



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, May 1, 2025 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

This meeting will be broadcast to Channel 22 as well as live-streamed/recorded to the [MRSC YOUTUBE CHANNEL](#)

AGENDA

A. Call to Order

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

C. Reports and Discussions

- i. First Reading: 2024-2025 Superintendent Summative Evaluation
- ii. MRMS Building Project and Town Meetings
- iii. First Reading of Policy: ADF Wellness Policies on Physical Activity and Nutrition

E. Subcommittee, Representative, Liaison Reports

- i. Superintendent Evaluation

F. Action Items -Vote Required

- i. Declaration of Surplus

G. Presentation of the Warrants

H. Adjournment

Authorized Posting Officer

Roberta Simmons

April 29, 2025

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Scott Carpenter

Evaluator: Monomoy Regional School Committee

Group Evaluation

May 1, 2025

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☒	☐
Standard II: Management and Operations	☐	☐	☒	☐
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☒	☒

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Dr. Carpenter continues to engage the community in various thoughtful and informative avenues. He strives to be transparent with all information concerning the district and its families. The only difficult communication this year was regarding the preschool decision which caused distress for families, but reached an equitable conclusion after listening to the families who were affected.

The Superintendent reinstated regular classroom learning walks with all evaluating administrators to promote consistent, high-quality instructional feedback across schools. Guided by the Monomoy Observation Feedback Form, each walkthrough was followed by reflective discussions, with second-round visits already underway and set to conclude by year's end. Instructional leadership has been a notable strength, with initiatives that support data-driven decision-making, curriculum enhancement, and professional development for educators. The district improvement goals are forward-thinking, focusing on the work of Portrait of a Graduate and exploring how other schools are creating career education programs. His drive to engage, identify and support young achievers, who may be first generation college bound, is above and beyond expectations for a district superintendent. This is one of the many ways, Dr. Carpenter to continues to set our district apart from the others. He exemplifies leadership for our educators, greatly enhancing the student learning experience.

The Superintendent also exhibited extraordinary foresight when assembling the middle school building committee. He deserves huge applause for his efforts to pull together an experienced team with the necessary knowledge that helped guide the school district in making the right decisions, both fiscally and for the health of all involved, especially our students and staff. Dr. Carpenter also put in a lot of time in helping educate both town communities on the various renovation options, speaking directly to parents, elected officials, and residents – and in his communications with the local press.

The Superintendent is also extremely knowledgeable when it comes to laws, policies, and collective bargaining agreements – and serves as a valuable and trusted partner when the School Committee is weighing major decisions. He's not afraid to push back against lawmakers, especially in the area of diversity, equity, and inclusion during a time when federal funding has been cut and critical needs aren't being met. One request is that he continue his efforts to recruit and hire educators and staff members that reflect the diversity of our student population – and to remain sensitive to the needs of families with diverse cultural and linguistic backgrounds, ensuring that school correspondence is written and provided in the diversified languages of the student body we serve.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Performance				
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal 1	Professional Culture and Family & Community Engagement; IV-C, IV-E, and III-C	Engage in professional development with a focus on strategic communication and public engagement. To be part of the Leading Now fall collaborative learning cohort (September 2024), I requested an application from Leading Now, formally applied, and was interviewed to be part of their cohort-model (October 2023). The format of this professional development is to attend a kick-off in-person two-day session in Chicago (September 2024) paid for by a grant, then participate in half-day virtual meetings with my cohort partners once a month, October through January 2025.	☐	☐	☐	X	☐
Professional Practice Goal 2	Family and Community Engagement; III-A	Continue the Breaking Barriers work in engaging retirees and empty-nesters to provide college and career mentorship to high school students and investigate connecting our Monomoy group with the YMCA Cape Cod's Y Achievers program.	☐	☐	☐	X	☐
Student Learning Goal	Instructional Leadership; I-A and I-B	With the Superintendent once again "mobile", rekindle a practice of classroom learning walks with each evaluating administrator, in part to ensure consistency in providing feedback on best practices and areas of growth across administrators and across buildings.	☐	☐	☐	X	☐
District Improvement Goal 1	Family and Community Engagement and Professional Culture III-A and IV-B	Move forward the Monomoy Regional School Committee's goal of supporting "a Diversity, Equity, and Inclusion audit within our district". [Cross connects to the School Committee goal on Strategic Planning]	☐	☐	X	☐	☐

District Improvement Goal 2	Instructional Leadership: I-A and I-B	Work with the Monomoy Administrative Team to thoughtfully move forward parts of the district's Strategic Plan [Cross connects to the School Committee goal on Strategic Planning]	☐	☐	☐	☒	☐
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Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>						
I. Instructional Leadership		II. Management & Operations		III. Family & Community Engagement		IV. Professional Culture
I-A. Curriculum		II-A. Environment		III-A. Engagement		IV-A. Commitment to High Standards
I-B. Instruction		II-B. HR Management and Development		III-B. Sharing Responsibility		IV-B. Cultural Proficiency
I-C. Assessment		II-C. Scheduling & Management Information Systems		III-C. Communication		IV-C. Communication
I-D. Evaluation		II-D. Law, Ethics and Policies		III-D. Family Concerns		IV-D. Continuous Learning
I-E. Data-Informed Decision-making		II-E. Fiscal Systems				IV-E. Shared Vision
I-F. Student Learning						IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. X Focus Indicator (check if yes)	☐	☐	☒	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. X Focus Indicator (check if yes)	☐	☐	☒	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	☐	☐	☒	☐

☐ Focus Indicator (check if yes)				
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				
	☐	☐	X	☐
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☐	X
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	X

OVERALL Rating for Standard II: Management & Operations

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

☐	☐	☒	☐
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Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. X Focus Indicator (check if yes)	☐	☐	☒	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. X Focus Indicator (check if yes)	☐	☐	☒	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐

OVERALL Rating for Standard III: Family & Community Engagement

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

☐	☐	☒	☐
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. X Focus Indicator (check if yes)	☐	☐	X	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☐	☐	X	☐

X Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	X	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	X	☐
Comments and analysis (recommended for any overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

MONOMOY REGIONAL SCHOOL DISTRICT WELLNESS POLICIES ON PHYSICAL ACTIVITY AND NUTRITION DRAFT

I. Introduction

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based aligned with the Massachusetts Curriculum Framework Comprehensive Health and Physical Education.

II. Goals

District and school administrators, in collaboration with staff, students, parents/~~guardians/caregivers~~ are encouraged to prepare and implement a comprehensive plan addressing health and wellness that includes:

1. ~~An overall~~ school environment that encourages students to make healthy lifestyle choices in regard to eating habits and physical activity.
2. A school nutrition and physical activity program that makes effective use of school and community resources to equitably serve the needs and interests of all students and staff while taking into consideration differences in cultural norms.
3. Strategies to involve family and community members in program development and implementation, outlined in the Wellness Policy Implementation Action Plan.
4. Pleasant eating areas **that are clean** for students and staff with adequate time for unhurried eating are **determined by the administration.**
5. A food service program that employs well-prepared staff that serves appealing choices of nutritious foods **with alternatives to include vegan/vegetarian/ethnic options.**
6. Opportunities and encouragement for staff to model healthy eating and movement habits.
7. Services to ensure that students and staff with wellness-related health problems are referred to appropriate services for counseling or medical treatment.

III. District Wellness Committee (DWC)

1. The school district will establish a wellness committee by seeking volunteers that represent all school levels and each school building which meets at least four times a year and consists of at least one (1): parent/guardian/caregiver, student, nurse, school food service representative, school committee member, school administrator, a teacher and guidance team member (not from same

building), member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. Members will be appointed from each category; if no one volunteers then an appointment will be made by the Superintendent.

2. The School Committee designates the Director of Student Services to oversee the policy implementation. Each school will designate a wellness policy coordinator. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. The District Wellness Committee will be responsible for assessing the implementation of the tenets of the triennial assessments.
3. The Wellness Committee will review the results of a survey conducted at the beginning of the school year and at the end of the school year. It will be the responsibility of the Food Services Director to administer the survey to students and caregivers. Additionally, focus groups will be formed at each school twice yearly to get the input of students and faculty.

The Food Services Director will schedule an open house at each school annually.

IV. Nutrition

A. Nutrition Goals

The Monomoy Regional School District recognizes that an intake of healthy, nutritious food is essential for students to succeed academically. It is the policy of the Monomoy Regional School District that all foods and beverages made available on campus during the school day (Breakfast and lunch) are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law.

B. School Meals

1. The district will create procedures that address all foods available to students at each grade level throughout the school day in the following areas:
 - a. Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density, and moderating proper portion size for associated age groups of each individual food or beverage sold within the school environment.
 - b. Separate guidelines for foods and beverages in the following categories will be outlined:
 - i. Foods and beverages included in a la carte sales in the food service program;
 - ii. Foods and beverages sold in ~~vending machines, snack bars,~~ school stores, and concession stands;
 - iii. Foods and beverages sold as part of school-sponsored fundraising activities;
 - iv. Refreshments served at parties and celebrations;
 - v. Meetings during the school day;
 - vi. Guidelines will be based on nutrition goals, not profit motives

C. Nutrition Promotion & Food and Beverage Marketing

1. The district will implement the following practices to promote the marketing of healthy, nutritious foods:
 - a. Make sliced or cut fruit available daily
 - b. Display daily fruit options in the line of sight and reach of students
 - c. Give creative or descriptive names to available vegetable options
 - d. Bundle daily vegetable options into all grab-and-go meals available to students
 - e. Train all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
 - f. Place white milk in front of other beverages in all coolers
 - g. Highlight alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
 - ~~h. Conduct student surveys, elicit suggestions and taste testing opportunities and use them to inform menu development, dining space décor and promotions. - covered under the focus groups~~
 - i. **A suggestion box will be available in minimally the middle and high schools.**
 - j. **Use daily announcements to promote and market menu options.**
2. Marketing of foods and beverages on the school campus during the school day is limited to only those foods and beverages that meet USDA Smart Snacks nutrition standards.

D. Rewards, Incentives & Celebrations

1. Rewards and incentives for academic performance should be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it is suggested to be used in the general celebration of the achievement and not as the reward, whenever achievable, The **District will provide a list of acceptable foods and beverages.**
 - a. **Celebrations and parties:** The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - b. **Classroom snacks brought by parents:** The District will provide parents with a list of foods and beverages that meet USDA Smart Snack and Massachusetts nutrition standards.
2. Rewards and incentives: The District will provide teachers and other relevant school staff a list of alternative ways to reward children **like non-food celebration ideas such as stickers, pencils, etc. to parents and teachers for use in the classroom.**

D. Fundraising

1. Only student organizations approved by a designated school official are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food.
2. Foods sold for fundraising purposes during the school day will be monitored by the school principals. Organizations raising funds by selling foods must schedule and authorize the fundraiser prior to the event **and must be healthy food choices.**

E. Staff Modeling

1. District staff are encouraged to model healthy eating habits including using foods and beverages that meet Smart Snacks standards.

V. Physical Activity Opportunities ~~and Physical Education~~

The District will develop goals and include them in its policy with the following areas for consideration:

1. Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
2. Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
3. Schools work with the community to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.
4. Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
5. Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.
6. **Movement breaks are encouraged and integrated into classroom routines. Teachers may use their discretion to access resources to promote an engaging and fun movement opportunity.**

VI. Physical Education - recommended edits

- A. The physical education (PE) curriculum is aligned with both the Massachusetts Health and Physical Education Literacy Frameworks (2023) and the National Physical Education Standards (SHAPE). The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. seven dimensions within this curriculum framework are physical, occupational, environmental, spiritual, social, emotional, and intellectual.**
- B. Each physical education teacher is state-certified and follows a curriculum which is that is age-developmentally appropriate, sequential, consistent with the national and state standards, and promotes the benefits of a lifelong healthy lifestyle. physically active lifestyle and helps students develop skills to engage in lifelong healthy habits.**
- ~~C. Per MA general law (Chap 71, section 3): Physical education shall be taught as a required subject in all grades for all students. Also instruction in physical education may include calisthenics, gymnastics and military drill; but no pupil shall be required to take part in any military exercise if his parent or guardian is of~~

~~any religious denomination conscientiously opposed to bearing arms, or is her/him/theyself so opposed, and the school committee is so notified in writing; and no pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in her/his/their opinion such physical education exercises would be injurious to the pupil.~~

Per MA general law (Chap 71, section 3), physical education shall be taught as a required subject in all grade for all students except those exempted from physical education exercises by a licensed physician certifies exemption in writing.

D. Participation in clubs, extracurriculars, or teams does not fulfill the yearly requirement for PE; students must be enrolled in a class that delivers direct instruction in this content area.

E. ~~tudents in each grade level throughout the district are required to take physical education.~~

~~1. Elementary school students have physical education class for at least minutes per week for the entire year.~~

~~2. Middle school students have physical education class for minutes per week for the entire year.~~

~~3. High school students have physical education class for each year while in high school. During these semesters students will have physical education class for minutes per week. This is already governed in regualtions~~

VII. Other School-Based Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

The following are examples of goals to be considered:

1. An adequate amount of time, **designated by the building administrator**, is allowed for students to eat meals in adequate lunchroom facilities.
2. Environmentally friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.

VIII. Evaluation

The building administrators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

REFERENCE: MASC policy ADF

LEGAL REFS.:

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 265
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 1769h The Child Nutrition
Act of 1966, 42 U.S.C. §§ 1771 1789

CROSS REFS.:

EFC, Free and Reduced Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco and Drugs
KI, Public Solicitations/Advertising in District Facilities

Adopted: June 17, 2017

Revised: June 24, 2021

Revised:



Monomoy Regional School District Disposal of Surplus Materials

Name of individual Completing the Form: Amanda Newcomb

Date: 3/7/25

Print Name

Submitted to: Michael MacMillan

Date: 3/7/25

Print Name

Current Location of item (s) :

MRHS

For Administration Use

Approved by School Committee ☐ Yes ☐ No

Date:

Description	Make & Model	Condition	Year of Purchase	Quantity	Estimated Value (source of Estimation)	Recommended Action (to be completed by the Business Manager)
1. Assorted Film Cameras	Assorted	Unknown	Unknown	45	Used: \$30-\$350 each (Online Resellers)	Sell as Lot
2. Assorted Miss-matched Lenses	Assorted	Unknown	Unknown	60+	Used: \$25-\$399 each (Online Resellers)	Sell as Lot
3. Darkroom Photo Enlargers for Printing w/ lens and film plate	Beseler Printmaker 35	Good	Unknown	7	New: \$585 (enlarger only) New: \$883 (kit)	Sell
4. Darkroom Photo Enlarger Film Plate	Beseler Printmaker 35	Good	Unknown	7	New: \$157 each	Sell
5. Darkroom Photo Enlarger Lens	Beseler Printmaker 35	Good	Unknown	7	New: \$445 each	Sell
6. Darkroom Enlarger Timer	Time-o-light	Good	Unknown	7	Used: \$110 Each	Sell
7. Assorted Darkroom enlarger paper	Ilford	Unknown	Unknown	8 boxes	\$52-365	Donate - Might be Trash

Attach photos for all items

