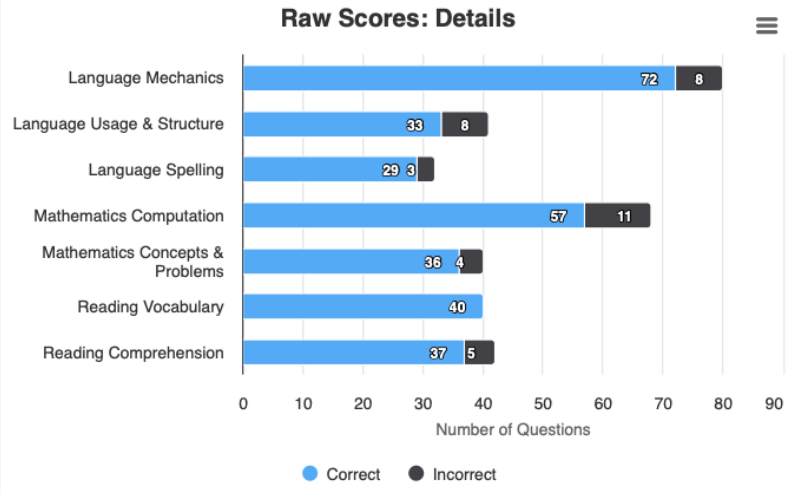
Grade Equivalency

Language	12.9
Mathematics	8.0
Reading	10.1
Total	9.9



Raw Scores

Language	
Mechanics	72/80
Usage & Structure	33/41
Spelling	29/32
Mathematics	
Computation	57/68
Concepts & Problems	36/40
Reading	
Vocabulary	40/40
Comprehension	37/42



Percentile Scores

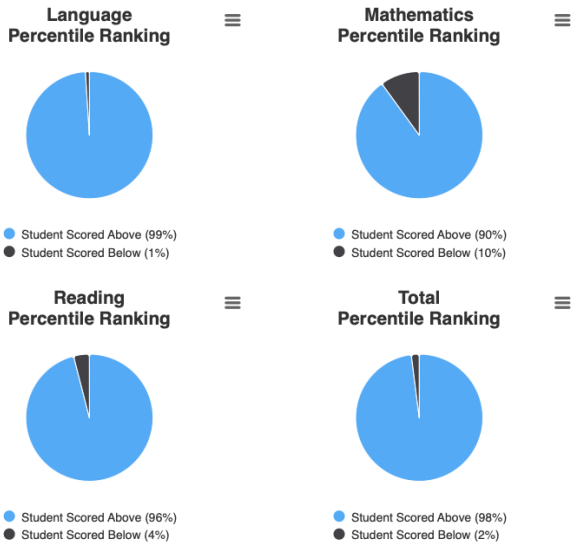
Percentile scores are equivalent to the percentage of students from the tested norm group who received scores lower than the student. For example, a student with a percentile score of 73 means that the student did better than 73% of the students in the tested norm group. Percentile scores do not represent the percentage of questions answered correctly. Percentiles are useful for comparing a student's performance to the performance of other students of the same grade level.

In the pie charts below, the blue area represents the percentage of students in the norm group that the tested student perform better than. The portion of the pie chart in black, represents the percentage of the students in the norm group that performed better than the tested student.

In the line graph below, percentile results are represented by the blue lines.

Percentile Ranking

Language	99
Mathematics	90
Reading	96
Total	98



Stanine Scores

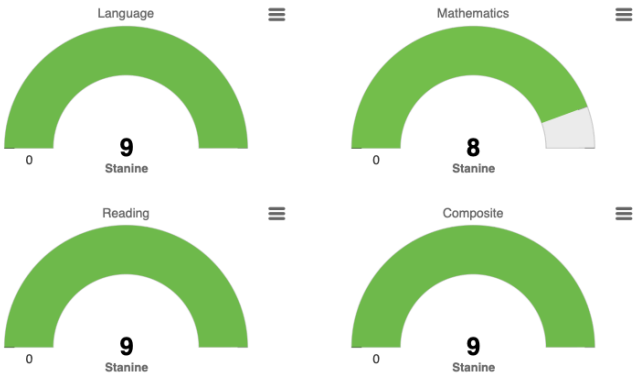
The term stanine is derived from the STAndard score from a NINE-unit scale. Stanines are simply a rating from 1 to 9 indicating a student's performance on that section of the test. In the graphs below, color is used to reflect the ranking of the student's scores, using red to indicate low scores, changing to yellow for average scores, and finally to green for the highest scores.

The following table lists the meaning of each score:

9) Highest Level
8) High Level
7) Well Above Average
6) Slightly Above Average
5) Average
4) Slightly Below Average
3) Well Below Average
2) Low Level
1) Lowest Level

Stanine Scores

Language	9
Mathematics	8
Reading	9
Total	9



V. Cognia Accreditation Standards

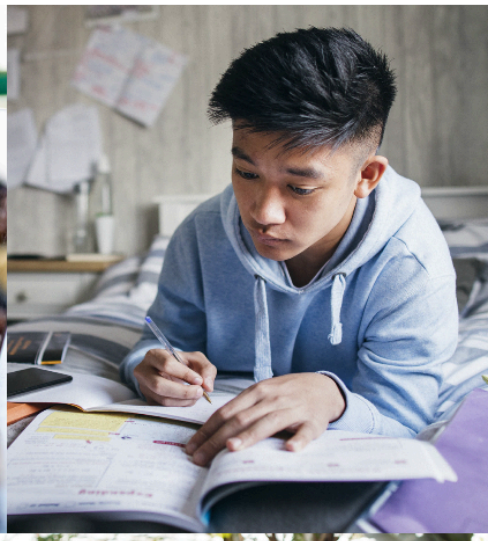
cognia™

Effective July 1, 2022

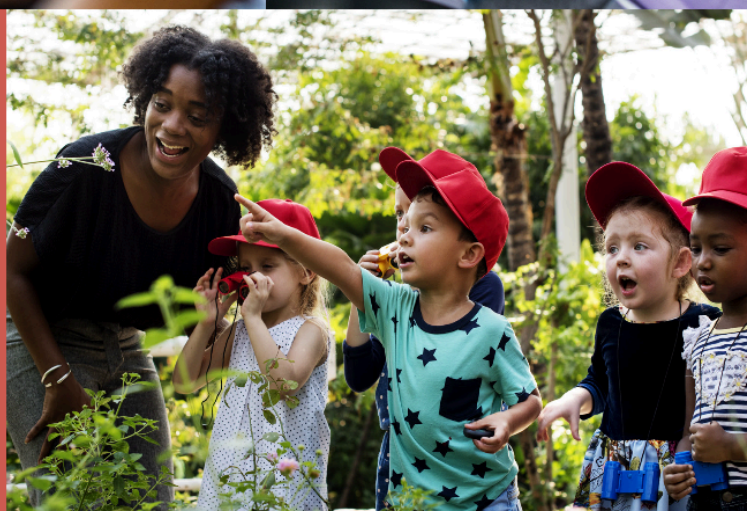
Performance Standards

K–12 and Postsecondary Institutions









Introduction: What makes a good school?

The quality of a school goes beyond its name, location, or reputation. An education institution succeeds when it supports every learner every day, offering opportunities for every learner to reach further.

One hallmark of a good school is that it continually strives for improvement. Like the member institutions we serve, Cognia™ works to innovate and improve. In spring 2021, we completed a research and development cycle that takes place every five years, examining and updating the Cognia Performance Standards to acknowledge changes and set expectations for quality education institutions in a new era. Based on current research in education, input from practitioners, and multiple expert reviews, this cyclical development process assures that the standards at the foundation of our improvement and accreditation strategies continue to be viable, feasible, and relevant to educators in today's world.

One set of standards

If you're familiar with the previous Cognia standards for different institution types, you'll notice a significant change: One set of standards now applies to all K–12 and postsecondary institution types, including systems of institutions.

All education institutions share a fundamental common goal: to inspire and equip learners so that they succeed to their highest potential. The new, research-based standards acknowledge that commonality. They are appropriate for all institutions, placing emphasis on quality and effective practices that benefit all learners in any K–12 or postsecondary non-degree granting setting. The details relevant to different types of institutions will be addressed in Assurances and in other Cognia Accreditation resources that will be available to members. (Early Learning and Extended Learning institutions continue to have dedicated standards.)

Important concepts

Every iteration of Cognia's Performance Standards builds on the prior version to support ongoing improvement. Many of the themes of the previous standards are reflected in the new standards. The 2022 standards include several significant concepts to guide institutions forward, including:

LEARNER-CENTERED: Cognia's new standards focus on the learner, describing the impact on the learning journey of processes and practices, which reflect the performance of the institution. Further, the standards emphasize student voice and agency.

DEMONSTRATION OF EQUITY: These standards emphasize the expectation of equity for every learner across all aspects of the institution. Equity is expressed in the institution culture and in a curriculum that values the diversity of individuals, families, cultures, and more.

LEARNER WELL-BEING: Learning depends on more than skilled instruction. Institutions must address multiple aspects of learners' circumstances and environment, so that every learner can grow.

Quality characteristics

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

CULTURE OF LEARNING: the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

LEADERSHIP FOR LEARNING: the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways

ENGAGEMENT OF LEARNING: the inclusion of all learners in the learning process, and their development of confidence and love of learning

GROWTH IN LEARNING: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as our model for identifying and discussing school and system quality. Additional information will be available to members to show how the standards align with these characteristics.

Framework for improvement

Our new standards and the key characteristics are the foundation for Cognia's approach to continuous improvement—not just to accreditation. These are the elements that should guide every educational institution to ensure high-quality teaching and learning and overall organizational effectiveness.

The new Cognia Performance Standards, which will be in effect on July 1, 2022, define the practices of a good education institution and provide the criteria for improvement efforts that will energetically and visibly grow learners, teachers, leaders, and organizations.

Key Characteristic 1: Culture of Learning

What it means

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents attendance at institution functions).

Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

STANDARD 1
Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

STANDARD 2
Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

STANDARD 3
Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

STANDARD 4
Learners benefit from a formal structure that fosters positive relationships with peers and adults.

STANDARD 5
Professional staff members embrace effective collegiality and collaboration in support of learners.

STANDARD 6
Professional staff members receive the support they need to strengthen their professional practice.

Key Characteristic 2: Leadership for Learning

What it means

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

STANDARD 7
Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

STANDARD 8
The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

STANDARD 9
Leaders cultivate effective individual and collective leadership among stakeholders.

STANDARD 10
Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

STANDARD 11
Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

STANDARD 12
Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

STANDARD 13
Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

STANDARD 14
Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

STANDARD 15
Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

Key Characteristic 3: Engagement of Learning

What it means

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

STANDARD 16
Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

STANDARD 17
Learners have equitable opportunities to realize their learning potential.

STANDARD 18
Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

STANDARD 19
Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

STANDARD 20
Learners engage in experiences that promote and develop their self-confidence and love of learning.

STANDARD 21
Instruction is characterized by high expectations and learner-centered practices.

STANDARD 22
Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

STANDARD 23
Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

Key Characteristic 4: Growth in Learning

What it means

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

STANDARD 24
Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

STANDARD 25
Leaders promote action research by professional staff members to improve their practice and advance learning.

STANDARD 26
Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

STANDARD 27
Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

STANDARD 28
With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

STANDARD 29
Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

STANDARD 30
Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

VI. University-Model® Certification Standards

The Academic, Spiritual Formation (including character development and family ministry), Student Activities, and Program Support (including governance) components comprise the major parts of the original University-Model®. They work interdependently in partnership with parents and professional educators, dedicated to building upon the Christian foundation laid by parents, to provide a dynamic college preparatory environment and opportunity for students to become life-equipped disciples of Christ. The University-Model® is an exemplary parent-educator discipleship model of education.

The Academic Program Standards:

Standard A.1 The school's vision is compatible with the guiding purposes of the University-Model®: to preserve and strengthen the God-ordained family relationship and to offer students the opportunity to achieve a high degree of academic excellence. The wording of the school's vision statement is also compatible with the original vision of the nation's first University-Model® school: To strengthen Christian families and values by helping parents prepare college-worthy, character witnesses of Christ for the next generation.

Standard A.2 Based on 16 to 18-week semesters, the school schedules elementary/grammar school students in the central classroom two (2) days a week (recommended) or three (3) days a week (permitted). Beginning at entry level to middle school/School of
Logic (sixth or seventh grades), the central classroom time moves toward a college-simulated schedule, with most secondary courses scheduled three hours a week on M/W/F or 90 minutes on T/Th. In this unique scheduling pattern, parents receive the "gift of time" in the satellite classroom, while remaining under the supervision of the professional educator. As a result, the University-Model® is considered a 5-day model of education with the same number of contact hours between the student and teacher as that of a traditional private or public school. A major contributing factor, in addition to the schedule, is the requirement that the professional educator directs the teaching of all instructional standards, with parents in the satellite classroom reinforcing these standards via extension, enrichment, independent practice, and tutorials.

Standard A.3 All academic classes are offered as single subject and single grade level classes in order to meet the academic needs of all students and to utilize all available instructional time.

Standard A.4 Course prerequisites are established to provide teachers with a clear starting point for each semester's instruction (primarily a semester system at the secondary level).

Standard A.5 The school requires semester-by-semester registration and new students are not enrolled after the school's established grace period following the beginning of each semester.

Standard A.6 Course registration is flexible, allowing elementary students to advance by individual course, rather than by complete grade level, and secondary students to advance one or two courses, rather than by complete grade level.

Standard A.7 Well-developed and clearly articulated curriculum documents are in place that ensure continuity of instruction between courses/grades and between the central institution and satellite program. Student assessment is a viable effective part of curriculum development and instructional performance of curriculum development and alignment, as well as instructional performance demonstrated via norm-referenced testing.

Standard A.8 The school utilizes instructional designs that effectively integrate the educational responsibilities of teachers with those of parents. Each course at each grade level has a defined and appropriate off-campus "satellite" role for parents that gradually decreases their one-on-one instruction/teaching/ monitoring of their students, while increasing the students' instructional responsibilities and independence. In this case, the parent becomes a "guide" to independent study. School officials must utilize the official parent roles of the University-Model®.

Standard A.9 The school employs effective methods of teacher-parent communication via assignment sheets, emails, letters, teacher-parent conferences, information meetings, and similar activities.

Standard A.10 Teachers organize instruction that includes parents as off-campus partners; they serve as positive character role models, demonstrate course mastery, communicate effectively, are passionate about students and teaching, stay current on effective
teaching strategies/pedagogy, including technology, and motivate/inspire students to learn.

Standard A.11 The school utilizes educational materials that are academically strong and parent-student friendly.

Standard A.12 Quality academic standards, including a strong student work ethic, are evident in the school's instructional program. These standards clearly demonstrate the rigor expected of a college-preparatory program of learning and transfer into the elevated level of work the student is expected to accomplish in the satellite classroom.

Standard A.13 For effective teaching in a University-Model® reduced-time central classroom, the school employs the following pupil- teacher ratios: Elementary 18:1 (16:1 recommended); Middle School 20:1 (18:1 recommended); and High School 24:1 if necessary to accommodate graduation requirements (20:1 recommended).

Standard A.14 School academic standards meet or exceed those of state government (public school standards.)

Standard A.15 Instructors and administrators in a University-Model® school are highly qualified as evidenced from state or agency certification, degrees in the subjects taught or supervised, and/or strong portfolios of experience and training.

Standard A.16 The school recruits, employs, and mentors qualified professional staff capable of fulfilling the roles and responsibilities required of them.

Standard A.17 Comprehensive academic policies govern the academic program.

Standard A.18 The school maintains a continuous program of instructional improvement, including a professional development program, based on the needs of students and teachers. A school needs assessment, improvement plan (or Five-Year Strategic Plan), and personnel evaluation system are vital to the success of the professional development program, and the school budget adequately supports the program.

The Character Development Program Standards:

Standard C.1 The school employs the use of an agreed-upon statement of the school's core values in the enrollment and employment processes of the school (e.g., statement of basic Christian doctrine). Parents and employees are required to indicate explicit agreement and personal commitment to the school's statement of core values. The school's core values and foundation beliefs support the school's vision (A.1).

Standard C.2 The school's admission policies confirm parents as accepting primary responsibility for student supervision in the satellite classroom, as well as accepting their role in partnering with professional educators in the discipline of their child (children).

Standard C.3 The school's character development, parent education, and family ministry materials, intended to encourage and equip parents, reinforce the agreed-upon core values and vision of the school.

Standard C.4 The school uses its character development, parent education, and family ministry materials structured and organized, including mandatory training, parent mentoring, and other requirements as needed.

Standard C.5 The school utilizes written policies of student behavior (e.g., Student Code of Conduct, Dress Code, etc.). Development training for staff and parents is provided to ensure the success of these systems.

Standard C.6 Board and administrative policies must address all requirements/standards of the school's character development and family ministry program.

The Student Activities Program Standards:

Standard S.1 The school's Student Activities Program, including athletics and all extracurricular activities, is distinctly Christian in its philosophy, purpose, and overall goals. Coaches, sponsors, instructors, teachers, staff, parents, and students are expected to exemplify Christian behavior.

Standard S.2 The school has implemented an integrated student activities instructional model that properly blends the role(s) of the instructor, coach, and/or sponsor with that of the parent in age-appropriate ways and in ways that are compatible with student interests and abilities (when appropriate, assignment sheets are issued to parents).

Standard S.3 Student participation in the University-Model® extracurricular activities is contingent upon satisfactory academic performance.

Standard S.4 In all student activities, coaches, sponsors, instructors, and parents emphasize the development of Christian character and a strong work ethic.

Standard S.5 Board and administrative policies that govern the Student Activities Program must precede the procedures outlined in the Parent, Student, and Staff Handbooks.

The Program Support/Governance Standards:

Standard P.1 The governance of the school (board and administration) works cooperatively to promote, strengthen, and support exemplary student performance, quality education programs, and financial stability.

Standard P.2 Board policies recognize and preserve the executive, administrative, and leadership prerogatives of the administrative head of school.

Standard P.3 The school provides all stakeholders the opportunity to make meaningful contributions to the decision-making process.

Standard P.4 The school maintains a personnel appraisal (evaluation) system that ensures professional growth of all personnel.

Standard P.5 The board approves an annual fiscal year budget that supports all operations of the school. Board members recognize their fiduciary responsibilities to the school.

Standard P.6 The school monitors all financial transactions/operations through a recognized, regularly audited accounting system.

Standard P.7 The school provides general counseling, college advising and guidance, as required by students.

Standard P.8 The school complies with all applicable local, state, and federal standards, rules, and regulations related to the use of property and facilities.

Standard P.9 The school implements and follows policies and procedures as related to attendance, admissions, health, safety, security/protection of students.

Standard P.10 The school implements a written security and crisis management plan that includes training for all stakeholders.

Standard P.11 The school is in compliance with the State Regulations of Private Schools for the state in which the school is located.
Document: State Regulation of Private Schools, U.S. Department of Education, Office of Innovation and Improvement, Office of Non-Public Education. See Repository of the UMSI member site.

Standard P.12 (For non–accredited schools) – The head of school is familiar with the Cognia (or agency of choice) accreditation standards and reviews/discusses them with the board and staff regularly.

Standard P.13 The school maintains sufficient insurance protection for board, staff,

Monomoy Regional School District
Approval of a Private School

Site Visit Date: 11/12/24 **By:** Scott Carpenter, Monomoy Regional Superintendent
Robin Millen, Monomoy Regional Assistant Superintendent for Curriculum, Instruction and Assessment
Melissa Maguire, Monomoy Regional Director of Student Services
Jessica Rogers, Monomoy Regional School Committee member

Dr. Waters provided a thorough and detailed response to the school district's Approval of Private Schools criteria in a 41-page (including the addendum) "2024-11-19 Monomoy District Standards Documentation.pdf" that was sent to the Superintendent and School Committee and is included in the Committee's November 21, 2024 School Committee packets. The following are notes from Monomoy's visiting team regarding these standards based on our visit to the Academy.

Name of School	Cape Cod Christian Academy
Address	Physical: 310 MA 137, Harwich, MA 02645 Mailing: PO Box 1471, Brewster, MA 02631
Contact and phone number	Tracy Waters 774-212-0679
Population To Be Served	Grades K-8 in four classrooms **Classroom makeup:** Grades K & 1 together 6 Kindergarteners 9 1st graders 11 students were present during the visit Grade 2 & 3 together 4 2nd graders 8 3rd graders All 12 students were present during the visit Grade 4 by itself 11 4th graders 10 students were present during the visit Grades 5 through 8 together 4 5th graders 4 6th graders 3 7th graders 1 8th grader – during the visit, it was mentioned that the 8th grade works independently unless they need assistance. All 12 Grades 5-8 students were present during

	the visit Total enrollment of 50 students 45 of the 50 students were present during the visit - a 90% attendance rate on November 12, 2024. By comparison, Monomoy Regional averaged 94.5% attendance at CES, 94.1% attendance at HES, and 94.8% attendance at our middle school in the 2023-2024 academic year. On November 12, 2024, Monomoy Regional has a K-7 attendance rate of 94%, negligibly higher than the Academy's that day.
Admissions criteria; documentation of school's enrollment	★ Concern: **Admission:** According to Dr. Waters, the Academy "Does not admit students who need special education services it cannot provide for". They do not serve students on IEPs and don't accept kids with disabilities. There are no EL students. **Non-Discrimination Policy:** Massachusetts law prohibits discrimination on the basis of a person's membership in a protected class, such as: age, genetic information, ancestry (they have national and ethnic origin), military status, race, color, sex, religion, national origin, housing status, sexual orientation, gender identity, or disability, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles. Protective hairstyles include but is not limited to, braids, locks, twists, bantu knots, hair coverings, and other formation Cape Cod Christian Academy's Nondiscrimination Policy posted on their website states that they admit "students of any race, color, religion, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national origin, nor ethnic origin in administration of its educational

	policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs." The Academy limits its non-discrimination categories to only ancestry (national and ethnic origin), race, color, and religion, excluding many of the other prohibited classes under Massachusetts law (such as disability, sexual orientation, gender identity, etc.).
2) Physical Plant/Safety A. The school shows evidence of current i) Certificate of Occupancy ii) Fire inspection iii) Safety inspection iv) Elevator inspection, if applicable v) Compliance with lead paint poisoning prevention (for children under 6 years old) vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility) vii) Copies of valid safety and health inspection certificates	Evidence of each of these is in Dr. Water's documentation. ☑ ☑ ☑ ☑ ☑ ☑ ☑
The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.	★ Concern: One of our visiting team arrived through the church and was let in without questions, able to roam around the entry until finding someone to direct them on how to get to the school downstairs. The classroom area is located along a small hallway with four classrooms and an office off of the hallway. The school space is very congested. The classrooms are small, given the number of students and adults in some rooms. The hallway is narrow and not accessible for an individual with mobility/ambulatory challenges. At the end of the hallway, there is an open area where the bathrooms are located, and doors to a common room/cafeteria. This space is not

	used as a true cafeteria because Cape Cod Christian Academy does not provide meals. The space is used at times by the Academy, but is also shared space. At the time of our visit, the room was filled with adults playing card games. None of the adults were CORI'd and were not monitored by the school. It appeared that the attendees for the church programming share common bathrooms with the school Academy.
The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:	**Curriculum:** The mathematics curriculum listed in the application follows the Common Core State Standards (CCSS) and the science curriculum follows the NGSS standards; both of which are closely aligned with the MA State Frameworks. History/Social Studies and ELA which follows the ABeka Scope and Sequence; there is no documentation of the alignment to the MA state framework presented. ELA is aligned to the Logic frameworks and a crosswalk to the CCSS was provided in the application.
i) mathematics ii) science and technology iii) history and social science iv) English v) foreign languages vi) the arts vii) physical education	☑ ☑ ☑ ☑ ☑ Spanish and have a monthly cultural event ☑ Arts on Tuesday. Music on Thursday ☑ No gym space by good use of outdoor spaces. 40 minutes of team building/sportsmanship/physical education after lunch each day. ★ Concern: Student instruction on remote days. **Parent training:** There are 2 days in the summer from 9 AM to 3 PM for parent training to enable parents to support students on their remote learning days. Dr. Waters described the training this past year as being focused on the handbook and Singapore math program support. There are refresher trainings for parents in the Fall and Spring.

Educational Materials Textbooks and individual instructional materials, including computers and other technology, are adequate.	☑ **Curricular Resources:** During the observation, the curricular resources outlined in the CCCA application were evident and were being employed in the lesson design. Workbooks were the primary resouce accessed by the students. Other resources such as IXL certificates, posters with writing stems, and curricular scaffolds mirrored what one would see in our public school classrooms. Evidence of student work and models displayed student learning and creativity throughout the learning environment. All students were working at desks within the classrooms with the teachers leading the instruction. Several classrooms also had volunteers or an additional teacher present. Technological devices (laptops) were present within the classrooms, but there was no evidence of us during our visit to the classrooms. One classroom had an interactive board. During our visit, we observed students engaged in the resources listed in the application and saw a variety of lessons focused on writing, math, social studies, and reading. The resources and instruction observed were similar to what one would observe in a public school classroom except for one read-aloud that had a Christian theme to the Thanksgiving story.
School Staff The instruction provided is "thorough and efficient" based on: i) teacher qualifications	★ Concern: One teacher does not have a bachelor's degree at the present time but is working towards it. All others do have at least a bachelor's degree.
ii) adequate student/teacher ratio	☑ Grades K-1, 2-3, and 5-8 were cross-grade level classroom settings with rations 2:15 in Grades K-1 and no more than 1:12 in Grades 2-8.

iii) regular evaluation of staff iv) the school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law	☑ Evidence in Dr. Water's documentation ☑ Evidence in Dr. Water's documentation
Administration The school has a clearly defined organization that facilitates its objectives.	☑ Evidence in Dr. Water's documentation
Records A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports). B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable. C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A. D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.	☑ Evidence in Dr. Water's documentation ☑ Evidence in Dr. Water's documentation ☑ Evidence in Dr. Water's documentation ☑ Evidence in Dr. Water's documentation
Student Services The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy)	★ Concern: There are no pupil services. There is no nurse on staff. Staff are trained in first aid and epi-pen administration. There are no students who require medications.
Financial Support	

A. The school provides evidence of financial solvency and resources to sustain the educational program. B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax-exempt status.	☑ Evidence in Dr. Water's documentation ☑ Evidence in Dr. Water's documentation
Student Learning Time The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.	★ Concern: **School schedule:** According to MGL 603 CMR 27.04: Structured Learning Time Requirements (1) No later than the 1997 – 1998 school year, schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. (Structured learning time is defined as: Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the "core subjects" and "other subjects." In addition to classroom time where both teachers and students are present…) (2) No later than the 1997 – 1998 school year, all schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. According to MGL 600, 27.08 remote or hybrid learning is only allowed during a state of emergency declared by the governor. We observed CCCA on Tuesday, and students were present and engaged in their learning at the site. Dr. Waters explained that all students attend school on Tuesday, Wednesday, and Thursday. On Monday and Friday, students were scheduled for learning off-campus. According to documentation provided by CCCA, Monday and Friday learning was completed primarily at home. Dr. Waters provided observers access to a digital program, "My Planbook" This plan

	listed classroom and remote learning lessons designed by the teachers. Links to resources, texts, videos, and supports were also included in the “Planbook.” During on-site days, Dr. Waters explained that these teacher-planned lessons were delivered by the classroom teacher; on remote days, the lessons/activities were monitored primarily by caregivers. Dr. Waters also noted that work completed outside of the on-site days was assessed by the teachers for completion. From the “Planbook” example provided, the classroom expectations listed for Monday and Friday primarily consisted of follow-up activities from previous learning while a student was on site. Post-pandemic, DESE does not accept remote/virtual days toward time on learning except for specified situations involving hospitalizations/IEP determinations. Tuesdays through Thursdays - students are in classrooms at Cape Cod Christian Academy from 7:50 AM to 2:50 PM (7 hours, including time for lunch); this reflects a typical school day in a public school.
Student Performance Assessment The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.	☑ Students at CCCA are also assessed in Reading using DIBELs and Mathematics using Acadience. Both MRSD elementary schools also employ both of these assessments. CCCA also assesses at the end of the school year. CCCA uses the CAT (CA assessment) which measures language, mathematics, and reading and provides a grade-level equivalency score. MRSD employs the MCAS assessment that measures academic achievement to determine grade-level mastery of standards as a summative assessment each year.

Monomoy Sabbatical Leave Request Form

Name	Erin Hofmann		
School	Monomoy Regional High School		
Current Position	English Teacher		
Sabbatical Start Date	First day of school for teachers for 2025-2026 school year	**Sabbatical End Date**	Last day of school for teachers for the 2025-2026 school year

Outline the Plan for the Sabbatical, including activities, locations and dates of the activities.

To pursue a Reading Specialist license through an accredited college. I have communicated with both Salem State University and Bridgewater State. I am attaching an overview of each program. I am not certain of exact dates yet as I can not enroll until I know if the sabbatical request is granted. I do know that I would be participating in summer, fall and winter semesters. I will submit all paper work for the program with outlined dates and times after enrollment.

What will the direct, identifiable, benefits be of this Sabbatical for the Monomoy Regional School District?

To have an in-district Reading Specialist licensed for K-12 to support the development of reading, writing, speaking, and listening skills in students. To help students learn to read fluently and comprehend what they read focusing on phonetics, spelling, grammar and vocabulary.

Beyond the staff member's pay, how will the sabbatical activities be funded? (List any scholarships, grants, or fellowships)

Please attach any supporting information:

- ☐ **Cover letter, if desired**
- ☐ **Documentation from the college about the academic program, if appropriate**
- ☐ **Letters of Recommendation from individuals familiar with the applicant and/or the sabbatical activities**

I wish to make a public request for this Sabbatical before the School Committee at an upcoming meeting. (This is optional and will require public deliberation of the request by the School Committee. If requested, the applicant's request will be put on a School Committee agenda, per contract, within 45 days of receipt of the sabbatical request.)

- ☒ **Yes**
- ☐ **No**

I understand that if granted a yearlong Sabbatical, I must provide to the Superintendent a mid-year report of progress on the outlined sabbatical plan on or before January 31.

Name:  Date: 10/21/24

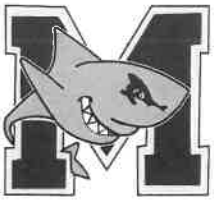
For Office Use Only

Date Received *Contractually should be by Oct. 15 unless the timeline was waived*			
Received By			
Years of Service *circle the appropriate leave*		Half Pay up to 1 Year *after 7 years of service*	Full Pay up to 1 Year *After 14 years of service*
Decision	Approved		Denied
Date Approved or Denied *Contractually should be within 90 days of receipt of the request*			
Superintendent Signature			
Date Signed			

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
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Annmarie Rita
Assistant Principal
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Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

March 26, 2024

Dear Selection Committee,

I am writing to formally apply for a one-year paid sabbatical leave to pursue a Master's in Reading and acquire a Reading Specialist license. After dedicating 25 years to teaching English at Harwich/Monomoy School District, I am eager to enhance my skills and knowledge in literacy education, which I believe will significantly benefit our students and the district as a whole.

Throughout my tenure as a high school English teacher, I have had the privilege of teaching students across all grade levels, from remedial to advanced. This experience has provided me with a deep understanding of the challenges students face in developing strong reading skills and the critical importance of literacy proficiency in academic success and lifelong learning. Recently, due to circumstances outside of the control of the education community, I have witnessed firsthand our students' loss of learning and lagging skills. I recognize the need for strong intervention, to cultivate and foster the growing needs of our students. In the ever-changing landscape of AI, and the uncertainty of the future, one skill that will remain fundamental and imperative is the ability to read.

By obtaining a Master's degree in Reading and a Reading Specialist license, I aim to further specialize my expertise in literacy instruction, allowing me to better address the diverse needs of our students. This specialized training will provide me with the latest research-based strategies, interventions, and assessment tools necessary to support students at all levels of reading proficiency, from kindergarten through twelfth grade. Additionally, I am committed to fostering a culture of literacy within our schools and community, promoting a lifelong love of reading, and empowering students to become confident, proficient readers.

I plan on enrolling in a program from an accredited school such as Bridgewater State University or Salem State University. I am attaching a program of study from each university. I would be attending full-time to attain my license in as close to one year as possible. I would like to enroll for the 2025-2026 school year.

I firmly believe that investing in my professional development as a Reading Specialist will have a positive and lasting impact on student achievement and overall educational outcomes in our district. I am fully committed to returning from my sabbatical reinvigorated and equipped with the knowledge and skills necessary to make meaningful contributions to our students' academic success.

Sincerely,

Erin Hofmann

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



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Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

To Whom It May Concern, 4/1/2024

I am writing this letter to express my unequivocal support for Erin Hofmann's request for a sabbatical leave to pursue a certification as a Reading Specialist. I have had the privilege of collaborating with Erin at the Harwich/Monomoy district for twenty-one years. During this time, she has consistently distinguished herself as an exemplary educator with a profound impact on her students.

Erin's dedication is matched only by her remarkable student-centered approach. Throughout her career, she has upheld rigorous learning standards for her students, even during periods of significant upheaval, such as the district's regionalization, the global pandemic, and the recent return to normalcy which has presented challenges with student mental health. Notably, she cultivates a deep-seated passion for reading in her students, transforming it into something engrossing and effectively drawing them into the world of literature.

Erin's exceptional teaching skills reach far beyond a love for reading. She possesses the remarkable ability to forge connections with students from diverse backgrounds. Her non-judgmental demeanor fosters a supportive and secure learning environment where all students feel comfortable taking intellectual risks and striving to reach their full potential. Additionally, Erin embodies the spirit of a true team player, readily sharing her knowledge and experiences with her colleagues. Her infectious sense of humor adds a positive and collaborative energy to any interaction.

Erin's passion for reading, her inherent personality traits, and her extensive classroom experience make her the most qualified candidate I can envision for a Reading Specialist role. Her pursuit of this certification further exemplifies her unwavering commitment to student success.

I fully endorse Erin Hofmann's request for a sabbatical. Her dedication to professional development, combined with her proven ability to connect with a variety of learners and cultivate a thriving learning environment, makes her an ideal candidate for this specialized role. Upon her return to the district as a Reading Specialist, she will undoubtedly have a significant positive impact on countless students. Please do not hesitate to contact me if you require any additional information.

Sincerely,

Jonathan M. Bennett, M.S.

School Counselor

jbennett@monomoy.edu

4/2/2024

To Whom It May Concern,

I am writing this letter on behalf of Erin Hofmann, a dedicated and passionate educator who has been an invaluable member of our district. I wholeheartedly support Erin in the opportunity to take a sabbatical and pursue a career as a reading teacher/specialist.

During the time that I have worked with Erin (approximately 7 years), she has consistently demonstrated exceptional teaching skills, an unwavering commitment to student success, and a genuine love for education. Here are some key points that highlight her qualifications:

1. **Teaching Expertise**: Erin possesses a deep understanding of curriculum and instructional strategies. She consistently designs engaging lesson plans that cater to diverse learning styles, ensuring that every student feels motivated and supported.
2. **Classroom Management**: Her ability to maintain a well-organized and positive classroom environment is commendable. Erin fosters a sense of community among students, encouraging active participation and respectful behavior.
3. **Interpersonal Skills**: Erin is an excellent communicator who collaborates effectively with colleagues, parents, and students alike. She actively listens, empathizes, and builds strong relationships within the school community.
4. **Professional Growth**: Erin actively seeks opportunities for professional growth. Her commitment to lifelong learning is admirable, and she is well prepared to transition into a reading teacher role.

Taking a sabbatical to become a reading teacher aligns perfectly with Erin's aspirations. She has the enthusiasm, dedication, and knowledge needed to make a significant impact in this field that Monomoy Regional High School so desperately needs. I am confident that she will excel as a reading teacher and positively influence students' lives.

I wholeheartedly support Erin's decision to take this sabbatical and encourage you to consider her for this opportunity. Please feel free to reach out if you need further information or have any questions.

Thank you for considering Erin for this exciting journey. She has my highest recommendation, and I am confident that she will thrive as a reading teacher.

Sincerely,

Jacqueline Corrigan
Monomoy Regional High School
Special Education Team Chair

Monomoy Regional High School
75 Oak Street, Harwich, MA 02645

March 21, 2024

Dear Sir or Madam,

From my first year in our district 22 years ago to our current school year, Erin Hofmann has been a consistent and dedicated educator that I have always looked up to. As the Monomoy History Department Chair, and Social Studies Teacher of 24 years, I have witnessed Erin's focus and efforts in creating a shift in education that enables all students no matter their skill level to reach their fullest potential. She is an effective communicator that has the ability to listen to both staff and students alike and excels at being a team player. Erin is a unique educator in that she displays her dedication to being a leader through acting as both an Instructional Leader and English Teacher, but also retains the ability to collaborate effectively with students and peers.

As an education professional, Erin can best be described as tirelessly motivated. It is the norm to see Erin work late into the evening and on weekends to continue her dedication to student growth in writing and reading. Erin displays an energy throughout the day that encourages both staff and students to strive to achieve their fullest potential. She creates this attitude seemingly every chance she gets, while teaching, during meetings, in the halls, and at school assemblies. After working with dozens of teachers throughout my career, I have seen the difference between quality and truly inspired educational leadership. Erin has the exceptional ability to share her clear vision of education in a direct fashion, and then inspires students to take ownership of that vision and achieve substantial personal growth.

Reflecting back on the past twenty-four years of teaching, I cannot think of another fellow educator who has taught me more about positively impacting students' lives. I am reminded specifically of a conversation that I had with a student who described why he enjoyed being taught by Erin so much. The student noted how in the classroom, most teachers have days where they are just going through the motions or are not truly engaged with the students, but Erin was seen as the rare exception to this rule. The student explained how on a daily basis Erin

was always ready to energetically teach them, and to motivate them to be their best. It is with this recognition as well as Erin's breadth of excellence in education, specifically in reading and writing, that I am pleased to give Erin Hofmann my highest recommendation.

Sincerely,

John J Anderson
Social Studies Department Head and Varsity Golf Coach
Monomoy Regional High School

[ARCHIVED CATALOG] See drop-down menu above to access other catalogs.

Reading, MEd

Department: Elementary and Early Childhood Education

The graduate reading program offers the degree of Master of Education with a specialty in reading and institutional endorsement for Massachusetts licensure as Reading Specialist (all levels). Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the advisory group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), Reading/Literacy Specialist. Candidates must complete all of the following course requirements and program requirements.

Learning Outcomes: Literacy Worldwide Standards and CAEP Standards

Admission Requirements

- A minimum undergraduate GPA of 3.0
- Possession of a Massachusetts Department of Elementary and Secondary Education active teacher licensure (Initial or Professional)
  - Or qualifying scores on all Massachusetts Tests for Educator Licensure® (MTELs) needed for initial licensure
- A rating of highly recommended on one of the three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant's aptitude for advanced scholarship)
- Official transcripts of all undergraduate and graduate course work
- Personal statement

Early Admission Program

The Early Admission Program is for seniors at Bridgewater State University majoring in Elementary Education or Early Childhood Education, Literacy Teacher Professionals Concentration, BSE, who wish to take one graduate course in Reading for undergraduate credit, and thereby accelerate the completion of their MEd in Reading, Reading Specialist. The application fee for students seeking early admissions to the relevant graduate program will be waived.

If accepted, students will be granted special status to enroll in one graduate course in Reading for undergraduate credit. The graduate course that will be taken for undergraduate credit will be READ 550 - Improving Literacy Instruction (3 credits). Tuition for this course will be at the undergraduate course rate.

Admission requirements include:

- be a Bridgewater State University senior, enrolled in the Elementary Education or Early Childhood Education, Literacy Teacher Professionals Concentration, BSE;
- be enrolled in Education Cluster III of their Elementary Education or Early Childhood Education major; and
- file an application for admission to the College of Graduate Studies, MEd in Reading, Reading Specialist, to begin graduate course work during the practicum semester of the BSE program; and
- have a 3.0 GPA.

Undergraduate students' financial aid package will apply to the graduate course taken for undergraduate credit. The graduate course taken as an undergraduate will be counted as part of the requirements for the Elementary Education or Early Childhood Education, Literacy Teacher Professionals Concentration, BSE. Once the student completes their BSE, the graduate course that they have completed will be applied to their MEd requirements if they receive a minimum grade of "B".

Program of Study

Required courses (30 credits)

- READ 550 - Improving Literacy Instruction
- READ 551 - Case Studies in Literacy Acquisition and Development
- READ 552 - Literacy Assessment Principles and Techniques
- READ 553 - Issues in Literacy Education for Social Justice
- READ 554 - Research in Literacy Teaching and Learning
- READ 555 - Supervision and Administration of Literacy Programs
- READ 556 - Literacy Curriculum Development and Implementation
- READ 558 - Practicum Experience I for the Reading Specialist
- READ 559 - Practicum Experience II for the Reading Specialist
- READ 560 - Literacy Research Seminar

Exit requirement

In addition to the course requirements above, candidates must demonstrate the following competencies:

- Successful completion of the Literacy Professional's Library
- An oral presentation or exhibit pertaining to a topic in literacy
- A passing score on the written comprehensive examination (Please see the catalog section, Graduate Academic Policies and Procedures, for additional information.)
- Successful completion of two 200-hour practica
  a) To be accepted for practicum experiences (READ 558 and READ 559), licensure as a reading specialist with the Massachusetts State Department of Elementary and Secondary Education or
  b) A qualifying score on the MTEL® Reading Specialist (08)
- Successful completion of a Literacy Professional's Portfolio
- Support for the work of professional literacy organizations

Total minimum credits: 30*

Salem State University **2024-2025 School of Graduate Studies Catalog**

Reading, Initial License

This program is designed for experienced educators who hold a master's degree, an initial teaching license, and want to serve as a teacher of reading. Coursework and field-based assignments are designed to help participants deepen their understanding of reading and writing development and processes, enhance classroom reading instruction, assess reading difficulties, support literacy coaching and leadership skills.

All candidates for the non-degree, licensure-only program must complete 21-30 credits meeting the regulations for initial licensure as a Specialist Teacher of Reading. Students must complete the 75 pre-practicum hours required in EDU 814, EDU 745A, and EDU 741C and the 150 practicum hours in EDU 845 and EDU 840P and EDU 840S

Admission Requirements

Additional admission requirements

Complete, official transcripts documenting the award of a bachelor's degree (any field) and master's degree in education or related field.

One letter of recommendation is required for admission into the program. If the applicant wishes to have a 2nd voice in support of their application, they may submit a 2nd letter.

Initial or professional Massachusetts teaching license in a classroom field.

Evidence of a passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL).

EDU 739 Literacy Instructional Methods in Early Childhood and Elementary Classrooms or an equivalent course.

Master's Degree in education or related field.

Program Requirements

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE UNIVERSITY point average overall.

Course Requirements

- EDU 727 - Literacy Learning: History, Theory & Research
- EDS 739 - Multi-Tiered Intervention for Students with Literacy Difficulties
- EDU 814 - Disciplinary Literacy in the Content Areas
- EDU 999C - Teaching Students to Write (Pre K-12)
- EDU 742A - Literacy Development and Processes
- EDU 817C - Literacy Assessment and Intervention Strategies
- EDU 745A - Supporting Language and Literacy Learning for Multilinguals
- EDU 845 - Literacy Leadership, Collaboration and Coaching
- EDU 840P - Practicum for the Reading Specialist
- EDU 840S - Practicum Seminar for the Reading Specialist License

- EDU 767 - Literature for Children or
- ENG 748 - Literature For Young Adults

*Students who enter the program with specific course competencies taken prior to admission may be eligible for a reduction in the overall number of degree credits in the program.

Total Credits: 12*-33

Additional Information and Notes

* The Massachusetts Department of Elementary and Secondary Education requires teachers seeking the Initial Specialist Teacher of Reading License to have at least an Initial Teaching License and at least one year of experience under that license. Students must supply verification of at least one year of teaching experience in the role and grade level of their initial license upon application to the practicum (EDU840P). Passing score on the MTEL Specialist Teacher of Reading license is required for endorsement.

Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure.

2. A leave of absence without pay for up to two (2) years may be granted to any teacher with professional teacher status who joins the Peace Corps, Vista, serves as a foreign or domestic exchange teacher. A leave of absence of one year may be granted to a teachers who enrolls as a full-time student in an accredited college or university in a program which is related to their teaching. Upon return from such leave, the teacher will be considered as if they were actively employed by the Committee during the leave, and they had not been absent, subject to the recommendation of the Superintendent and approval of the School Committee. Such recommendation and approval shall not be subject to grievance and arbitration.

3. Military leave will be granted in accordance with applicable Federal or State law.

4. Extended Leaves of Absence - The Superintendent may grant a leave of absence without pay or increment to any teacher upon written request stating the reason for such absence. It is understood that such requests will be presented to the Superintendent as soon as possible, if the leave is to become effective at the start of the school year.

5. Unused accumulated sick leave will be restored to a teacher upon his return.

6. All requests for extensions or renewals of leaves will be applied for and granted in writing.

7. **Association Leave**

   Subject to the advance approval by the Superintendent, up to fifteen (15) school days each year in the aggregate may be requested by officers or designees of the Association for purposes of attending regional or state Association conferences, activities etc. Adequate advance notice and an explanation of the request will be given to the Superintendent.

Article 12 - Sabbatical Leave

A. Purpose: The purpose of Sabbatical Leave Policy is:

   1. Recognition of professional excellence as a teacher, supervisor, director, or administrator.

   2. Encouragement of professional growth.

   3. Improvement of the Monomoy Regional Public School District.

B. Upon recommendation of the Superintendent and at the discretion of the Committee, sabbatical leave for approved study and research, including travel and/or other professional activities considered to be in the interest of the school system, if applied for, may be granted by the Committee as follows:

(1) After seven (7) years' service in the Monomoy Schools, a teacher may apply for the sabbatical leave with one-half (1/2) pay for a maximum of one (1) school year.

(2) After fourteen (14) years' service in the Monomoy schools, a teacher may apply for sabbatical leave with full pay for a maximum of one (1) school year.

C. The granting of sabbatical leave shall be dependent on the teacher signing a contract to serve the school system for a period of two (2) years upon return from sabbatical leave. Upon return from such leave, the teacher will be considered as if they were actively employed by the Committee during the leave and they will be placed on the salary schedule at the level they would have achieved if they had not been absent. In default of completing such service, the employee will refund to the Committee an amount equal to such proportion of salary received by them while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered. The employee may be released from such payment if their failure to serve the time as stipulated be due to their illness, disability, or death, or if they be discharged from their position by the Committee.

D. Written request for sabbatical leave shall be submitted to the Committee for approval on forms provided by October 15th. Applications may not be made more than two (2) years in advance. An application may be made for only one (1) year and must be renewed in order to apply to another year.

E. Each applicant for sabbatical leave will have an opportunity to present their case (request) before the Committee within forty-five (45) days after receipt of their written application. The Committee will make its decision, reserving the right to reject any leave request, within ninety (90) days after receipt of the application,

F. In considering sabbatical leave, the Committee expects the candidate to show direct, identifiable benefit to the school district, to submit a definite schedule of activities - where and when - for the year. They are also asked to present evidence of the sabbatical plan, and to commit themselves to furnishing a mid-year report of their progress as the Committee may require. If possible, on returning to Monomoy District, a teacher shall be assigned to the position that was held prior to Sabbatical Leave, or to a substantially equivalent position.

G. Where multiple applications are received the Committee's decision will be based on which sabbatical leave program will most benefit the school system, irrespective of whether the request is based on one-half (1/2) pay or full pay.

H. In the event of the receipt of more than one application, the following factors will be taken into account in assigning Sabbatical Leave. These factors are not listed in order of importance.

1. Educational value of the proposed project to the Monomoy Regional School District.

2. Length of service in the Monomoy Regional Public School District.

3. Representation of areas of teaching in the system (i.e., elementary school, middle school, high school).

4. Priority of application (date).

5. Awarding of scholarships, fellowships, or grants.

6. Participation in an approved program of advanced study.

7. Available financial resources.

I. Letters of recommendation from individuals familiar with the applicant and/or the program of study/project to be completed during the proposed sabbatical.

J. Decisions made by the Committee and/or by the Superintendent regarding the approval or disapproval of sabbaticals will not be subject to the grievance or arbitration procedure.

Article 13 – General

A. Teachers will immediately report all cases of assault suffered by them in connection with their employment to the Superintendent in writing.

B. This report will be forwarded to the Principal/Immediate Supervisor. The District will comply with any reasonable request from the teacher for any non-privileged information in its possession relating to the incident or the persons involved.

C. If civil proceedings are brought against a teacher alleging that they committed an assault in connection with his employment, the Committee may furnish legal counsel to defend them in such proceeding if they request such assistance consistent with M.G.L. ch.258.

D. If any provisions or clause of the Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect the other provisions or applications of the Agreement which can be given effect without the invalid provision or application.

E. Neither the Association nor any teacher or teachers, either individually or collectively, shall engage in, induce or encourage any strike, work stoppage, slowdown, or withholding of services of any teacher or teachers, either collectively or individually.

File: BHE

Monomoy regional School District
USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, internet web forums, and internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance the district shall provide district e-mail addresses, which are archived.

SOURCE: MASC - Updated 2023

LEGAL REFS.: M.G.L.4:7; 30A:18-25; 66:10

CROSS REF: EHB – DATA/RECORDS RETENTION

Adopted
Revised

File: IJND

Monomoy Regional School District
ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner. The School Committee intends to support such use with appropriate budgetary allocations, providing for timely updates to technology as necessary

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources.

SOURCE: MASC 2023

LEGAL REFS: 47 USC § 254

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

Adopted
Revised

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

November 7, 2024

Animal Victory
1319 Military Cutoff Road
Suite CC, Unit 101
Wilmington, NC 28405

Dear Animal Lovers,

Enclosed please find a check in the amount of $200 (Two Hundred Dollars) from the Animal Welfare Club of Monomoy Regional High School to help you take care of animals suffering from the effects of Hurricane Helene.

The money was raised during our Hurricane Relief Fund for Animals and Rescuers in the month of October. Many students, faculty, and staff gave generously.

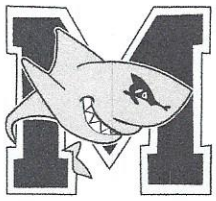
Thank you for all the great work you do,

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

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL
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Karen Guillemette
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kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

November 6, 2024

Cape Cod Healthcare Foundation
32 Main Street, PO Box 370
Hyannis, MA 02601

Dear Cape Cod Healthcare,

Enclosed please find a check in the amount of $279 (Two Hundred Seventy Nine Dollars) from the Spirit Club of Monomoy Regional High School to be donated towards any needs for breast cancer patients or survivors that are getting treatment through Cape Cod Healthcare.

The money was raised during a staff vs students kickball game for Breast Cancer Awareness Month.

Thank you so much for all you do,

Sarah Widegren, Co-Advisor
Tammy Dennehy, Co-Advisor
Spirit Club
MRHS
75 Oak Street
Harwich, MA 02645

Tambolleo, Leah <ltambolleo@monomoy.edu>

Re: Closing Class of 2024 Account

1 message

Tambolleo, Leah <ltambolleo@monomoy.edu> Thu, Nov 7, 2024 at 3:37 PM
To: "Francesconi, Kathryn" <kfrancesconi@monomoy.edu>

Leah Tambolleo
Administrative Assistant to the Superintendent
Monomoy Regional School District
508.945.5130 (P)
508.945.5133 (F)

Please note that the Secretary of State has determined that email from public agencies is a public record. Please consider this correspondence privileged and confidential. If you have received this in error, please delete it or contact the public school district.

Monomoy Regional School District does not discriminate based on race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, or any other class protected by federal, state or local law.

On Thu, Nov 7, 2024 at 3:08 PM Francesconi, Kathryn <kfrancesconi@monomoy.edu> wrote:

> Hello Michael, Leah, and Eileen,
>
> I have attached the letter requesting the remaining funds ($6,516.51) in the Class of 2024 student activities account to be transferred to the Lighthouse Fund. Please let me know if you have any questions or if anyone else should be brought into the loop on this
>
> Thank you!
>
> Best Regards,
> Katie
>
> *Katie Francesconi*
> Administrative Assistant to Principal, Jennifer Police
> Monomoy Regional High School
> 75 Oak Street - Harwich, MA 02645