



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, December 12, 2024 at 6:15 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 Report

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

E. Reports and Discussions

- i. AP Government Class trip to Washington, DC - Student Report
- ii. Relations with Non-Public Schools - Cape Cod Christian Academy **Potential Vote**
- iii. FY26 Draft Budget Presentation
- iv. FY26 Preschool Configuration Recommendation
- v. Middle School Roof Project - Authorization for Schematic Design Funds **Vote Required**
- vi. Monomoy Regional Middle School Renovation Building Committee **Potential Vote**
- vii. First Reading of Policy Files: EFD School Nutrition Program Charge; EHAA District Security Relating to Technology; EHB Data and Records Retention; GBEE Personnel Use of Technology
- viii. Discussion of prior meeting's Executive Session **Potential Vote**
- ix. Approval of Donation from MRHS Animal Welfare Club to the Emerald Hollow Therapeutic Riding Center

F. Subcommittee, Representative, Liaison Reports

- i. Finance Subcommittee

G. Superintendent's Report

- i. Recognition of Donations, Grants, and other Acknowledgments

H. Action Items - Vote Required

- i. Monomoy Middle Roof Project - Authorization for Schematic Design Funds **Vote Required**
- ii. Monomoy Regional Middle School Renovation Building Committee **Potential Vote**
- iii. Prior meeting's Executive Session **Potential Vote**
- iv. Approval of Donation from MRHS Animal Welfare Club to the Emerald Hollow Therapeutic Riding Center
- v. MRHS Student Trip to Italy - February 2026
- vi. Relations with Non-Public Schools - Cape Cod Christian Academy
- vii. Second Reading of Policy Files: BHE- Use of Electronic Messaging by School Committee Members; IJND - Access to Digital Resources

I. Presentation of the Warrants

J. Adjournment

Authorized Posting Officer

Leah Tambolleo

December 10, 2024



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
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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 (<i>The Ninth Edition of the Massachusetts State Building Code</i>) and Chapter 304 of the Acts of 2004 (<i>an Act to further enhance fire and life safety</i>), this certificate of inspection is issued to the premise or structure or part thereof as herein identified. https://www.msn.com/en-us/feed					
Issued to	Identify Name and address of Establishment			Certificate No.	
	St. Peter's Lutheran Church 310 Route 137			135	
Location/ Use Group/Occupant Load	Use Group and Occupant Load			Certificate Expiration	
	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.					
Signature of Building Official	2022	2023	2024	2025	2026
Signature of Fire Official					
Date Certificate Issued		5/18/2023	5/11/2024		
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.

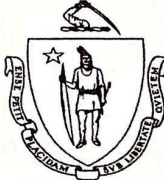
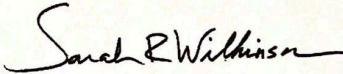
Inspection Date
May 20, 2024

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

Fire Alarm Testing Report

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

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	Capacity (lbs): 2100 Speed (fpm): 45 State ID#: 126-P-35 Inspection #: INS-692279
Issued On: July 8, 2024	
Expires: July 31, 2025	 _____ 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	

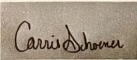
iv. Compliance with lead paint poisoning prevention (for children under 6 years old)

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
Number: FS-24-9	Food Establishment License	
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 Pflieger, 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

FOOD ESTABLISHMENT INSPECTION REPORT R-10

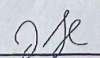
St. Peter's Lutheran Church
310 Route 137
East Harwich, Massachusetts 02645

<u>Inspection Number</u>	<u>Date</u>	<u>Time In/Out</u>	<u>Inspection Type</u>	<u>Client Type</u>	<u>Inspector</u>
EFF97	4/30/24	9:33 AM 10:06 AM	Routine	Residential	J. Singleton
<u>Permit Number</u>	<u>Risk</u>	<u>Variance</u>	<u>Priority</u>	<u>Pf</u>	<u>Core Repeat</u>
	1				

Violation Summary:

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					Protection from Contamination (Cont'd)				
1. PIC present, demonstrates knowledge, and performs duties					15. Food separated and protected				
2. Certified Food Protection Manager					16. Food-contact surfaces; cleaned & sanitized				
Employee Health					17. Proper disposition of returned, previously served, reconditioned & unsafe foods				
3. Management, food employee and conditional employee knowledge, responsibilities and reporting					Time/Temperature Control for Safety				
4. Proper use of restriction and exclusion					18. Proper cooking time & temperatures				
5. Procedures for responding to vomiting and diarrheal events					19. Proper reheating procedures for hot holding				
Good Hygienic Practices					20. Proper cooling time and temperature				
6. Proper eating, tasting, drinking, or tobacco use					21. Proper hot holding temperatures				
7. No discharge from eyes, nose, and mouth					22. Proper cold holding temperatures				
Preventing Contamination by Hands					23. Proper date marking and disposition				
8. Hands clean & properly washed					24. Time as a Public Health Control; procedures & records				
9. No bare hand contact with RTE food or a pre-approved alternative procedure properly allowed					Consumer Advisory				
10. Adequate handwashing sinks supplied and accessible					25. Consumer advisory provided for raw/undercooked food				
Approved Source					Highly Susceptible Populations				
11. Food obtained from approved source					26. Pasteurized foods used; prohibited foods not offered				
12. Food received at proper temperature					Food/Color Additives and Toxic Substances				
13. Food in good condition, safe & unadulterated					27. Food additives: approved & properly used				
14. Required records available: shellstock tags, parasite destruction					28. Toxic substances properly identified, stored & used				
Repeat Violations Highlighted in Yellow					Conformance with Approved Procedures				
					29. Compliance with variance/specialized process/HACCP				
Good Retail Practices									
Safe Food and Water					Proper Use of Utensils				
30. Pasteurized eggs used where required					43. In-use utensils: properly stored				
31. Water & ice from approved source					44. Utensils, equip. & linens: properly stored, dried & handled				
32. Variance obtained for specialized processing methods					45. Single-use/single-service articles: properly stored & used				
Food Temperature Control					46. Gloves used properly				
33. Proper cooling methods used; adequate equip. for temp. control					Utensils, Equipment and Vending				
34. Plant food properly cooked for hot holding					47. All contact surfaces cleanable, properly designed, constructed, & used				
35. Approved thawing methods used					48. Warewashing facilities: installed, maintained & used; test strips				
36. Thermometers provided & accurate					49. Non-food contact surfaces clean				
Food Identification					Physical Facilities				
37. Food properly labeled; original container					50. Hot & cold water available; adequate pressure				
Prevention of Food Contamination					51. Plumbing installed; proper backflow devices				
38. Insects, rodents & animals not present					52. Sewage & waste water properly disposed				
39. Contamination prevented in prep, storage & display					53. Toilet facilities: properly constructed, supplied, & cleaned				
40. Personal cleanliness					54. Garbage & refuse properly disposed; facilities maintained				
41. Wiping cloths; properly used & stored					55. Physical facilities installed, maintained & clean				
42. Washing fruits & vegetables					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.





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.



William Francis Galvin
Secretary of the
Commonwealth

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

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 Joshi
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 Certificate of Exemption

Form ST-2

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 (c) 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.



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.

 COMPARISON		
UNIVERSITY-MODEL®	VS	HOMESCHOOLING
On main campus & satellite campus	⊙	Usually at home
School chooses curriculum	⊙	Parent chooses curriculum
Professional teacher plans lessons	⊙	Parent plans lessons
Meets or exceeds state standards	⊙	Rigor is up to parents
Peer interaction and collaboration	⊙	1:1 time with parent
Parent-Teacher Partnership	⊙	Parent is the teacher

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.



California Achievement Test Premium Scoring

Student Information

Student Name: [REDACTED]
Grade Level: 6

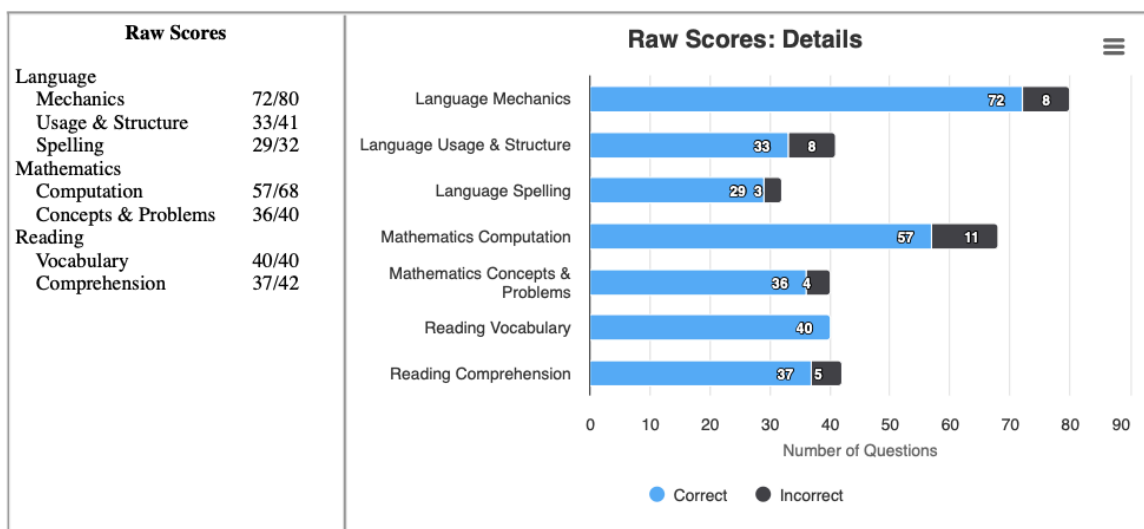
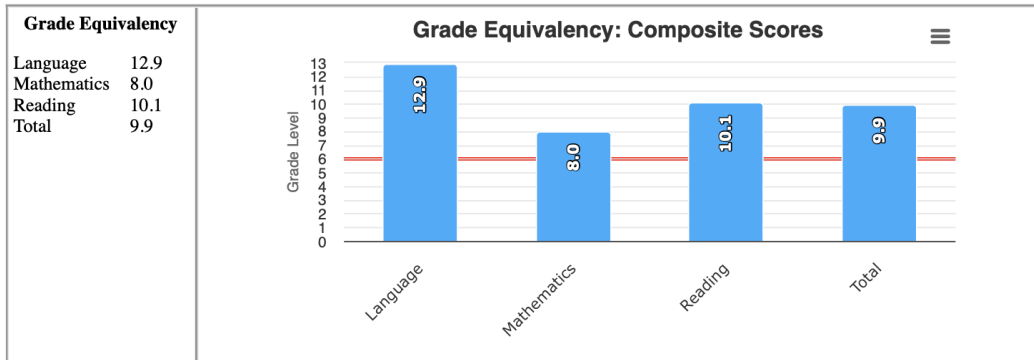
Test Information

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.

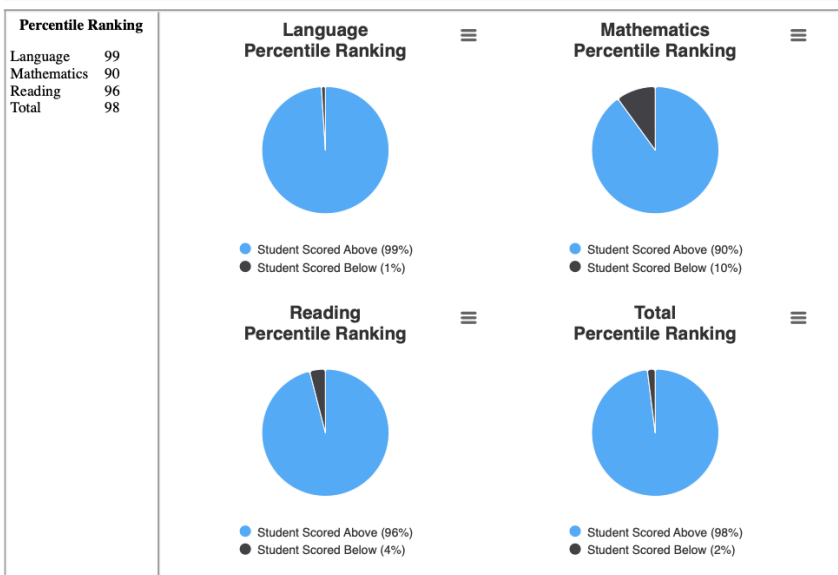


Percentile Scores

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.



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

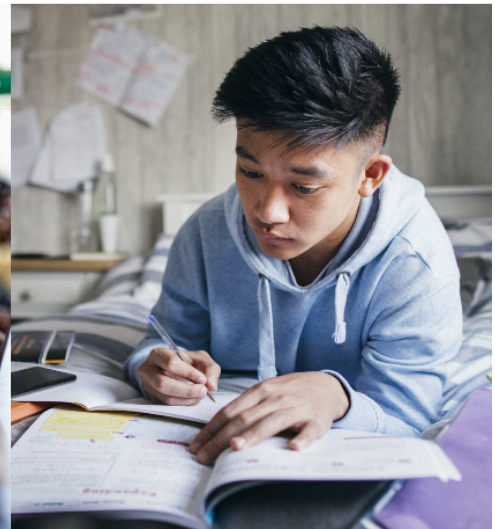




Effective July 1, 2022

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,

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



Welcome Cape Cod Christian Academy Parent or Guardian!

Your Parent Portal is the gateway to support and track your child(ren)'s progress and be involved in your child(ren)'s education. You can fill out the enrollment application, check grades, or pay your bills online through the PraxiSchool portal.

Parent Id:

Password:

[Forgot Your Password](#)

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

Reading: DIBELS Assessments are given three times a year.

Math: Acadience Math Assessments are given three times a year.

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



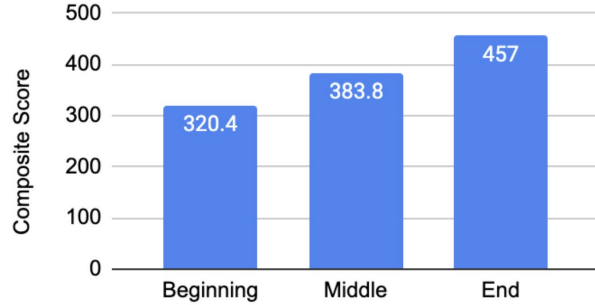
Date Test Taken: May 16, 2024
Test: CAT - Complete Test, Not Timed
Grade: 4

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

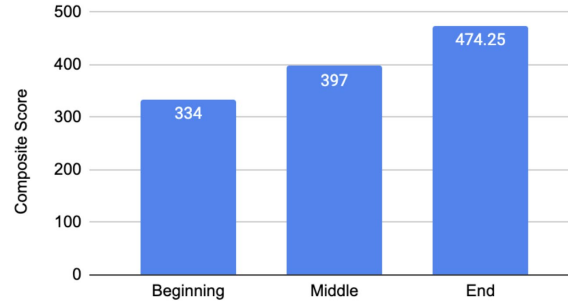
DIBELS Data



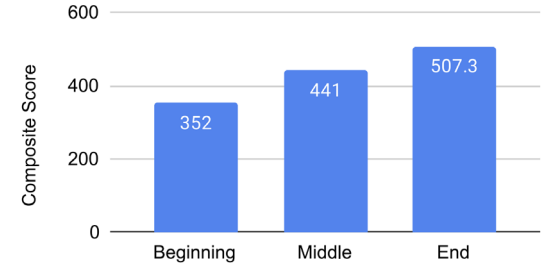
Kindergarten Reading Scores



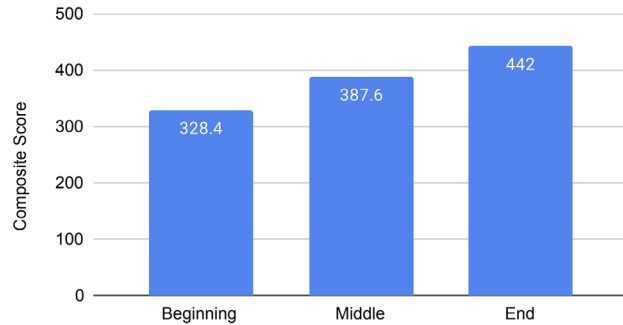
First Grade Reading Scores



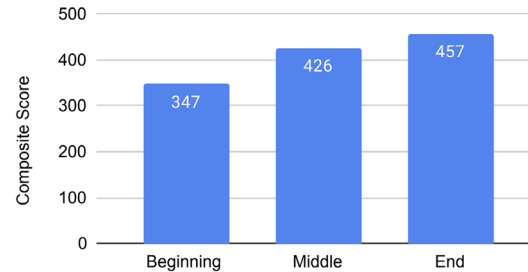
Second Grade Reading Scores



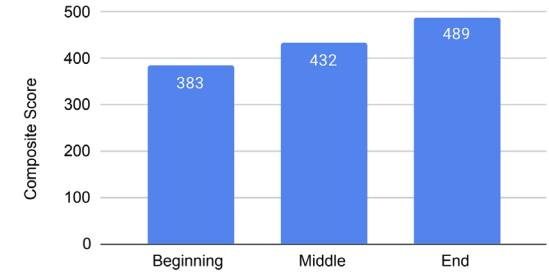
Third Grade Reading Scores



Fourth Grade Reading Scores



Fifth Grade Reading Scores



California Achievement Test Data



California Achievement Test Premium Scoring

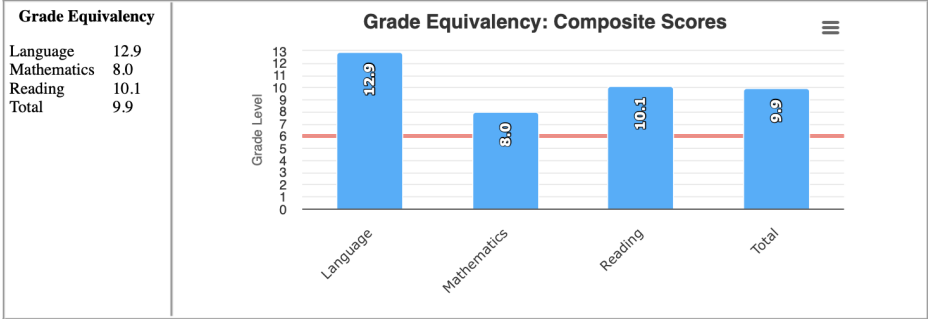
Student Information
 Student Name: [REDACTED]
 Grade Level: 6

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.

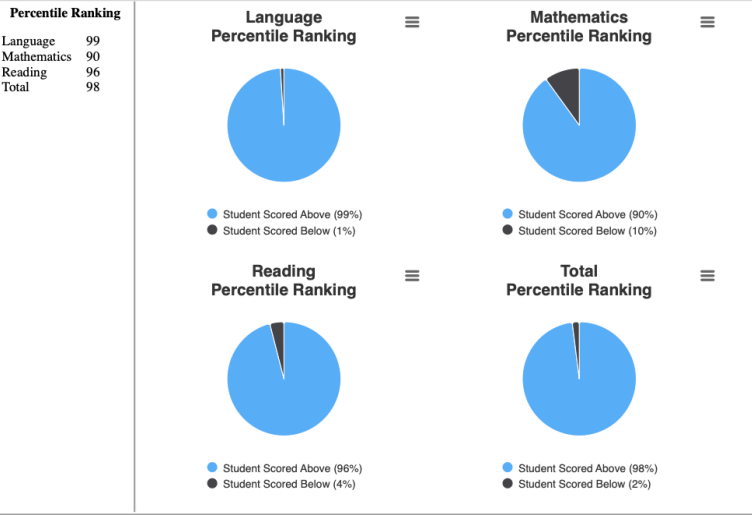


Percentile Scores

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.



California Achievement Test Data

Stanine Scores

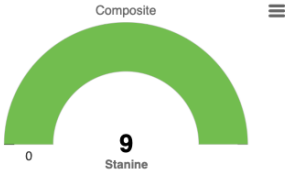
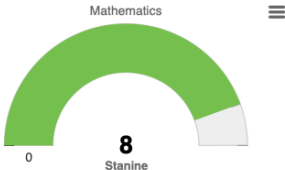
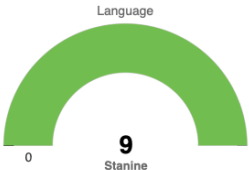
The term stanine is derived from the STANDARD score from a NINE-unit scale. Stanines are simply a rating from 1 to 9 indicating a student's performance on that section of the test. In the graphs below, color is used to reflect the ranking of the student's scores, using red to indicate low scores, changing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

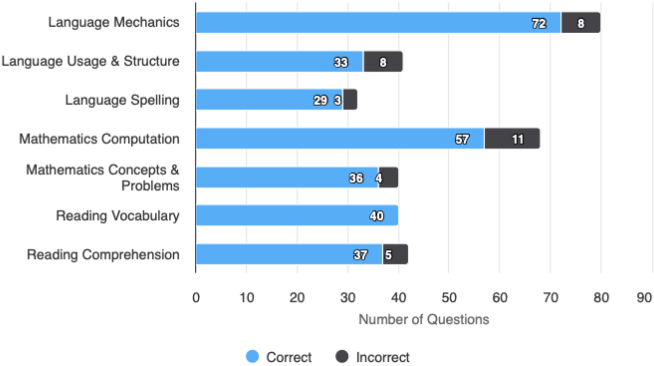
Language 9
Mathematics 8
Reading 9
Total 9



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

Raw Scores: Details



Refresher on the University-Model®

- 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)



NAUMS, INC.
UNIVERSITY-MODEL®
SCHOOLS
INTERNATIONAL

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?



COMPARISON

UNIVERSITY-MODEL®

On main campus &
satellite campus

School chooses curriculum

Professional teacher
plans lessons

Meets or exceeds
state standards

Peer interaction
and collaboration

Parent-Teacher Partnership

VS



HOMESCHOOLING

Usually at home

Parent chooses curriculum

Parent plans lessons

Rigor is up to parents

1:1 time with parent

Parent is the teacher

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

Monomoy Regional School District
SCHOOL NUTRITION PROGRAM CHARGE POLICY

A. Purpose

1. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, and to ensure consistent meal account procedures throughout the district. ~~as well as provide oversight and accountability for the collection of outstanding student balances.~~
2. The Monomoy Regional School District School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs. ~~and minimizing any impact on students with charges for a la carte purchases.~~

B. Charges and Balances

1. The District provides free meals to all students (one free meal per meal service period.) ~~as Massachusetts is 1 of only 8 states, to be categorically free (for the 1st meal per meal service period). Besides this, as of the '24-'25 School year Monomoy Regional School District is a full C.E.P. (Community Eligibility Provision) District.~~
2. Since 1st meals are free at Monomoy Regional School District, there is now a zero-charge policy in place, meaning students need to have money in their MySchoolBucks account or have cash in hand to purchase 2nd meals or make a la carte purchases. This to eliminate the large financial burden on the school district carrying negative balances, as food services is a self-supporting entity within the district.
3. Each student will be allowed to take one regular meal per meal service period. Students may want to receive additional meals, or to purchase a la carte items. Students will pay for additional meals at the regular rate approved by the School Committee. Student Accounts will be maintained by the District Food and Nutrition Program as prescribed by the District and delineated in the Student Handbook.
4. The parent/guardian is responsible for any meal charges incurred beyond the free meals provided. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

C. Payments

1. Payments for additional food purchases beyond the regular meal will be made to the District Food and Nutrition Program, **through the MySchoolBucks app**. Parents will be notified of account balances or deficits at regular intervals as prescribed by the District. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact the school for assistance.
2. Parents/Guardians may pay in advance for anticipated purchases beyond the free meal allowed during each meal service period. Further details are available on the school district webpage and in student

handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without a positive balance in their account on any given day. **Any remaining positive funds for a particular student will be carried over to the next school year.**

3. All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's account status. Parents/guardians will receive automated low-balance notices. If notices do not result in payment, the food service manager shall turn the account over to the business office.
4. **Students must either have cash or funds in their MySchoolBucks app in order to purchase additional items.**
5. The Superintendent shall ensure that there are appropriate ~~and effective collection procedures and~~ internal controls within the school district's business office that meet the requirements of law.

D. Refunds

1. Refunds for withdrawn and/or graduating students require a written request for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

~~Delinquent Accounts/Collections~~

~~Each school handbook shall contain detailed instructions for family assistance.~~

E. Policy Communications

1. This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017,
Chapter 28 of the Acts of 2023

CROSS REFS: JQ, Student Fees, Fines & Charges
EFE, Civil Rights Complaint Policy for Child Nutrition Programs

SOURCE: MASC – Updated 2023

Adopted:

Revised:

Monomoy Regional School District
DISTRICT SECURITY RELATING TO TECHNOLOGY

1. The protection of sensitive data and technology is vital in supporting teaching and learning through access to resources, information, learning activities, interpersonal communications, research, training, collaboration, curriculum, and materials.
2. The School Committee recognizes data and information as resources that must be protected from unauthorized access or use, and, as such, supports a balance of security and access. The Committee expects district staff, student, and family data to be protected by controls established by the governing bodies commensurate with the sensitivity of the data.
3. The Committee directs the Superintendent, in conjunction with the Director of Technology, to develop and maintain an effective district data protection system of procedures for the protection of sensitive district information. Such procedures should protect the confidentiality, availability, and integrity of district information.

SOURCE: MASC 2023

Adopted
Revised

**Monomoy Regional School District
DATA AND RECORDS RETENTION**

1. The School Committee recognizes that, as an entity of local government, every District record is presumed to be public unless it may be withheld under a specific exemption. The custodian of public records of the district is the Director of Student Services; contact information for this position will be placed in a prominent position on the district website.
2. The District is responsible for a myriad of records which vary in the length of time retention is required. The Superintendent is responsible for ensuring such retention requirements are followed.
3. Under the Public Records Law, electronic messages between public officials, including public employees, may be considered public records. As such, all district employees and the School Committee will be given district email address, with which they are to conduct all district business, so the district may comply with public records requirements.

SOURCE: MASC 2023

LEGAL REFS.: M.G.L.4:7; 66:10

REF: A Guide to the Massachusetts Public Records Law (Secretary of the Commonwealth)

CROSS REFS.: BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS
GBEE – PERSONNEL USE OF TECHNOLOGY

Adopted

Revised

**Monomoy Regional School District
PERSONNEL USE OF TECHNOLOGY**

1. The School Committee recognizes that the use of technology is an important part of preparing students for adult life. As such, the School Committee expects that staff will use technology as provided, as necessary, and as beneficial.
2. Employees shall use digital resources in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. Staff members are responsible for teaching and for modeling responsible digital citizenship. The digital resources are provided to support the work of the district; limited personal communication is permitted so long as such use does not interfere with the employee's job duties and performance, with systems operation, other users, or network performance. All use must comply with the policies and procedures of the Monomoy Regional School District.
3. All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources.
4. Staff is required to use their school-issued accounts, not personal accounts, for all communication with students, and parents/guardians; such accounts must be used with other staff members when conducting school business.
5. Employees communication is a matter of public record. This extends to employee use of social media when conducting district business.
6. Any online activities that would not be considered appropriate in the classroom should not be conducted online. High standards of appropriate online communication and conduct must be maintained.
7. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
8. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
9. When interacting with students online, group interactions are encouraged and should include two staff members. One-to-one interactions should be avoided.

10. Failure to uphold the responsibilities above is misuse, which may lead to disciplinary action.

REF: M.G.L. Ch. 66 10 (b)

CROSS REF: ACAB SEXUAL HARRASSMENT
GBEB STAFF CONDUCT
GBEBD ONLINE FUNDRAISING AND SOLICITATION
INJD ACCESS TO DIGITAL RESOURCES
INJDC ACCEPTABLE USE OF DIGITAL RESOURCES

SOURCE: MASC 2023

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

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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 21, 2024

Nicole Sheridan, Program Director

Emerald Hollow Therapeutic Riding Center
235 Run Hill Road
Brewster, MA 02631

Dear Nicole,

Enclosed please find a check in the amount of \$100 (One Hundred Dollars) from the Animal Welfare Club of Monomoy Regional High School to thank you for hosting our wonderful visit today. There was real affection and joy and serenity in most of our members as a result of petting and grooming Ginger and Tigger.

We look forward to visiting again in the future (perhaps next year or the following), and we will sing the Center's praises around the Monomoy community.

Thank you for all the great work you do,

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

FEB 14-21, 2026

Group Leader
Sara Peters

Group Leader ID
351018



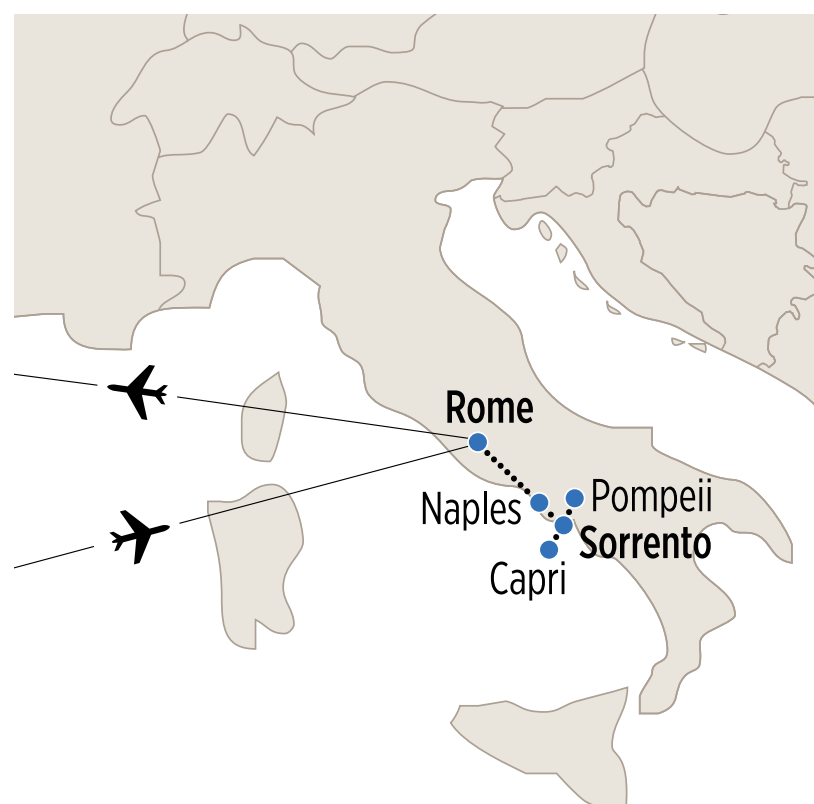
Insider's Roman Italy

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

\$5215

\$347 per month using an automatic payment plan

Full Payment Deadline

10/7/2025

Cost Breakdown

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

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

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](https://www.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.



ACIS TRIPSITE

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

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](https://www.acis.com) or email accounts@acis.com.

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 December 2024

Revised

**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 December 2024

Revised