



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, October 23, 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. Adjourn to Executive Session: Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(4) to discuss the deployment of security personnel or devices, or strategies with respect thereto. Regular Open Session to resume at or before 7:00 PM.**
- C. Approval of Meeting Minutes**
 - i. October 9, 2025
- D. MRHS Student Representative**
- E. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- F. Reports and Discussions**
 - i. MRHS Best Buddies Leadership Conference
 - ii. National ESP Day
 - iii. Middle School Renovation General Contractor Award **VOTE REQUIRED**
 - iv. First Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB) - School Committee Review Procedures, BGE - Policy Dissemination
 - v. Second Reading Policy Files: IM-MSP - Middle School Pathway Exploration Policy, File BEDC: Quorum, File BEDD: Rules of Order, File BEDF: Voting Method, File BEE: Special Procedures for Conducting Hearings, File BGB/BGC: Policy Adoption/Policy Amendment **VOTE REQUIRED**
 - vi. Budget - 5 Year Outlook Presentation
 - vii. Special School Committee Meeting added to Schedule
 - viii. Superintendent Search feedback from the survey and forums, final composition of the search committee, the "ad", and the posting
- E. Subcommittee, Representative, Liaison Reports**
 - i. Building Committee
 - ii. Superintendent Search
- F. Superintendent's Report**
- H. Action Items -Vote Required**
 - i. Second Reading Policy Files: IM-MSP - Middle School Pathway Exploration Policy, File BEDC: Quorum, File BEDD: Rules of Order, File BEDF: Voting Method, File BEE: Special Procedures for Conducting Hearings, File BGB/BGC: Policy Adoption/Policy Amendment
 - ii. General Contractor Award for Middle School Renovation project
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons

October 21, 2025



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, October 9, 2025 at 6:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

Members present: Meredith Henderson, Ryan Clarke, Stephen Davol, Ryan Edwards, Betty Gray, Bre Rose, Brad Schiff, Jackie Zibrat-Long

Members not present:

Administrators present: Dr. Scott Carpenter, Robin Millen, Michael MacMillan, Melissa Maguire, Joy Jordon

AGENDA

A. Call to Order

The meeting was called to order at 6:00 PM by Meredith Henderson

B. Adjourn to Executive Session Roll Call Vote to adjourn to Executive Session pursuant to G.L. c. 30A (2,3) to conduct collective bargaining sessions or contract and/or to discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares it."

- MREA Unit A/B/C Sick Leave Buyback Grievance
- Monomoy Superintendent Search Contract

ROLL CALL VOTE: Meredith Henderson: aye; Ryan Clarke: aye; Stephen Davol: aye; Ryan Edwards: aye; Betty Gray: aye; Bre Rose: aye; Brad Schiff: aye; Jackie Zibrat-Long: aye

Regular Open Session to resume at approximately 6:30 PM.

The meeting resumed at 7:15 PM.

C. Approval of Meeting Minutes

- September 25, 2025

MOTION: Jackie Zibrat-Long moved to approve the minutes from September 25, 2025, seconded by Betty Gray.

The motion passes with 6 ayes and Meredith Henderson, Ryan Clarke abstaining from the vote

C. MRHS Student Representative

Student representative Maggie Powers shared an overview of events at the high school so far this year. The beginning of the school year featured a few significant events such as homecoming, spirit week and the traditional powder puff game, which the seniors won. The homecoming dance, themed 'Night in New York,' was another highlight that set a positive tone for the school year. Additionally, curriculum night allowed families to learn about the school year ahead.

Looking forward, the high school is gearing up for the production of 'The Outsiders,' with auditions already held and performances scheduled for November. Meanwhile, fall sports are in full swing, with field hockey and other teams performing well, and community fundraisers being organized to support various school initiatives, including the Hope Squad.

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

None

E. Reports and Discussions

- First Reading Policy Files: IM-MSP - Middle School Pathway Exploration Policy, File BEDC: Quorum, File BEDD: Rules of Order, File BEDF: Voting Method, File BEE: Special Procedures for Conducting Hearings, File BGB/BGC: Policy Adoption/Policy Amendment

Melissa Maguire discussed the new Middle School Pathway policy regarding career and technical education opportunities for middle school students, aiming to guide them towards future career paths. Ryan Edwards reviewed the remaining policies. All policies will be brought back for a second reading.

- Second Reading Policy Files: ADDA - Fingerprint Policy

VOTE REQUIRED

MOTION: Betty Gray moved to approve the Policy Files as presented to the School Committee, seconded by Ryan Edwards

UNANIMOUS: the motion passes

iii. Response Letter to the Harwich Select Board

VOTE REQUIRED

Meredith Henderson presented a response letter written to the Harwich Select Board regarding their request made for a review of the Regional Agreement. She asked the Committee to vote on the letter at this meeting in order to send it to the Harwich Select Board with a copy to the Chatham Select Board on Friday morning, October 10, 2025.

MOTION: Brad Schiff moved to approve the Response Letter to the Harwich Select Board as presented to the School Committee, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

iv. Letter from Harwich Select Board received 10/7/25

The letter sent to the School Committee from the Select Board of Harwich shared the budget message that was sent out to all departments and outlines how they're going into their budget process this year in an effort to be transparent.

v. FY27 Capital Plan Approval

VOTE REQUIRED

Michael MacMillan reviewed the capital planning process, discussing the need for timely investments in school facilities and technology to ensure long-term sustainability and effectiveness. The capital plan was done a little earlier this year because the Town of Harwich asked for the capital items that would impact them by October 15th.

MOTION: Jackie Zibrat-Long moved to approve the FY27 Capital Plan as presented to the School Committee, seconded by Brad Schiff.

UNANIMOUS: the motion passes

vi. Prior Year Encumbrances

VOTE REQUIRED

A payroll encumbrance from FY25 was discussed, involving a former employee's sick time payout that was overlooked when they left at the end of the 2024-2025 school year.

MOTION: Ryan Edwards moved to approve the payment of five thousand, two hundred and nineteen dollars and thirty seven cents in FY25 payroll costs not previously encumbered, as presented to the School Committee, seconded by Betty Gray.

UNANIMOUS: the motion passes

vii. October 1, 2025 Enrollment Report

Dr. Carpenter reviewed the October 1, 2025 enrollment numbers for the district. The total enrollment for the district was 1666 students, down 4.7% from last year's total enrollment which follows the trend Capewide of declining enrollment.

viii. Superintendent Search Timeline and Process

The Superintendent Search Subcommittee shared its timeline and process for selecting a new superintendent, highlighting the need for a quick recruitment to secure the best candidate. Discussions included the composition of the screening committee and the importance of thorough candidate vetting. The consensus among committee members is to add site visits for finalists into the timeline if possible.

F. Subcommittee, Representative, Liaison Reports

i. Superintendent Search Subcommittee

The Superintendent Search Subcommittee met with the MASC representative last week and created the timeline for the search as previously discussed.

ii. Finance Subcommittee

The Finance Subcommittee met last Monday and had a productive meeting while keeping in mind the needs of both towns, Harwich and Chatham, and the regional agreement and how we can continue to be good partners and support our budget planning and the town's budget planning going forward. The idea to use a phasing approach for some capital projects was discussed in hopes of spreading out projects over a number of years which would be better for the district's future budgets in general.

iii. MRMS Building Committee

The MRMS Building Committee has not met since our last meeting but will have more known information to share at the next School Committee meeting, including where the bids came in, the total budget and the contractor selected to move forward for the project.

G. Superintendent's Report

Our Parent University on School Safety held late last month was well attended and we want to thank Chatham Police Chief Mike Anderson and Harwich Police Chief Kevin Considine as well as a number of other public safety folks for being there to help share information and answer questions. The session was recorded and can be found on our website in the Parent University section.

October is National School Principal Month, so I wanted to recognize our fantastic team of principals and assistant principals.

And October 2 was Custodian Appreciation Day, so I also want to honor our incredible facilities team, who always go above and beyond.

Monomoy High School senior Solomon Antar won first place in the Protect Our Past film festival contest last weekend for his short film showcasing historic homes in Sandwich. You can find the link to his winning video on our website.

As part of a new employee recognition program, Monomoy has announced its district wide Staff Shoutout for September - Jessica Friedman! Jessica is a science teacher at Monomoy Regional High School, and advisor for the school's STEMinist club. Each month, the district will feature a staff member in its Staff Shoutout series. Staff members can be nominated by students, parents/caregivers, and colleagues for outstanding positive contributions to Monomoy schools at monomoy.edu/staffshoutout. Nominations for October are now open. Any staff members nominated in September can be nominated again, except for the honoree.

H. Action Items -Vote Required

- i. Second Reading Policy Files: ADDA - Fingerprint Policy

MOTION: Betty Gray moved to approve the Policy Files as presented to the School Committee, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

- ii. Response Letter to the Harwich Select Board

MOTION: Brad Schiff moved to approve the Response Letter to the Harwich Select Board as presented to the School Committee, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

- iii. FY27 Capital Plan Approval

MOTION: Jackie Zibrat-Long moved to approve the FY27 Capital Plan as presented to the School Committee, seconded by Brad Schiff.

UNANIMOUS: the motion passes

- iv. Prior Year Encumbrances

MOTION: Ryan Edwards moved to approve the payment of five thousand, two hundred and nineteen dollars and thirty seven cents in FY25 payroll costs not previously encumbered, as presented to the School Committee, seconded by Betty Gray.

UNANIMOUS: the motion passes

I. Presentation of the Warrants

Presentation of the Warrants Accounts Payable and Payroll Warrants were presented for MRSC member signatures.

J. Adjournment

MOTION: Jack Zibrat-Long moved to adjourn the meeting, seconded by Betty Gray.

UNANIMOUS: the meeting adjourns at 8:45 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary

MONOMOY REGIONAL SCHOOL DISTRICT FIELD TRIP REQUEST FORM

Coordinating Teacher: Shana Grogan Teacher Cellphone Number: 5088681734
 Other Teacher(s): Emma Santoni Grade(s): 8-post Grad
 School: CES HES MRMS MRHS Date(s) of Trip: July 18 - July 21
 Time of Departure: TBD - est. 8am Return Time to School: TBD - est. 12pm
 Destination: Indiana University

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

Purpose of Trip – Include Direct Connection to Curriculum Standards:

See attached

School Nurse Needed on Trip: Yes No

Other accommodations needed: _____

IF Airport Travel: Too early for this info
Please provide Airline name, flight # and arrival time

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

Motor Coach/#: _____ School Bus/#: _____ Handicap Accessible Bus: _____
 Walking-No Bus: ✓ School Van _____
 (Parents driving)

Total Number students: 10 Total Number of Teachers: 2 Total Number of Chaperones**: 1

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

CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

Sources of Funds (must be indicated prior to approval): School Budget Student Fee Grant *+ fundraising*

<p>Budget For Day Trips: If using the bus company: Hourly rate \$42.47. Mileage Rate \$1 per mile. Please attach Google Map directions</p> <p>_____ hours x \$42.47 = _____ _____ miles x 2 (Round Trip) x 1 = _____</p> <p># of Buses: _____</p> <p>Total Transportation Costs: \$ _____ Admissions Cost: \$ _____ Total Cost: \$ _____ Total Cost per student: \$ _____</p> <p>Please email to Faith Rushnak@frushnak@monomoy.edu</p>	<p>For out of state and overnight trips, please attach a budget and itinerary.</p> <p>APPROVALS</p> <p><u>Shana Grogan</u> <u>10/12/25</u> Teacher Date</p> <hr/> <p><u>[Signature]</u> <u>10/6/25</u> School Nurse Date</p> <hr/> <p><u>[Signature]</u> Date Principal</p> <hr/> <p><u>[Signature]</u> Date Superintendent</p> <p style="text-align: center;">APPROVED NOT APPROVED</p>
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Best Buddies Conference – Alignment Matrix

Conference Theme / Session Type	Massachusetts Framework / Regulation	Alignment / Rationale
Keynote: The Power of Inclusion in Education & Beyond	Massachusetts Curriculum Frameworks (Vision of the Graduate); 603 CMR 28.02 (Access to general education)	Reinforces that all students, including those with disabilities, must have access to rigorous academics and civic engagement opportunities.
Workshop: Understanding Disability Rights & Responsibilities	603 CMR 28.00; IDEA (federal law)	Provides educators, families, and students with clarity on rights under IEPs, LRE, and procedural safeguards.
Breakout: Universal Design for Learning (UDL) in Practice	Inclusive Practice Guidebook; Curriculum Framework cross-cutting practices	Helps educators plan instruction that addresses diverse learner needs, aligns to state standards, and ensures equity.
Panel: Youth Voice in Advocacy & Leadership	History & Social Science Framework (Civic Engagement strand); Student Voice initiatives in DESE	Students apply civic learning standards by advocating for inclusion and sharing lived experiences.
Session: Transition Planning & Life Skills	603 CMR 28.05 (IEP transition requirements); Career Development Education (CDE) Benchmarks	Aligns with transition planning mandates and CDE benchmarks to prepare students for postsecondary life, work, and community participation.
Small-Group Discussion: Building Peer-to-Peer Connections	SEL Competencies (MA DESE SEL Guidance); Health/PE Framework (Interpersonal skills)	Promotes social-emotional learning, relationship skills, and peer mentoring consistent with state SEL goals.
Workshop: Inclusive Practices in Core Academics	ELA, Math, Science, and Social Studies Curriculum Frameworks	Explores strategies to adapt lessons so students with disabilities engage meaningfully with grade-level standards.

**Session: Family
Engagement in
Disability Rights**

603 CMR 28.07 (Parent
Participation); DESE Family
Engagement Framework

Supports families in
understanding their rights and
roles, aligning to state
requirements for active parent
involvement.

**Closing Session:
Action Planning for
Schools & Districts**

Educator Evaluation
Framework (Professional
Practice Goals); Inclusive
Practice Guidebook

Encourages participants to set PD
goals and district action steps to
sustain inclusive culture and
compliance.

SAVE THE DATE

BESTBUDDIES.

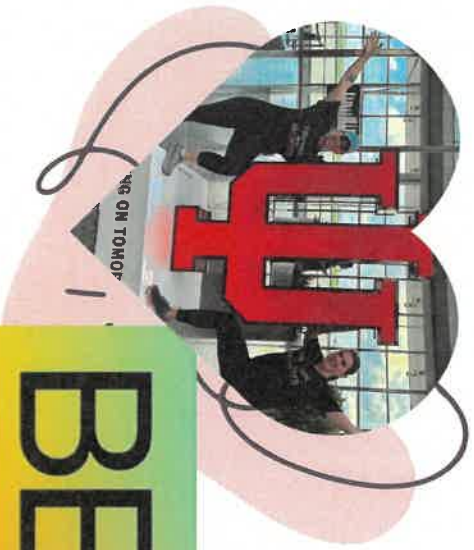
LEADERSHIP CONFERENCE

JULY 17-20, 2026 | INDIANA UNIVERSITY

Best Buddies Leadership Conference (BBLC) unites Best Buddies leaders, volunteers, and community advocates from around the globe to **imagine, create, lead** and **empower** the future of the disability rights and inclusion movement.

Over the past 30 years, BBLC has inspired thousands of leaders to be Best Buddies advocates and to bring about **social change** in their communities.

Special guests this year: Tanner Smith (Love on the Spectrum), Broadway Performer David Burham, Miss America 2025 Abbie Stockard, keynote speakers Kevin Wanzer and Dr. Laymon Hicks, the Indianapolis Colts Cheerleaders, fitness influencer Billy Blanks, Jr., The Improvaneers (World's first ever Improvisation Troupe cast with individuals with disabilities), DJ Iron Mike, Richard Goodall – America's Got Talent Season 19 Winner, and Broadway Performers and Actors – Echo Picone and Riki Stephens.

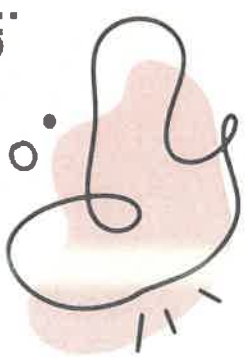


BESTBUDDIES[®]

LEADERSHIP CONFERENCE

JULY 17-20, 2026 | INDIANA UNIVERSITY





Best Buddies Leadership
Conference (BBLC) unites Best
Buddies leaders, volunteers, and
community advocates from
around the globe to imagine,
create, lead and empower the
future of the disability rights and
inclusion movement.





Why ATTEND?

Learning from Experts

Attend sessions and workshops led by experts in the field of disability inclusion, leadership, and advocacy. Gain insights from experienced professionals and apply this knowledge in your own community.



Skill-Building Workshops

The conference offers a variety of workshops that focus on practical skills, such as event planning, fundraising, and advocacy. You will learn about valuable tools and strategies to use in your local Best Buddies programs.

Awareness and Advocacy Training

Learn about the importance of raising awareness and advocating for individuals with intellectual and developmental disabilities. You can be an effective advocate for inclusion in your schools, workplaces, and communities.





Better Together

Connect

Networking Opportunities

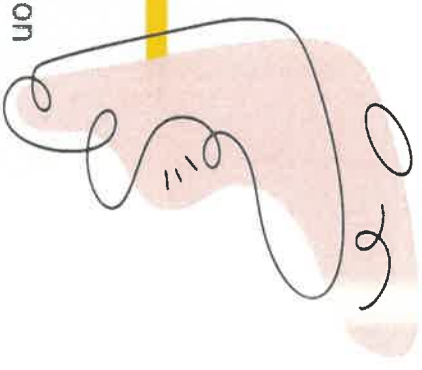
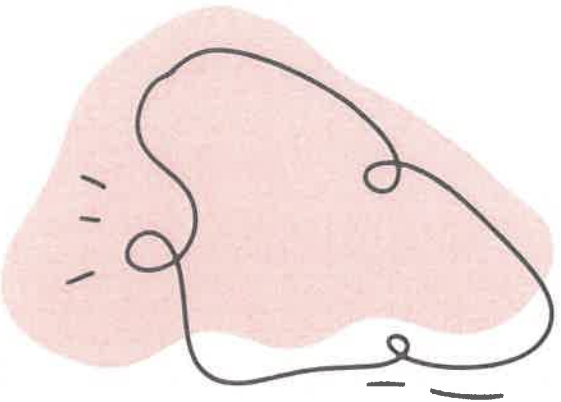
Connect with like-minded people who are passionate about inclusion and making a positive impact. Building a network of contacts leads to lasting friendships and collaborations.

Inclusive Environment

Experience firsthand the power of inclusion that Best Buddies is known for and learn how to make your community more inclusive.

Camaraderie and Team Building

BBLC provides a unique opportunity for you to bond with others who share similar goals and values. Building a sense of camaraderie contributes to a more collaborative and effective global Best Buddies community.





Celebrate With Friends

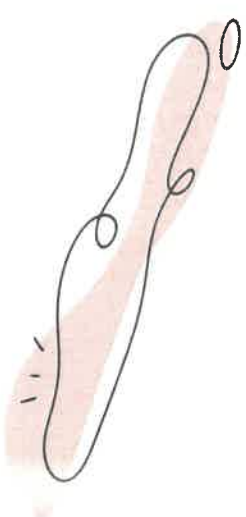
Celebrate

Celebration of Achievements

We recognize the achievements of Best Buddies chapters and individuals throughout conference. Come celebrate with us!

Inspiration and Motivation

BBLC provides a motivational boost. You will be encouraged to continue your efforts in promoting friendship and inclusion.





Grow



Grow Together

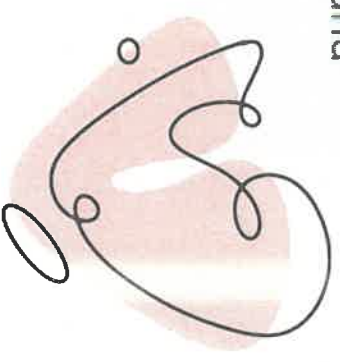
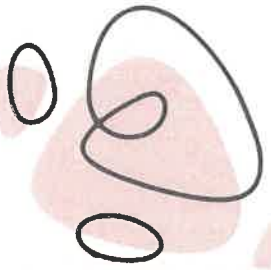


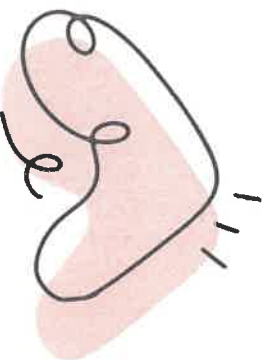
Personal Growth and Development

Come to BBLC to enhance your leadership skills, communication abilities, and self-confidence.

Global Perspective

Learn about successful initiatives from different parts of the world and be inspired to think globally and act locally.





Conference Timeline

Below is a snapshot of what a day in the life of a conference participant will look like. A more detailed agenda will be sent to attendees in July.

Friday, July 18th

- Attendees Arrive on Campus
- Registration & Dorm Check In
- Conference Welcome
- Dinner
- State Delegation Meeting
- Opening Ceremonies

Saturday, July 19th

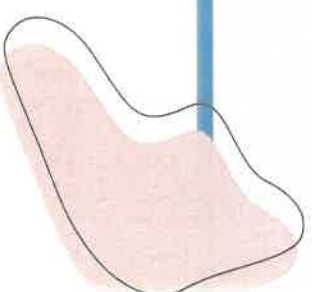
- Breakfast
- Conference Kickoff Session
- Education Tracks Begin
- Lunch
- Education Tracks Continue
- Dinner
- Evening Activities

Sunday, July 20th

- Breakfast
- General Session
- Education Tracks Continue
- Lunch
- World Café Round Tables
- Dinner
- Closing Ceremonies

Monday, July 21st

- Breakfast
- Conference Checkout
- Attendee Departure
- Ongoing Airport Shuttles





Who attends?

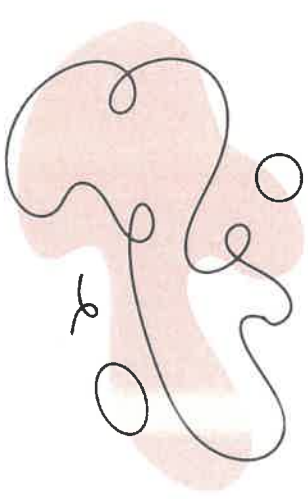
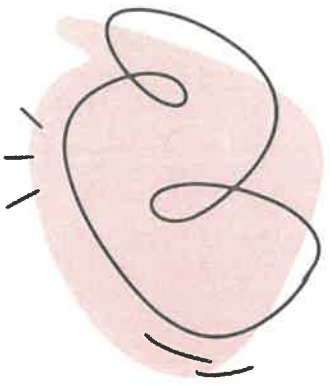
Our goal is 10 attendees

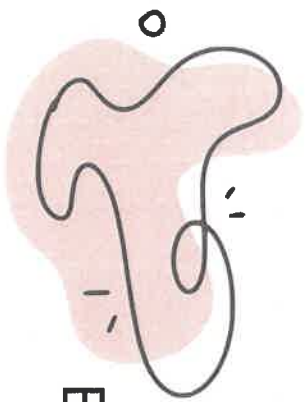
Advisors - Shana Grogan, Emma Santoni

Chaperone - TBD

Best Buddies Officers

Best Buddies Members





Cost



Best Buddies Leadership Conference is \$400 for all

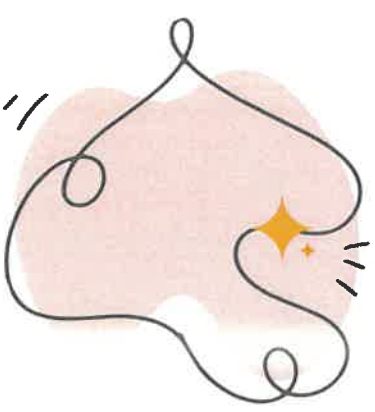
◆ general attendees; \$450 for Community Leaders; and

\$650 for Advisors seeking continuing education credits for professional development hours.



Plus, cost of flights and spending money

(only needed for merchandise)





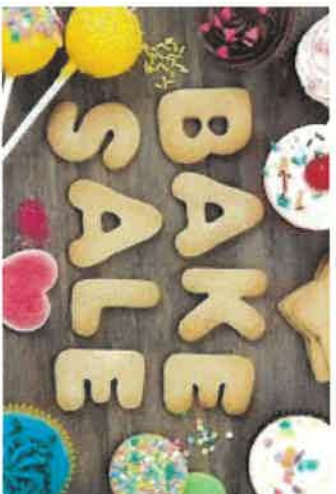
FUNDRAISING



BBLC Fundraising Hub

In order to attend the Best Buddies Leadership Conference (BBLC), many attendees may need to fundraise travel and registration fee costs. To assist with your fundraising efforts, Best Buddies provides you with an easy to use personalized donation website. The first step in raising the funds for BBLC is to determine how much money you need. Research how much a flight will cost to BBLC and, if needed, add your conference fee.

The website allows you to personalize your own fundraising page, send donation requests to family and friends, manage your funds and send thank you letters once you've reached your goal.



THANK YOU!

Any Questions

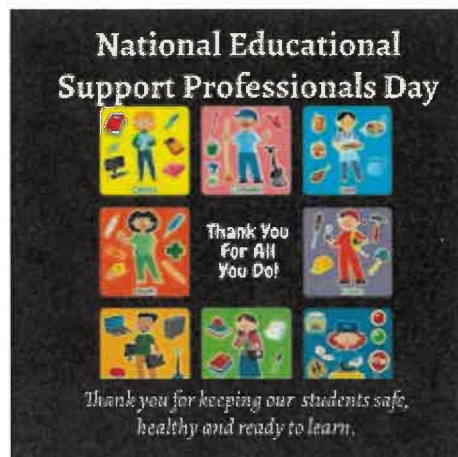




Education Support Professionals Day this year is Wednesday, November 19, 2025. Education Support Professionals are commonly called ESPs and are critical members of school communities. One out of every 3 public school employees is an ESP.

National ESP Day honors and recognizes the contributions the Education Support Professionals make to public education. It is a time to strengthen support and show respect for ESPs who are equal and essential partners in public education. They are all educators. The first National ESP Day was observed in 1987. This day is part of American Week, which is celebrated the first full week before Thanksgiving and is always observed on that Wednesday.

All year long, education support professionals keep schools running effectively and efficiently. National ESP Day is the perfect opportunity to



recognize all of their contributions by saying thank you. ESPs want to feel valued and appreciated.

ESPs are represented by 9 career families: Clerical Services, Custodial and Maintenance Services, Food Services, Health and Student Services, Paraeducators, Security Services, Skilled Trade Services, Technical Services, and Transportation Service. ESPs serve students Grade PK-16.



ESPs are committed to students and their success. They promote quality education, foster positive learning environments, and meet the needs of the whole student. They are educated, well-trained, and experienced. Approximately one-half have at least an associates degree, approximately two-thirds have taken job related classes, 46% have special certifications, and at least 25% have a license. On average ESPs have been employed for 13 years in public schools, 85% plan to stay in the profession, and 75% plan to stay with their current jobs until retirement.

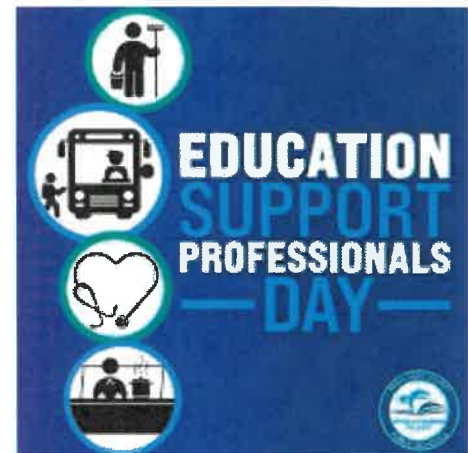
ESPs are active in the school community and focused on the safety of the students. They tend to live within the school district in which they work. Many have supported activities of a parent organization.

Some Fast Facts:

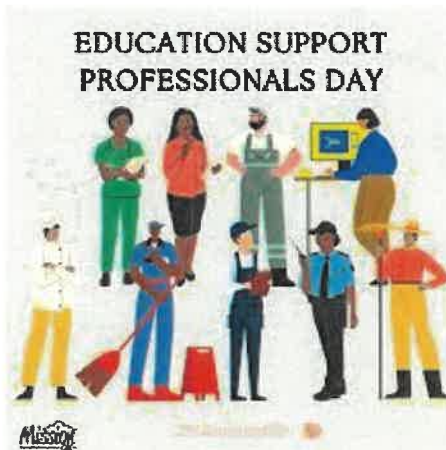
83% work full time, 77% work in a school building, 44% work in a preschool, kindergarten, or elementary school, 56% work in a small town or

rural area, 85% are female, and the average age of an ESP is 52 nationally.

PK-12 ESPs want greater awareness and appreciation of the ways they contribute to great public schools, they want professional development opportunities, and are concerned about job security.



A little information about each career family:



Custodial and Maintenance Service ESP - we keep schools safe, clean and healthy; we prevent the spread of illness and infection; we maintain a comfortable, healthy climate. They also perform many other tasks including clearing snow, making electrical repairs, cleaning up spills, painting, maintaining boilers, and one of the most important is ensuring proper indoor air quality, uniform temperatures, and efficient heating and ventilation for our schools.



Clerical Service ESP - we facilitate the flow of information and communication in schools, help and support students, and maintain essential records and files. They interact with students, parents and staff. They also make the first and last impression about a school and its school district. They are the front line of all office operations, working in settings from schools to administrative offices to transportation facilities. These ESPs meet the needs of the whole student, ensuring students and schools succeed. Their daily workload includes processing important documents, scheduling, maintaining records and file, acting as a “chief information officer”, and even acting as a nurse when a health service professional is not available.



Food Service ESP - we nourish students, help students grow and stay healthy, and keep prep and serving areas safe and clean. They provide a fundamental component of student success - nutrition - which influences students' behavior, energy levels, thinking, physical health and overall wellbeing. Some of the most important parts of food service careers include proper food handling, adapting recipes for students with special

dietary needs, and nutrition education and practice.



Health and Student Service ESP - we keep students healthy, remove barriers to education, and counsel students and families who need help. We perform a wide variety of jobs that improve and protect student health and welfare. Tasks include providing first aid, monitoring immunizations, conducting health screenings, and assisting sick and injured children. They also encourage students to maintain good health independently. These ESPs help students to surmount physical obstacles to their learning by assisting students with chronic conditions and disabilities. They also help parents and families take advantage of assistance and services that are available to support students' education.



Paraeducators ESP - we work with students with special needs, help all students achieve, and are educators. Duties and responsibilities have changed since this category was first introduced as teacher aides. Today, paraeducators assist with classroom instruction and provide direct support to students. A large number work with students with special needs and all have professional responsibilities that contribute directly to academic

achievement. As a critical part of the education workforce, paraeducators meet the needs of the whole student, ensuring students and schools succeed. They are committed to students and their career, are well-trained, and experienced, active in the school community, and are focused on the safety of their students and fellow educators.

I'm a
Paraprofessional
what's your
superpower?



PARAPROFESSIONAL:

The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



#schoolheroes
teresa kwann



Security Service ESP - we keep students and staff safe, work to prevent crime on campus, and safeguard school grounds and property. Their careers have become more challenging and their responsibilities have dramatically changed. They counsel and are friends to students with whom they interact. They are drug and substance, firearm, and weapons experts. They are active in designing and implementing security policies and crisis response plans.



Skilled Trades ESP - we maintain the physical quality of schools, ensure school safety and comfort, and keep machinery and equipment working. They maintain and improve the physical quality of school buildings, offices, and facilities making sure they are safe, comfortable, and attractive for students, staff, and the community. Many have special licenses or certifications. Many work behind the scenes to repair, maintain, and operate machinery that is essential to the smooth running of schools.

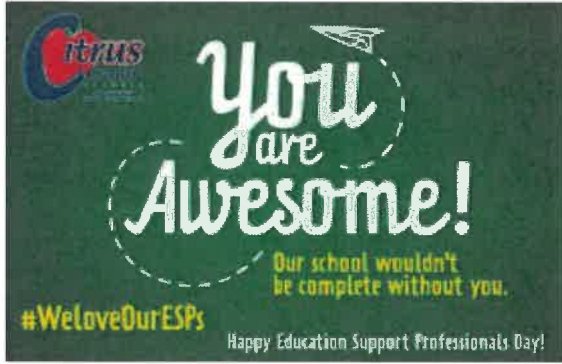


Technical Service ESP - we keep technology up-to-date. Facilitate student learning, and bring school news to the community. They lead the effort to maintain high standards of technology and communication in our schools. We install, repair, and upgrade computers and networks that allow timely communication between parents, school district employees, and students. They are continually learning about trends and innovations in technology.



Transportation Service ESP - we get students to and from school safely, recognize when a student is troubled or ill, and ensure the safe operation of school vehicles. They are the first people to greet students on their way to school and the last to say goodbye as they return home. In addition to driving in bad weather or heavy traffic, we are responsible for first aid and emergency evacuation procedures, student conduct and discipline, and the safe transportation of students with special needs. All transportation employees keep up with new safety requirements, regulations and policies.





School Appreciation Days

SEPTEMBER 2025

9/26 National School Parent Group
Appreciation Day

OCTOBER 2025

10/1-31 National Principals Month
10/2 School Custodial Workers Appreciation Day
10/5 World Teachers Day
10/20-24 National School Bus Safety Week

NOVEMBER 2025

11/3-7 School Psychologist Week
11/19 Education Support Professionals Day
11/21 Substitute Educators Day

JANUARY 2026

1/1-31 School Board Recognition Month
1/9 Law Enforcement Appreciation Day

FEBRUARY 2026

2/1-28 Love the Bus Month
2/6 School Crossing Guard Appreciation Day
(varies by state and district)
2/2-6 School Counselor Appreciation Week
2/15 School Resource Officer Appreciation Day
2/22 School Bus Driver Appreciation Day
(varies by state and district)

MARCH 2026

3/2-6 National School Social Worker Week

APRIL 2026

4/1 Paraprofessional Appreciation Day
4/4 School Librarian Appreciation Day
4/6-10 National Assistant Principals Week
4/20-24 National Public School Volunteer
Appreciation Week
4/22 Administrative Professionals Day
4/28 School Bus Driver Appreciation Day
(varies by state and district)

MAY 2026

5/1 School Principal's Day
5/1 School Lunch Hero Day
5/4-8 Teacher Appreciation Week
5/6 School Nurse Day
5/18 Speech Pathologist Day

PTOTODAY

2025-2026 School Appreciation Days

SEPTEMBER 2025

- 9/7 National Grandparents Day
- 9/8 World Physical Therapy Day
- 9/16 National IT Professional Day



OCTOBER 2025

- All Month* National Principal Month
- 10/2 School Custodian Appreciation Day
- 10/6 National Coaches Day
- 10/16 National Boss's Day
- 10/27 World Occupational Therapy Day

NOVEMBER 2025

- 11/11 Veteran's Day at School
- 11/3-7 National School Psychology Week
- 11/13 World Kindness Day
- 11/17-21 National Substitute Appreciation Week

DECEMBER 2025

- 12/2 Special Education Day

JANUARY 2026

- All Month* School Board Appreciation Month
- 1/9 Law Enforcement Appreciation Day

FEBRUARY 2026

- All Month* Love the Bus Month
- 2/2-6 National School Counseling Week
- 2/10 Crossing Guard Appreciation Day
- 2/15-20 Random Acts of Kindness Week
- 2/17 Random Acts of Kindness Day
- 2/22 School Bus Driver Appreciation Day

MARCH 2026

- 3/5 National Diagnostician Day
- 3/2-6 National School Social Worker Week
- 3/7 Maintenance Worker Appreciation Day
- 3/7 National Employee Appreciation Day

APRIL 2026

- All Month* School Library Month
- 4/1 Paraprofessional Appreciation Day
- 4/4 School Librarian Appreciation Day
- 4/6-10 National Assistant Principal Week
- 4/19-25 National Volunteer Recognition Week
- 4/22 National Administrative Professionals' Day
- 4/28 National Superhero Day

MAY 2026

- 5/1 School Principal's Day
- 5/1 School Lunch Hero Day
- 5/3-9 Teacher Appreciation Week
- 5/6 School Nurse Day
- 5/18 National Speech Language Pathologist Day



JUNE 2026

- All Month* School Safety Month



Monomoy Regional School District

Scott Carpenter, Ed.D.
Superintendent

Michael MacMillan
Business Manager

Melissa Maguire
Director of Student Services



Robin A. Millen, Ed.D.
Assistant Superintendent of Curriculum,
Instruction and Assessment

Paul G. Donlan
Treasurer

To: Monomoy Regional School Committee
From: Michael MacMillan
Date: 10/22/2025
Re: Approval of MRMS Siding and Windows – General Contractor Contract

MOTION

To approve that Monomoy Regional School District enter into a contract with Pearl Construction LLC as the General Contractor for the Middle School Siding and Window Replacement project for a contract price of six million nine hundred and eighty three thousand dollars (\$6,983,000).

BACKGROUND

The District has conducted the procurement process for selection of a General Contractor to carry out the replacement of the Siding and Widows at the Monomoy Regional Middle School. Pearl Construction LLC was the low bidder. The MRMS Building Committee voted unanimously to approve Pearl Construction's bid at their meeting on Monday, October 20th.

The procurement of this project took place in three steps:

1. Prequalification of General Contractors (GC)

The District invited interested contractors to submit their Statement of Qualifications to allow the District to review and prequalify each contractor before bidding. The District received eleven Statements of Qualifications and ultimately qualified nine.

2. Solicitation of Filed Sub Bids

Under Mass General Law certain sub-contracting categories must be separately procured. The Invitation for Bids for Filed Sub Bids was issued on August 29 and bids received on October 1. Successful bidders were then available for GC bidders.

3. Solicitation of Pre-Qualified GC Bids

GC bids were due on October 15. Three bids were received, and of those Pearl Construction LLC was the low bidder.

The budget prepared for the construction contract was \$9,282,342, so with Pearl Construction's bid the project is under budget at this stage. There may be other unforeseen costs as the project progresses.

Monomoy Regional School District

Scott Carpenter, Ed.D.
Superintendent

Michael MacMillan
Business Manager

Melissa Maguire
Director of Student Services



Robin A. Millen, Ed.D.
*Assistant Superintendent of Curriculum,
Instruction and Assessment*

Paul G. Donlan
Treasurer

See the attached slide deck, prepared by the Owner's Project Manager for this project, which provides more details on the procurement process and bid amounts.

With the School Committee's approval, the District will sign a contract with Pearl Construction as soon as possible with the aim of construction starting in April/May, to be completed by August 20, 2026.

Michael MacMillan
School Business Manager

Qualification & Bid Process

1. Solicitation of GC Qualifications
 - a) Received 11 SOQ Packages
2. SOQ Evaluations – Sub Committee
 - a) Qualified 9 GCs
 - b) Dis-qualified 2 GCs
3. Solicitation of File Sub Bidders
 - a) (6) File Sub Bid Categories
 - i. Waterproofing, Dampproofing, & Caulking (5)
 - ii. Roofing & Flashing (0)
 - iii. Metal Windows (8)
 - iv. Painting (8)
 - v. HVAC (2)
 - vi. Electrical (1)
4. Solicitation for Pre-Qualified GCs Bids w/ File Sub Bids
 - a) Received (3) GC Bids
5. Recommendation to Award (Tonight) Vote Required



BIDDING DATES/DEADLINES

Sept 3	Pre-Bid Meeting → 3pm
Sept 22	File Sub-Bid RFI
Sept 29	GC GC Bid RFI
Oct 1	File Sub-Bids Due (public opening or electronic?)
Oct 7	Post-File Sub Bids to GCs
Oct 15	GC Bids Due (public opening or electronic?)
Oct 20	MRMS School Building Committee Meeting
Oct 23	School Committee Meeting
Oct 24	Award GC
Oct 25	GC Contract

Monomoy Regional Middle School Siding & Windows Replacement		Bid Amount
FILED SUB-BID TABULATION		
Category		
070001	Waterproofing, Dampproofing & Caulking <i>Homer Contracting Inc.</i>	\$ 753,000
	Contracting Specialists, Inc.	\$ 852,020
	Folan Waterproofing & Construction Co	\$ 933,600
	Beacon Waterproofing & Restoration	\$ 935,240
	P.J. Spillane Company Inc.	\$ 1,432,000
070002	Roofing and Flashing	
	No Bids	\$ -
080005	Metal Windows	
	Kapiloff's Glass, Inc.	\$ 1,265,230
	JJ Cardosi, Inc.	\$ 1,369,600
	R&R Window Contractors, Inc.	\$ 1,457,289
	JJ Cardosi, Inc.	\$ 1,472,674
	G.V.W., Inc.	\$ 1,634,435
	Greenfield Glass Company, Inc.	\$ 1,725,925
	A&A Window Products, Inc.	\$ 1,751,200
	Aluminum & Glass Concepts, Inc.	\$ 1,978,682
090009	Painting	
	MG Painting Contractors LLC	\$ 82,700
	Homer Contracting Inc.	\$ 163,000
230000	HVAC	
	Aurajo Bros Plumbing and Heating	\$ 174,500
	Apex Corp.	\$ 179,800
260000	Electrical	
	Brite Lite Electrical	\$ 78,800
Total FSB		\$ 2,453,250
FSB 75% Estimate:		\$ 2,514,874



Monomoy Middle School Siding and Windows Replacement Project Building Committee
Meeting #13 (Meeting date 01-20-25)



Monomoy Regional Middle School Siding & Windows Replacement		
GENERAL CONTRACTOR BID TABULATION		
		Bid Amount
Peal Construction		
		\$ 6,383,000
070002	Roofing and Flashing	\$ 468,784
070001	Waterproofing, Dampproofing & Caulking	\$ 852,020
080005	Metal Windows	\$ 1,265,230
090009	Painting	\$ 82,700
230000	HVAC	\$ 174,500
260000	Electrical	\$ 78,800
	Peal Total FSB Cost	\$ 2,922,034
Homer Contracting Inc.		
		\$ 7,170,000
070002	Roofing and Flashing	
070001	Waterproofing, Dampproofing & Caulking	\$ 173,000
080005	Metal Windows	\$ 1,265,230
090009	Painting	\$ 163,000
230000	HVAC	\$ 174,500
260000	Electrical	\$ 78,800
	Homer Total FSB Cost (Excl Roofing)	\$ 1,854,530
M. O'Connor Contracting Inc.		
		\$ 8,573,700
070002	Roofing and Flashing	
070001	Waterproofing, Dampproofing & Caulking	\$ 852,020
080005	Metal Windows	\$ 1,265,230
090009	Painting	\$ 82,700
230000	HVAC	\$ 174,500
260000	Electrical	\$ 78,800
	M. O'Connor Total FSB Cost (Excl Roofing)	\$ 2,453,250
Total Estimated Cost:		\$ 9,282,342



Monomoy Middle School Siding and Windows Replacement Project Building Committee
Meeting #13 (Meeting date 10-20-25)



SECTION 00 41 00

FORM FOR GENERAL BID

MGL c. 149 Over \$100K

TO THE AWARDING AUTHORITY: Monomoy Regional School District

A. The Undersigned proposes to furnish all labor and materials required for Siding and Window Replacements at the Monomoy Regional Middle School in Cheatham, Massachusetts, in accordance with the accompanying plans and specifications prepared by Raymond Design Associates, Inc. for the contract price specified below, subject to additions and deductions according to the terms of the specifications.

B. The bid includes addenda numbered: 1, 2, 3, 4, 5, 6, 7

C. The proposed contract price is: six million nine hundred eighty three thousand dollars \$ 6,983,080
Bid Amount in Words Bid Amount in Numbers

D. The subdivision of the proposed contract price is as follows:
ITEM 1. The work of the general contractor, being all work other than that covered by ITEM 2.

TOTAL OF ITEM 1 \$ 4,530,580

Sub-trade	Name of Firm/ Sub-Bidder	Sub-Bid Amount	Bond Required Yes/No
waterproofing	Contracting Specialists	3852,950	Y
windows	Kaplioffs	51,765,230	Y
painting	MG Painting	987,000	Y
hvac	Azeuco Bros.	3174,500	Y
electrical	BYLE LIFE	578,800	Y

TOTAL OF ITEM 2 \$ 52,452,580

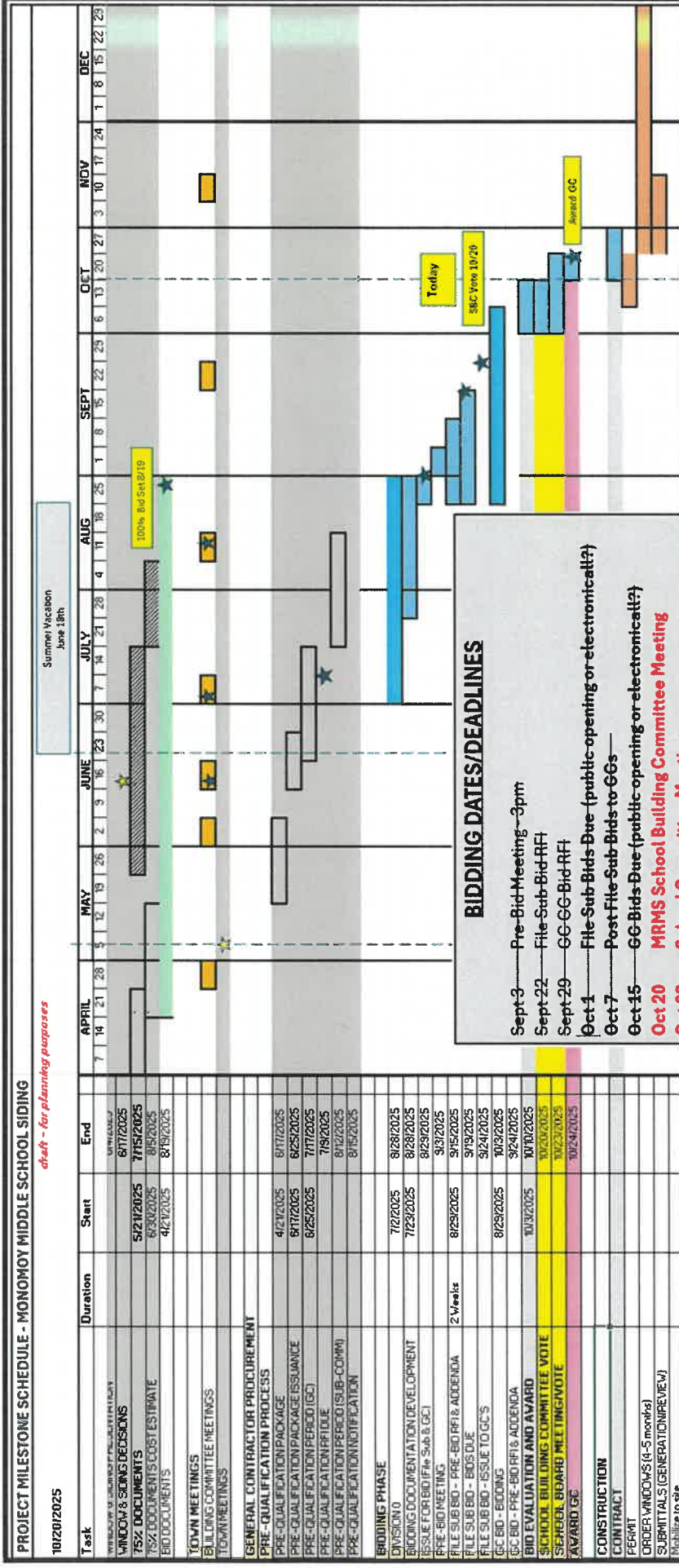
The undersigned agrees that each of the above named sub-bidders will be used for the work indicated at the amount stated, unless a substitution is made. The undersigned further agrees to pay the premiums for the performance and payment bonds furnished by sub-bidders as requested herein and that all of the cost of all such premiums is included in the amount set forth in ITEM 1 of this bid.

The undersigned agrees that if they are selected as general contractor, they will promptly confer with the awarding authority on the question of sub-bidders, and that the awarding authority may substitute for any sub-bid listed above a sub-bid filed with the awarding authority by another sub-bidder for the sub-trade against whose standing and ability the undersigned makes no objection, and that the undersigned will use all such finally selected sub-bidders at the amounts named in their respective sub-bids and be in every way as responsible for them and their work as if they had been originally named in the general bid, the total contract price being adjusted to conform thereto.

E. The undersigned agrees that, if they are selected as general contractor, they will, within five days, Saturdays, Sundays, and legal holidays excluded, after presentation demanded by the awarding authority, execute a contract in accordance with the terms of this bid and furnish a performance bond and also a labor and materials or

Form for General Bid
00-41-00 - 1





BIDDING DATES/DEADLINES

- Sept-3 Pre-Bid Meeting - 3pm
- Sept-22 File Sub Bid RFI
- Sept-29 GC-GG-Bid RFI
- Oct-1 File Sub Bids Due (public opening or electronic?)
- Oct-7 Post File Sub Bids to GCs
- Oct-15 GC Bids Due (public opening or electronic?)
- Oct-20 MRMS School Building Committee Meeting
- Oct-23 School Committee Meeting
- Oct-24 Award GC
- Oct-25 GC Contract



Monomoy Middle School Siding and Windows Replacement Project Building Committee
 Meeting #13 (Meeting date 10-20-25)



**Monomoy Regional School District
Competency Determination Graduation Requirement - DRAFT REVISION**

The awarding of a fully certified diploma from the Monomoy Regional School District requires, in addition to the MRHS Graduation criteria as outlined in the MRHS School Handbook, a demonstration of mastery of the tenth-grade Massachusetts Curriculum Framework Standards in the areas of English language arts, mathematics, and science. Mastery is determined when a student successfully earns one full-credit for the identified courses below. Mastery is determined in accordance with the district's grading policy (e.g. course grade equal to or greater than 60) and obtained by the (1) final assessment of MRSD curricular priority standards for the course; or (2) an equivalent measure outlined in the high school's handbook. The district must determine that every student has met the Competency Determination (CD) outlined in this policy and the local graduation requirements prior to graduating that student.

For the Class of 2026, a successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 or the demonstration of mastery based on the outlined CD courses below:

For the class of 2027 and beyond, only the coursework stated below will be used to determine certification of the competency determination (CD)

- The equivalent of two years of high school English Language arts courses. These courses must be taken in grades 9-12 and include English 9, 10, 11, or 12.
- The equivalent of one year of both Algebra and Geometry courses or the equivalent of one year of both Integrated Math I and Integrated Math II. Middle school math courses may be certified by the district as meeting the coursework requirement when the district confirms that the middle school courses align to the 2017 MA Mathematics Curriculum Framework.
- The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry or Technology/Engineering. These courses must be taken in grades 9-12.
- The equivalent of a one-year United History (US History I or II) course. This course must be taken in grades 9-12.

Special Circumstances:

- Students with disabilities have under IDEA or M.G.L. c. 71B the right to be provided a Free and Appropriate Public Education (FAPE), and as such, the district must determine that the student has met the CD and local graduation requirements prior to graduating that student.
- Students with disabilities placed in out-of-district placements must meet the requirements of the CD policy of the placing school district.

- Districts are responsible for selecting and certifying the courses that meet the CD requirements for English Learners including determining that English as a Second Language (ESL) courses may count towards the English Language Arts (ELA) coursework component provided that the school explicitly integrates grade-appropriate ELA standards with English Language Development (ELD) standards, using instructional scaffolds that are appropriate to students English proficiency levels.
- Students who enroll in an MA public high school after their ninth-grade year must be afforded the opportunity to earn the CD. Monomoy Regional School District reserves the right to substitute any courses for the above-stated courses provided they align with the appropriate MA Curriculum Framework Standards and the State Law regarding Competency Determination M.G.L. Title XII Ch. 69 S.1D.
- Students who do not meet the required passing grades in the above-prescribed courses may enroll in an approved summer school program, credit recovery courses, or be scheduled to take additional coursework by their guidance counselor that meets the same MA Curriculum Framework Standards.
- In limited circumstances, where a district is unable to document a student's prior coursework, the regulations allow for a student to earn the CD by:
 - Attaining a qualifying score of at least "meeting expectations" or "exceeding expectations" achievement levels on the relevant high school MCAS assessment; or
 - Meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Monomoy Regional School District will offer eligible students in the classes of 2003 through 2024 who did not earn a diploma as a result of failing to meet the state's CD requirement an opportunity to determine their current eligibility for a diploma pursuant to the district's CD requirements.

An eligible student is one who:

1. Was previously enrolled in the district; and
2. Previously met the criteria for a Certificate of Attainment (ie, met local graduation requirements but did not receive a high school diploma because they did not earn a CD); and
3. Was not previously reported as a graduate in any district's Student Information Management System (SIMS) submission.

Any student who has not previously met the criteria for a Certificate of Attainment (indicating that they did not meet all local graduation requirements when they exited high school) must meet the district's current CD requirements and local graduation requirements in order to earn a diploma.

If a student is determined to now meet all requirements to graduate, the student must be reported to the MA Department of Education as a graduate via SIMS.

The Principal shall be the arbiter for all disagreements in transcript review. An appeal of the principal's decision may be made to the superintendent. The superintendent's decision on transcript reviews as related to CD is final.

Legal Reference: M.G.L. c. 69, § 1D(i)

Department of Elementary and Secondary Education Update on Student Competency Determinations 12/11/2024

Department of Elementary and Secondary Education Update on Competency Determination Guidance and Policy Submission Process, July 2025

Adopted: 2/13/25

Revised:

Monomoy Regional School Committee

School Committee Review of Procedures

It is expected that the Superintendent and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals, or objectives of the district, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law, or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Dept. of Elementary and Secondary Education for information purposes only.) Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

Legal References:

M.G.L. 71:37H

Adopted: 3/27/2013

Reviewed:

Monomoy Regional School District
Policy Dissemination

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Committee, and, insofar as conveniently possible, to all persons in the community. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

~~All policy manuals distributed to anyone will remain the property of the Committee and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time.~~

~~They are subject to recall at any time deemed necessary for purposes of updating.~~

~~The "Official" version of the policy manual will be maintained in the Superintendent's office.~~

The policy manual is accessible on the website. The "Official" version will be maintained in the Superintendent's office for anyone who needs assistance accessing the online manual.

~~The School Committee's policy manual will be considered a public record and will be available for inspection at the Superintendent's office.~~

Adopted: 3/27/2013

Revised:

**Monomoy Regional School District
Middle School Pathway Exploration Policy**

I. Overview

The policy's main goal is to bridge the gap between middle school and high school by ensuring that students can make informed decisions about their future educational and career paths. It promotes a personalized education and career plan to help students set goals and explore the various options available to them to support their post-high school aspirations.

Students will be made aware of and gain exposure to pathways, examples include, but are not limited to:

- Career and Technical Education (CTE) Partnership Programs
- Innovation Career Pathways
- Early College programs
- Other local programs and coursework choices

II. Student Outcomes:

- Identify available pathways
- Understand potential career opportunities within those pathways
- Comprehend pathway-specific student outcomes (e.g., credentials, work-based learning, college credit)
- Analyze and evaluate pathways based on their interests and skills
- Create a reflection and course plan that aligns with their goals

III. High School (Grades 8-12+) Pathway options available to students

Students in Grades 6 and 7 will have opportunities to learn about the available high school pathways that include, but are not limited to:

- Monomoy Regional High School
- Course Offerings and Electives
- Innovation Pathway
- Project Lead The Way
- MyCAP (My Career and Academic Plan) - grant funded for 2025-2026
- MEFA (College and career planning portal for Massachusetts students in grades 6-12)
- MA Hire Partnership
- Internship program
- Work-Based Learning

- Advanced Placement (AP) courses and AP Capstone Diploma
- Special education career planning with scope and sequence
- Community service
- Dual Enrollment opportunities

IV. Middle School Career Exploration

Currently, the district utilizes Naviance at the high school to engage students with college and career preparedness. The district received a grant to pilot MyCAP for the 2024-2026 school year, and this will be further explored for the middle school.

The middle school will begin accessing MEFA to begin developing student portfolios, career exploration, and college exploration. Additionally, the Mass Career Development Model will be used to facilitate career and college exploration.

MyCAP will also be explored for implementation in the 2027 school year.

V. Activities and Procedures to Collaborate with CTE and other Opportunities

The district engages in the following activities:

- Counselors from the high school present to grades 6 and 7 the available high school options available to them.
- Counselors from Cape Cod Technical Vocational High School present to grades 6 and 7
- Counselors conduct Minute meetings to focus on exploration, where a student takes a preference assessment in class, then the counselors follow up in a minute meeting to talk through the results.
- Career Day (every three years)
- 7th grade pathway program - students are able to choose from three pathways (90 days of classes) - Advanced STEM, Language, or Music.
- 6th grade community heroes project
- Community Service Learning Class - 5th and 6th grade 30 day class to focus on citizenry and includes exposure to careers through curriculum and community projects.
- DESE CTE Awareness Modules

VI. Information on Career Technical Education Programs

The district provides middle school students with information about career technical education programs and careers, by October 15th each year, including, but not limited to the following:

- presentations
- emails to families
- websites

Additionally, information goes out in newsletters each trimester from the counseling team and the annual plan is sent to families.

VII. Middle School CTE Tour Policies

Monomoy Regional School District will provide all middle school students with an opportunity to tour CTE schools and programs during regular middle school hours. The transportation costs will be assumed by the school hosting the tours.

Students will not receive an unexcused absence if the CTE school or program confirms the student's participation in a tour.

The district will work with Cape Cod Regional Technical High School and Upper Cape Cod Regional Technical School to coordinate and schedule tours.

VIII. Providing Records to CTE Schools and Programs

Monomoy Regional School District will provide information to CTE schools and programs during the admission process.

- The counseling staff will work with the liaison at the CTE school or program to ensure records are shared.

IX. Maintenance of Records

Monomoy Regional School District will maintain documentation of student participation in tours and other elements of this policy implementation, such as sharing of contact information, MyCAP/Naviance, and CTE access schedules.

Adopted:

**Monomoy Regional School District
Quorum Policy**

A quorum to conduct business shall consist of five (5) members, with no fewer than two members being present from each of the member towns. A number less than the majority may vote to adjourn, but shall not take any other action.

Any action voted by the Committee which directly and specifically affects the elementary school(s) in only one town will require that three of the four members of the Committee from the town in which the affected elementary school(s) is/are located vote in support of that action.

Legal References:

Regional Agreement, Section III (A and G)

Adopted: 3/27/2013

Reviewed:

Monomoy Regional School District

Rules of Order

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

SOURCE: MASC - Reviewed 2022

Adopted: 3/27/2013

Revised

Monomoy Voting Method

On all issues requiring a vote of the Monomoy Regional District School Committee, a simple majority vote (i.e., no fewer than 3.5 of the six (6) votes as spoken to in Section I, subsection B) of the regional agreement shall be required to pass all motions, except as specified elsewhere in this Agreement, or as required by statute.

Because of the disparity in the population of the two towns, each of the four (4) Committee members from Harwich will have one full vote, on all matters and each of the four (4) Committee members from Chatham will have 50% of a vote on all matters, for a total of six (6) votes.

For a motion which requires a majority vote to pass, a majority (i.e., greater than 50%) of the six (6) votes (which must be no fewer than 3.5 votes) must be cast in the affirmative and at least one Committee member from each of the two towns must vote in the affirmative. For the passage of a motion requiring a two-thirds vote (such as the passage of the annual budget), at least two thirds (i.e., no fewer than 4 votes) of the six (6) total votes must be cast in the affirmative.

Should a shift in the respective populations of the member towns, based on the most recent decennial federal census figures, cause an impermissible disparity based on one- person, one-vote principles, the Committee will act to address the disparity via the amendment process.

Open meeting

Votes of the School Committee will be taken by voice vote or a hand count and shall be recorded in the minutes. If the vote is unanimous only that fact need be recorded. No vote taken at an open session shall be by secret ballot.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. A two-thirds vote will be required to suspend parliamentary rules of order.

Executive Session

A majority of the members of the School Committee must vote to enter into executive session, with the vote taken by roll call and recorded in the official minutes.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

Legal References:

Regional Agreement, Section I (B) and Section III (B)

SOURCE: MASC - Reviewed 2022

LEGAL REFS.: M.G.L. 30A:18-25; 71:42; 71:50

Adopted: 3/27/2013

Revised

Monomoy Regional School District
Special Procedures for Conducting Hearings

A public hearing is an official forum specifically intended for the public to offer input on a particular topic. The hearing does not typically include a vote, which would occur at a later meeting.

In conducting all public hearings required by law, and others, as it deems advisable, the School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in all local media.
2. Make available printed information on the topic of the hearing.
3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.
4. Before the hearing, a copy of any proposed budget or policy will be available to the public

The Chairperson of the Committee will preside at the hearing.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard. The following are examples including but not limited to:

1. In some cases, the school committee may require speakers to sign up to speak in advance.
2. Speakers will be given three minutes to speak.
3. Speakers must address their remarks through the committee chairperson, and abusive or defamatory language is not permitted.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee; to comment, citizens must be recognized by the chair, and all remarks must be addressed to the chair and be germane to the topic. To assure that all who wish get a chance to speak, the chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

SOURCE: MASC - Reviewed 2022

Adopted: 3/27/2013

Revised

FY27 Budget

FIVE YEAR OUTLOOK

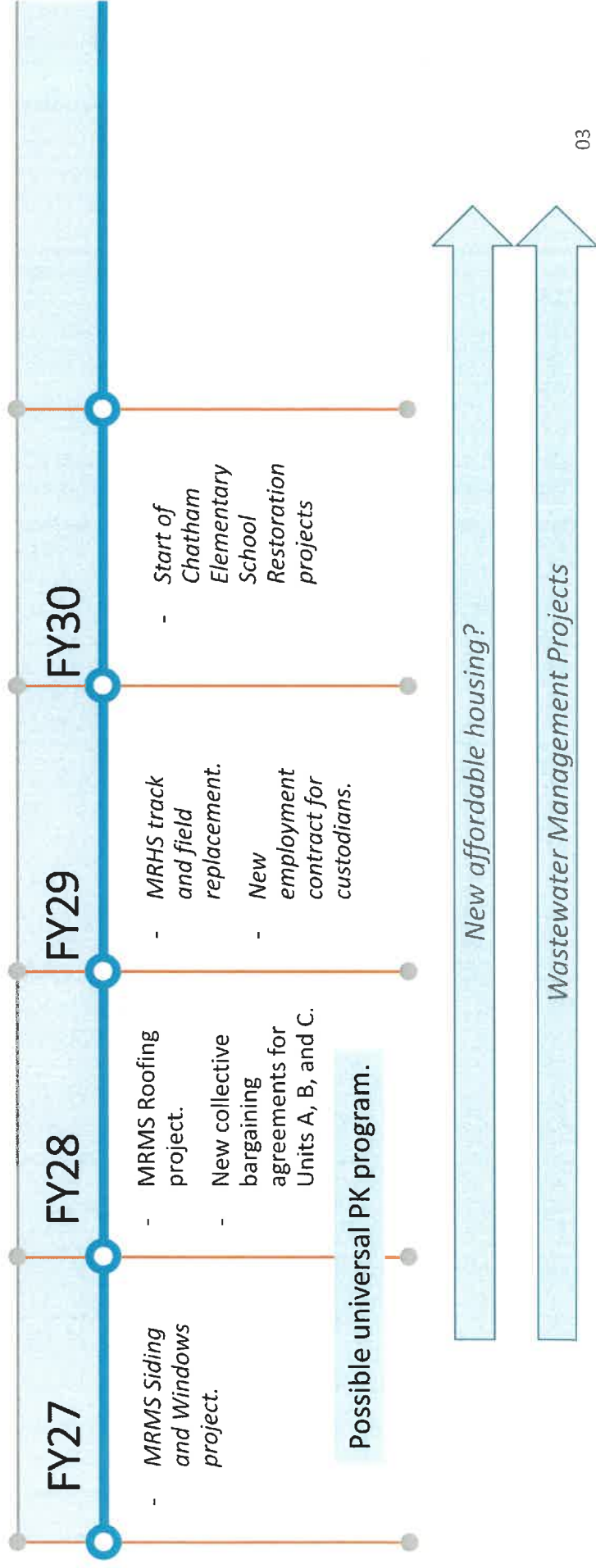
10/23/2025



Why look ahead?

- To prepare for upcoming challenges.
- To help the district make strategic decisions about the use of funds.
- Comparing our forecasts to actual figures improves our understanding of the factors impacting the district's expenditure.

Potential upcoming events with budget impact

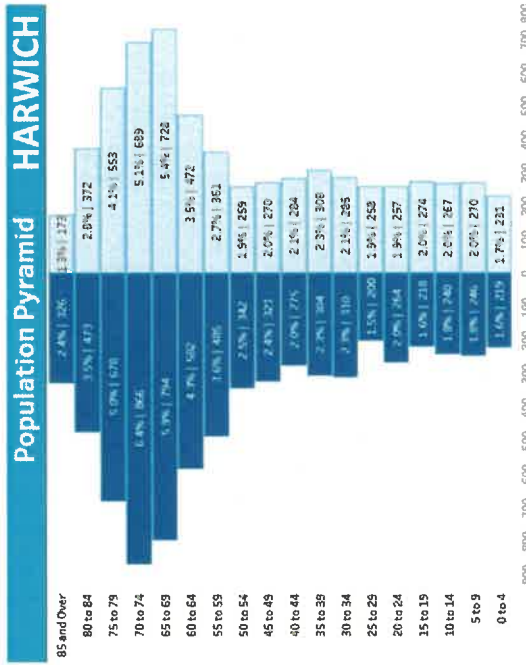
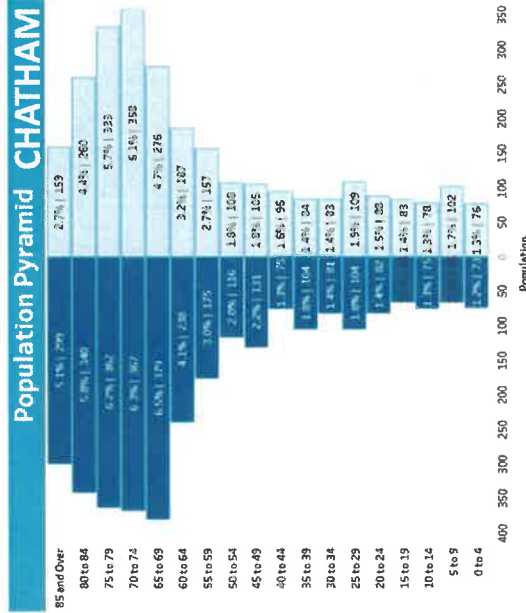


What happened with the major items that were highlighted last year?

FY25: USA Government Elections. **FY26:** New employment contract for custodians, MRMS Re-Siding, replace MRMS boilers, Nauset RSD High School renovation completed.

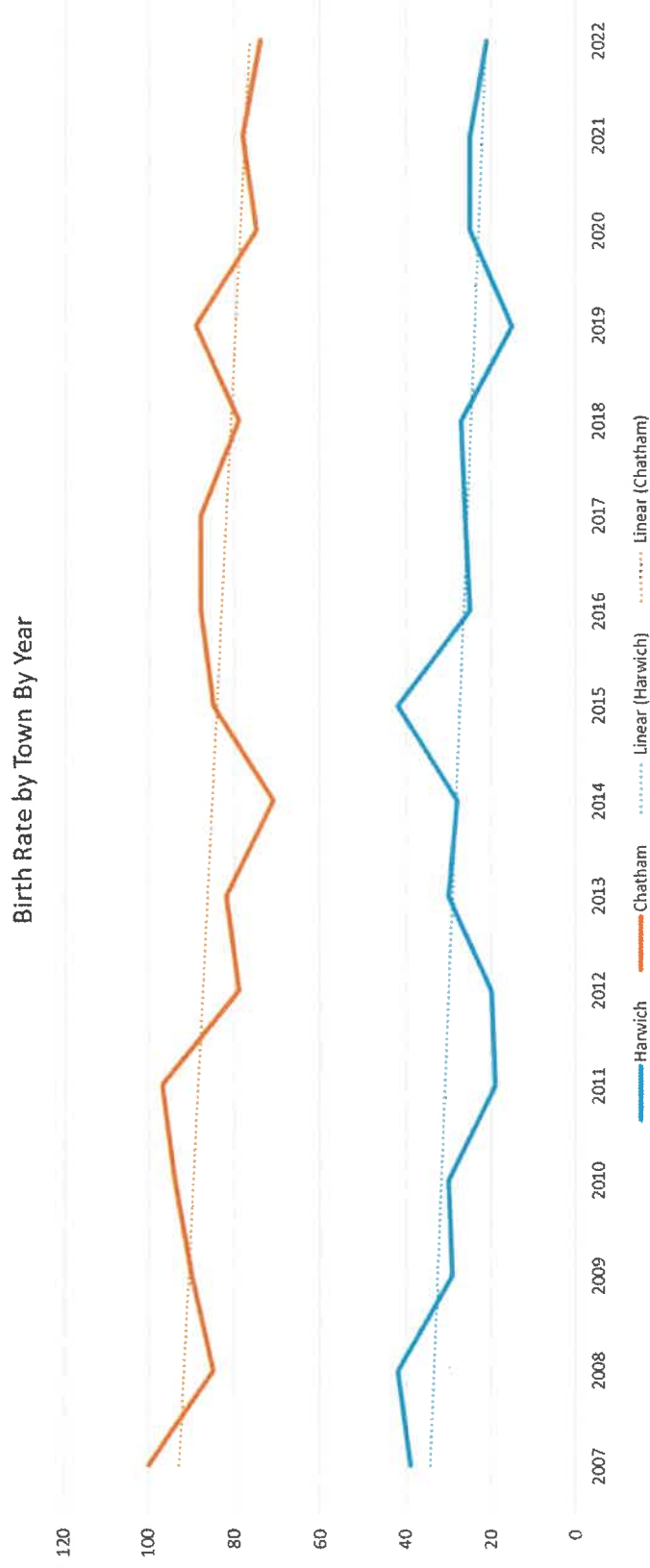


UMass Donahue Institute, with MA state departments, produces 2030 population projections for all MA municipalities.

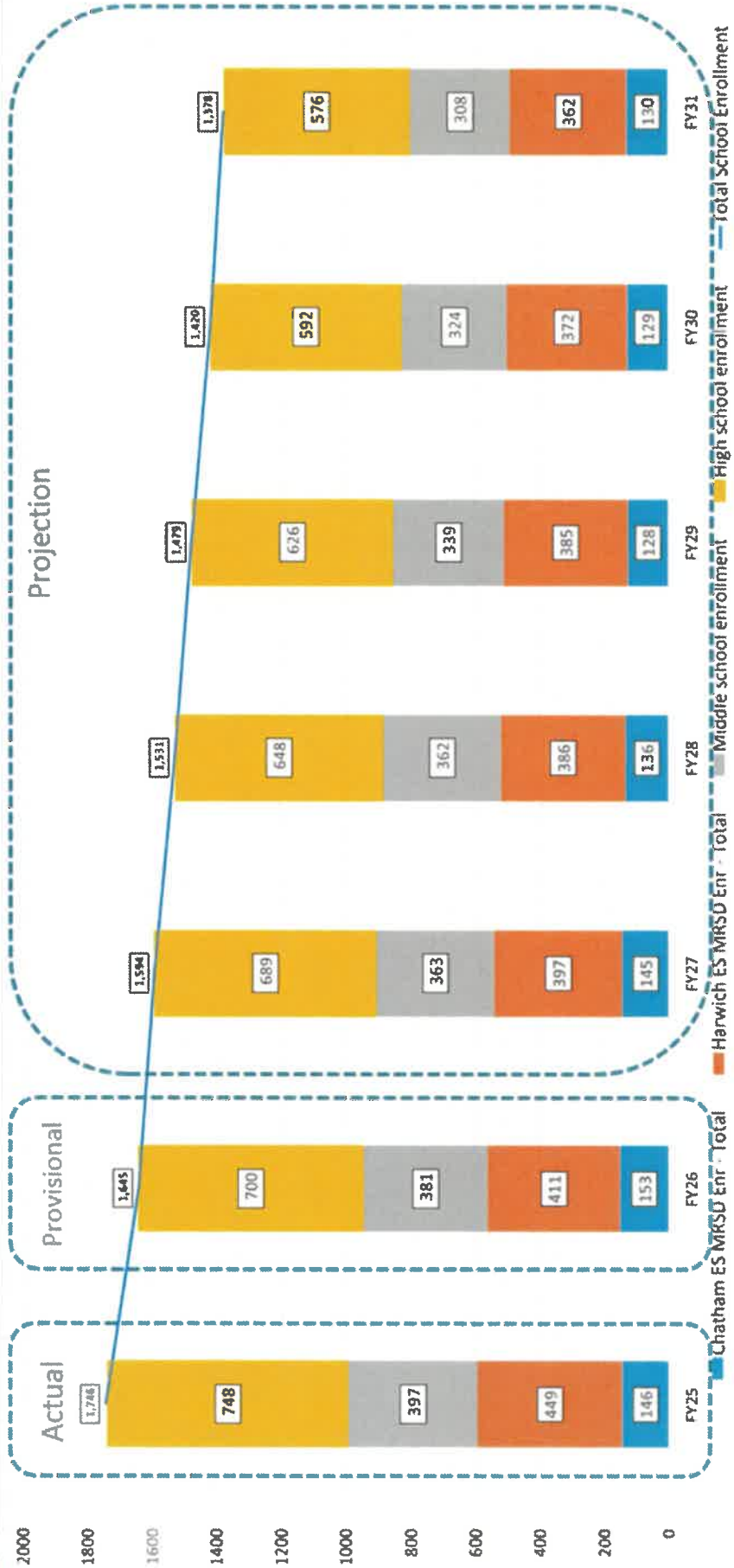


Sex
■ Female
■ Male

The chart below shows recent birth rates in both towns. There is a downward trend but the numbers fluctuate and decline is gradual.



This chart shows a projection of enrollment by school. The chart below assumes cohort numbers change each year reflecting historic trends.



The estimates made during the FY2026 budget process, projected higher enrollment than actually experienced this year.

School	Projected Enrollment	Actual Enrollment (Provisional)
Chatham Elementary School	158	153
Harwich Elementary School	423	411
Monomoy Regional Middle School	375	381
Monomoy Regional High School	710	700
TOTAL	1,666	1,645

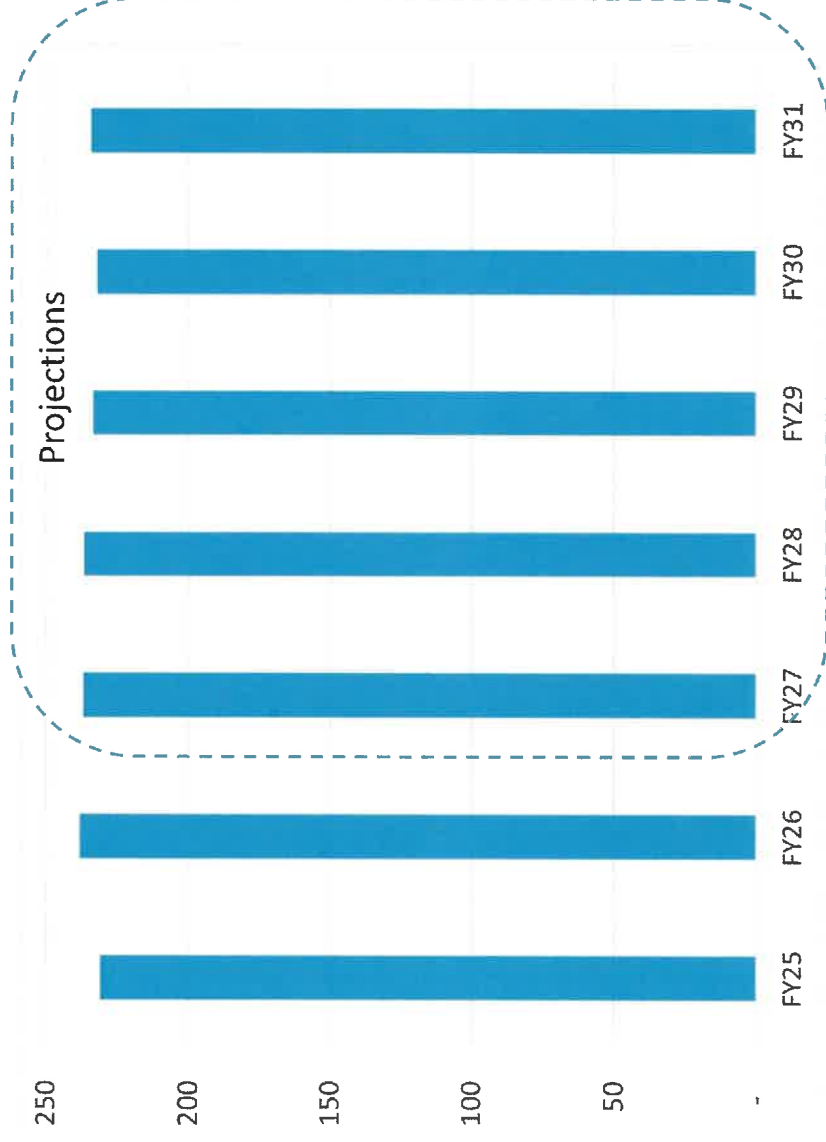
Falling enrollment will impact the District in multiple ways.

Financial
Stability

Operational
Efficiency

Staffing and
Programming

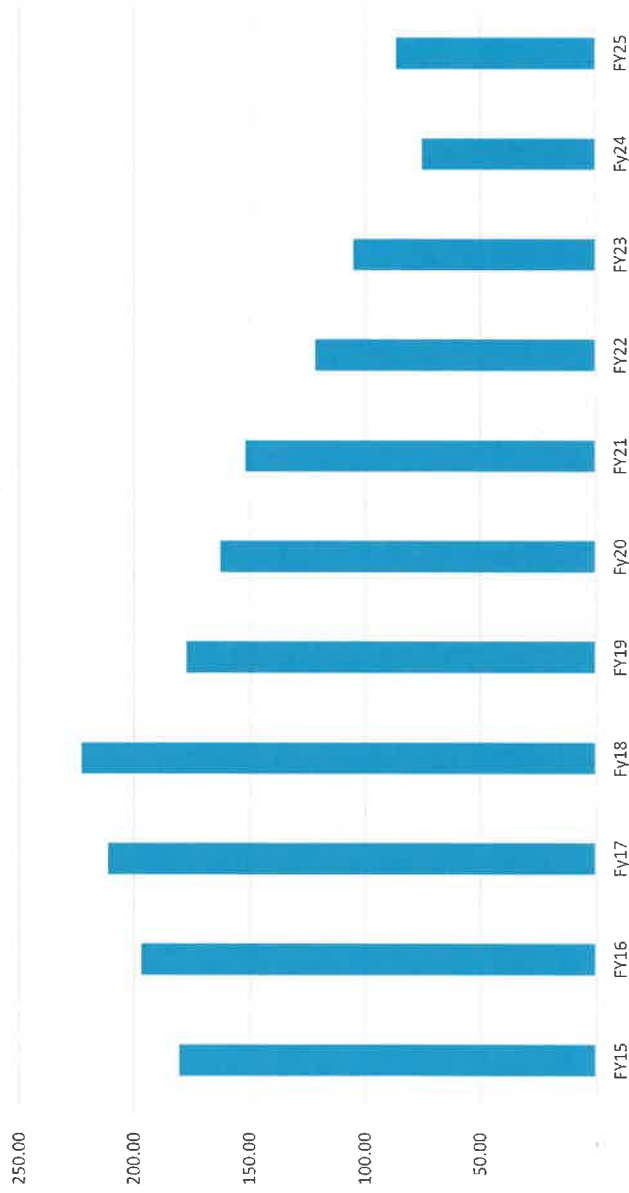
School Choice students IN the District has increased slightly from FY2025, contrary to previous projections. Updated projections suggest more level experience.



Revenue that the District receives for School Choice IN students plays an important part in offsetting the budget – up to \$1.7M in FY2026.

School Choice students Out: as the number of school choice students exiting the district levels off, there will no longer be a year to year reduction in the budget.

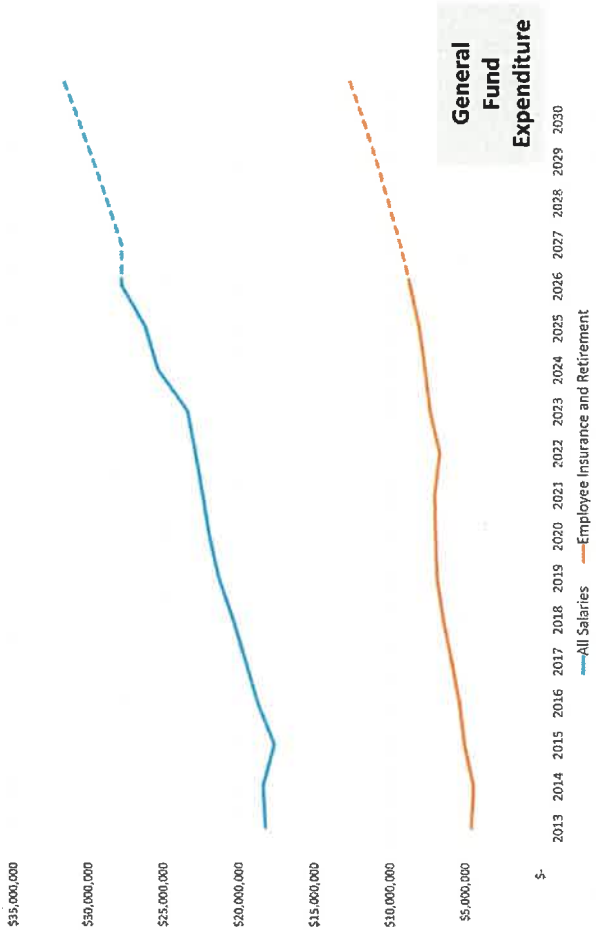
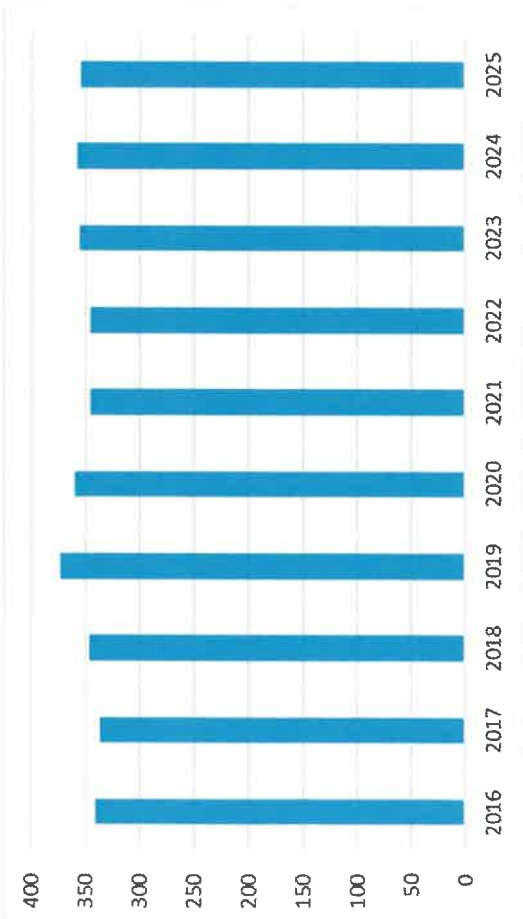
School Choice (OUT) - Student Counts



School Choice out numbers increased from FY2024 to FY2025, suggesting that the previous downward trend may be levelling out. This will impact District budget which has benefited from reductions in recent years.

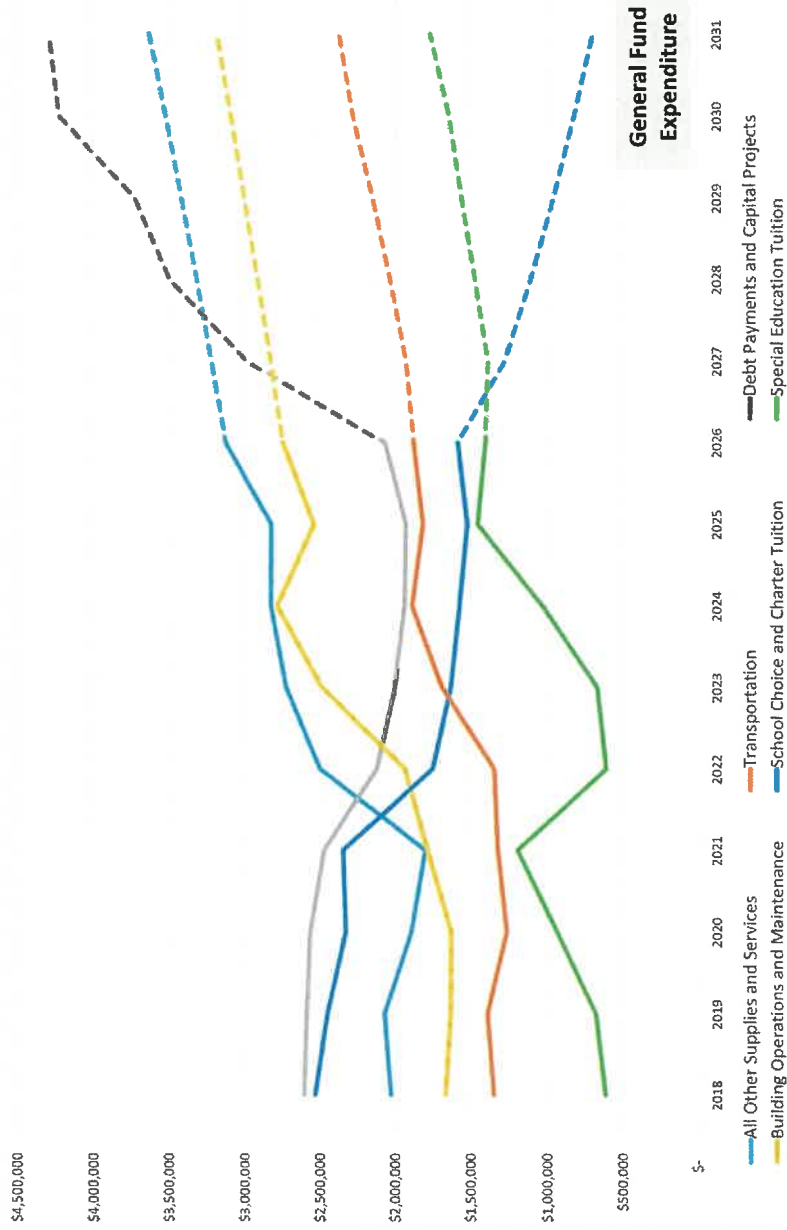
Staffing: In the short term, there will be significant pressure on salaries. Looking further ahead there is likely to be a reduced demand for staff overall. The projections below are based on linear forecast for salaries based on the 10 year history and 8% a year increase for health insurance.

Staffing (FTE)
October 1 State Report



Although enrollment figures are expected to decrease, student needs, particularly special education needs, have increased recently and are driving demand for staff.

Supplies and services: The chart below shows non-staffing expenditures from all funds.



Building operations and maintenance: The cost of running and maintaining our buildings has increased significantly from FY2022 to FY2024, however, since then the cost has fallen. The cost of utilities is expected to offset the reduction in maintenance costs, resulting in an overall increase estimated at 3%.

All other supplies and services: This includes all instructional materials and technology, property insurance and other administration costs. These costs increased significantly after COVID. The forecast assumes then steady increase of 3% reflecting the trend since FY21.

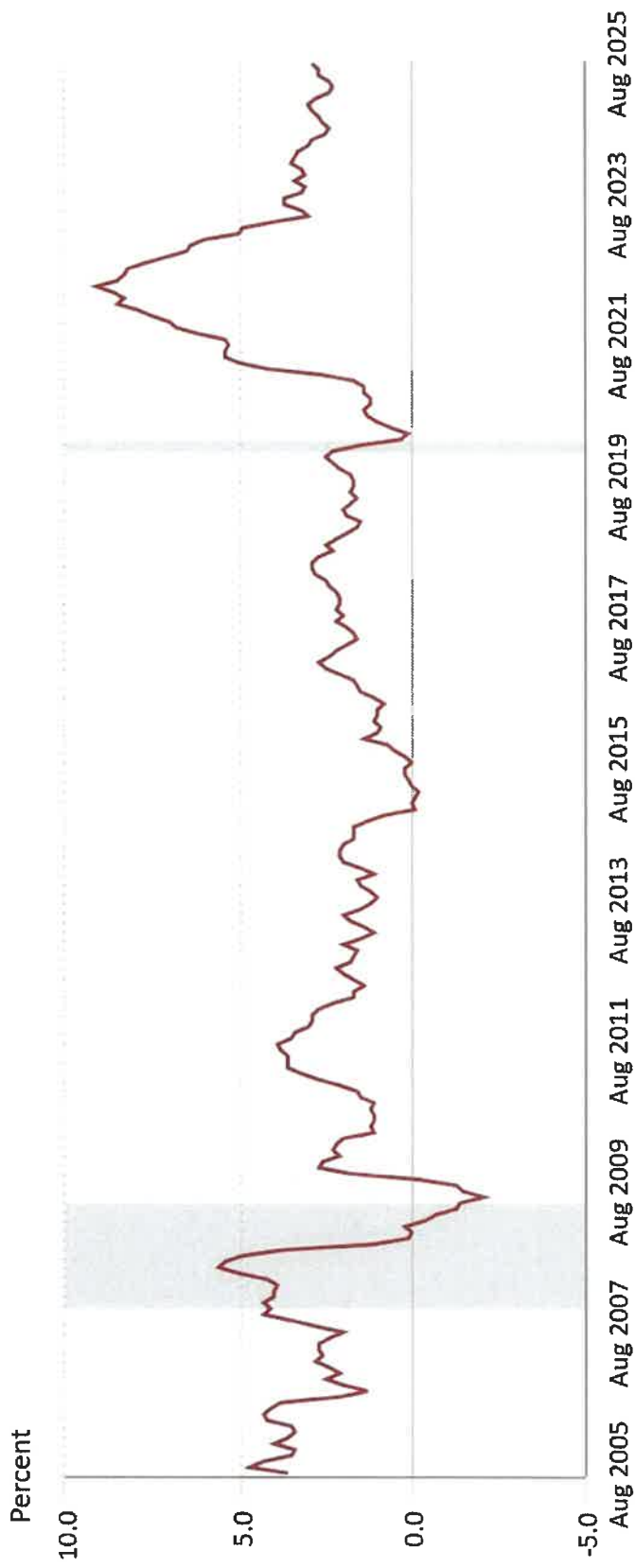
School Choice and Charter Tuition: Expected to fall as the number of school choice students coming to the district falls. Charter tuition is expected to remain steady.

Transportation: This is susceptible to changes in gas prices and recruitment pressures driving up wages, however as the District works with the Cape Cod Collaborative to provide transportation services this helps to keep costs down. This forecast also includes an increase in lease payments for new buses.

Debt payments and capital projects: The total includes reductions in the high school debt payments plus possible debt and capital projects proposed in the District's five year capital plan.

Special education tuition: This expenditure is very difficult to estimate, although lower overall enrollment would suggest a reduction, the level and intensity of student needs are increasing. These costs are also offset by state funding through the Circuit Breaker program.

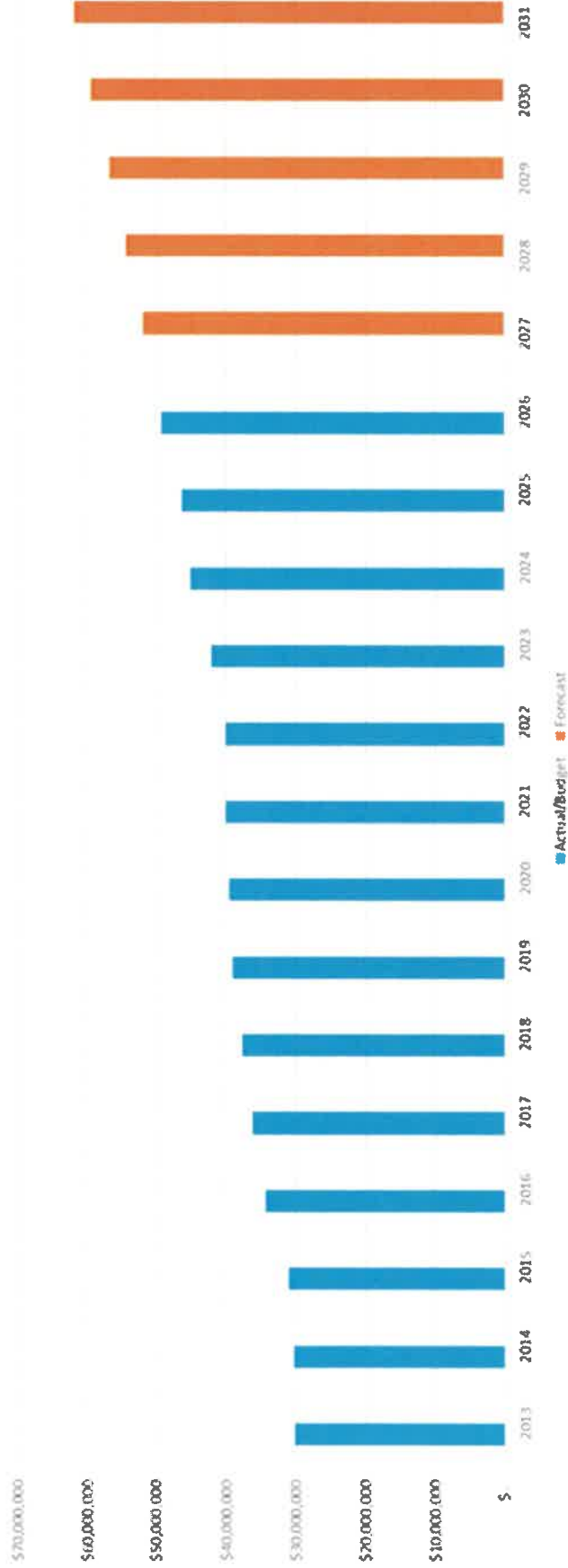
12-month percentage change, Consumer Price Index – all items. Inflation is much less significant now than it was a couple of years ago.



Source: U.S. Bureau of Labor Statistics.

The net effect of the expenditure forecasts suggest a steady increase in the next five years – this does not account for significant staffing or program changes outside the previous experience.

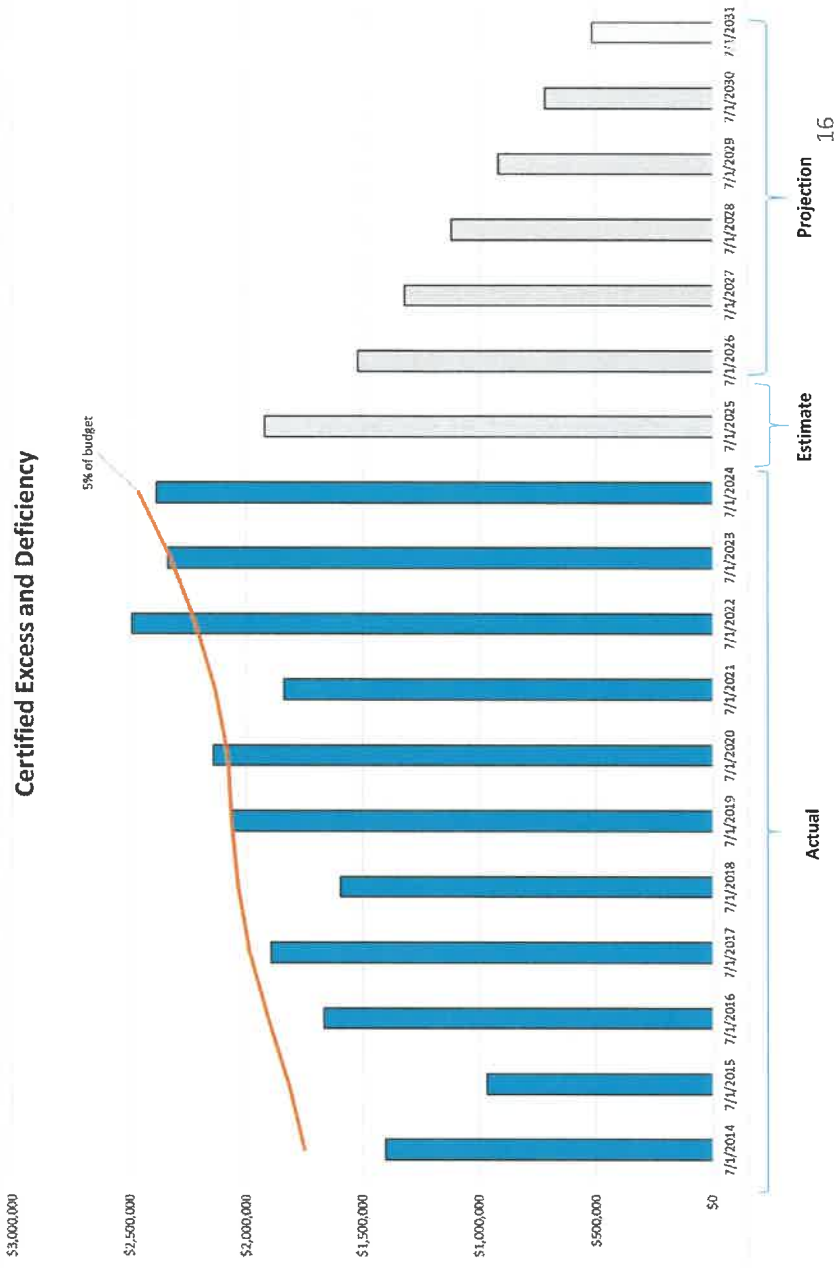
Total General Fund Expenditure (actual & forecast)



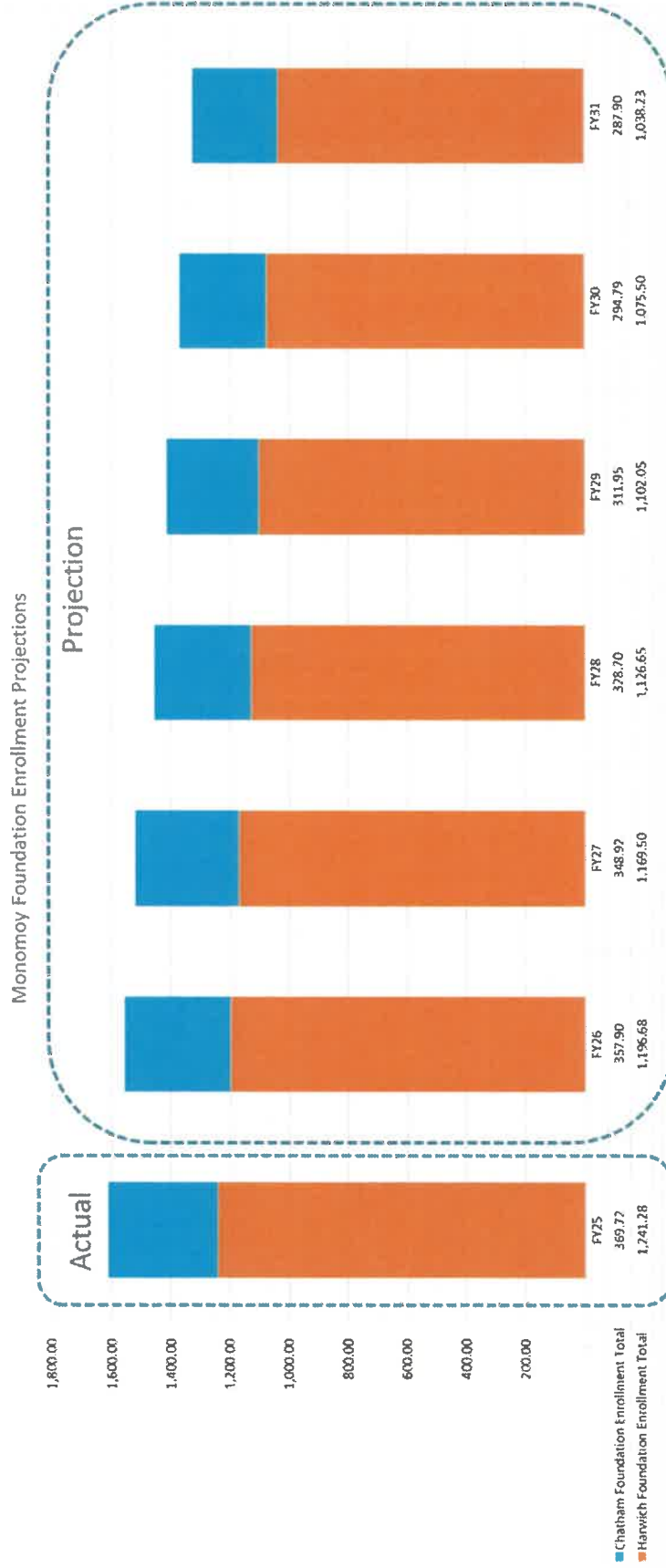
The district's Excess and Deficiency funds can be used to offset the budget and reduce assessments. However, if more funds are budgeted than added to the fund each year, the balance will be depleted until it can no longer be drawn upon.

For FY2026, the use of Excess and Deficiency was increased from the \$800,000 used the previous year to \$1,000,000. This has led to a forecast reduction in available E&D funds to offset the FY2027 budget.

If the District continues to rely on the Excess and Deficiency, and does not experience year to year surpluses (which contribute to E&D) the balance will continue to fall and eventually will not be available to offset assessments.



Assessments: As students from Harwich make up a larger percentage of Monomoy foundation enrollment, Harwich will receive a higher percentage of the overall assessment. The projections of foundation enrollment are significantly impacted by estimates of PK and K enrollment.



How might the trends and forecasts impact future budget decisions?

- As enrollment goes down, fewer classroom teachers may be required but the changes will be slow and sporadic.
- We may continue to see an increase in the need for specialist positions to meet the changing needs of students.
- Managing level services and moving forward with the Strategic Plan will be more difficult as enrollment contracts.
- These initiatives, and the changing needs of students, may drive up professional development costs.
- As the district invests in capital infrastructure we should expect an increase in debt and capital payments. Capital needs will put pressure on the budget, at least in the short term.
- Other costs such as building maintenance will also put pressure on instructional budgets.
- Excess and deficiency should be monitored closely to avoid a steep budget impact in future years.
- Changes in the local economy, and affordable housing would impact these projections.

MAJOR CHALLENGES

- Capital investment
- Contracting enrollment
- Increasing (and changing) student needs
- Increasing cost of recruitment & retention

FY27 Budget

FIVE YEAR OUTLOOK

10/23/2025



Five Year Outlook

Why look ahead?

Developing projections and forecasts for the future helps the District to prepare for upcoming challenges, to make strategic decisions about the use of funds, and, by comparing forecasts to actuals, to understand the factors impacting the district's financial health.

Upcoming Events with Budget Impact

Previous Year's Outlook

Last year, the District's 5 year outlook, highlighted the following items

Year	Event	Update
FY25	USA Government Elections	The new Government's policies have yet to have a direct financial impact on the district, however, the draft federal 2026 budget, which would impact FY2027 grants, may include reductions in federal grant awards, and indirectly impact the District's health insurance costs.
FY26	New employment contract for custodians	A new custodian contract was agreed with annual increases of 3.5%/3%/3%, and some changes to the grids, including removing steps 1 and 2.
	Nauset RSD High School Renovation completed	This was expected to impact school choice numbers – both the number of Nauset students choosing to attend Monomoy schools, and students going in the other direction. For FY2026, preliminary information suggests that overall the school choice enrollment has not declined, although information is not available yet on whether or not there has been a notable change of the home towns of those students.
	MRMS Siding and Windows Replacement	Having received approval from the School Committee and both Towns this project is going ahead. Construction is expected to begin in FY26 and the first debt payments will be made in FY27.
	MRMS Roof Replacement project	This project was accepted into the MSBA's accelerated repair program. It is currently in the feasibility stag. This project will require approval at 2026 Annual Town Meetings.
FY27	HES Boiler Replacement	Based on an assessment of the condition of this boiler, and prioritization of all capital projects, this project has been postponed until FY2033 (see Capital Plan section).
	Implementation of Career Pathways	State grant has been approved. The plan is to launch one pathway in FY27 and the second in FY28 (pending grant funding for implementation).
FY28	New Collective Bargaining Agreements for Units A, B and C.	Negotiations are expected to start in the fall of FY2027.
FY29	CES Boiler Replacement	Based on an assessment of the condition of this boiler and prioritization of all capital projects, this project has been postponed until FY2035 (see Capital Plan section).
FY30	MRHS track and field replacement	This project has been brought forward to FY2029 in light of an increase in the need for repairs for the track. This will continue to be monitored.

Current Year Outlook

Year	Event	Description
FY27	MRMS Siding and Windows Replacement	This project is expected to complete construction around August 2026 and debt payments to begin in FY2027.
	Universal PreK Program	The District is investigating the possibility of extending the current pre-kindergarten programs to all pre-k aged students in Harwich and Chatham. The district currently offers a limited Pre-K program (PUPS) and a special education Pre-K program.
FY28	MRMS Roof Replacement project	This project is expected to complete construction around August 2027 and debt payments to begin in FY2028.
	New Collective Bargaining Agreements for Units A, B and C.	Negotiations are expected to start in the fall of FY2027.
FY29	MRHS track and field replacement	This project has been brought forward to FY2029 in light of an increase in the need for repairs for the track. This will continue to be monitored.
	New collective bargaining agreement for the Custodians	Negotiations expected to begin in FY2028.
FY30	Chatham Elementary School Restoration	The first phase in major repairs to CES. Year one to include replacement of all siding, trim and windows. Year two would include replacement of roof.

In addition there are a number of ongoing events and projects that may directly or indirectly impact the District:

- Wastewater Management / Sewer Projects
 - o Both member towns have major sewer expansion projects underway, these will have significant financial and environmental impacts.
- Affordable Housing
 - o Both member towns are actively pursuing projects to increase the availability of affordable housing. Though there are several hurdles to implementation, if successful, these projects could have an impact on enrollment at the District’s schools, as well as impact town finances.

Resident Population Trends

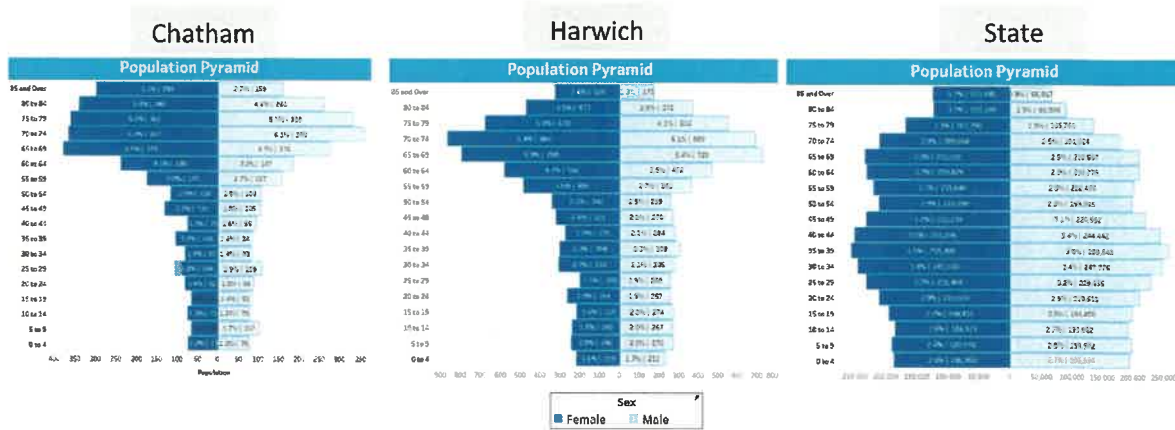
Population trends impact enrollment, hiring and funding for the District.

From 2010 to 2020, towns in the Lower and Outer Cape saw an increase in their year-round populations. In that time, the population of Harwich grew by 9.8% and that of Chatham grew by 7.7%².

² Cape Cod Commission. (2024, January 12). *Economic & Demographic Trends on the Lower & Outer Cape*. Cape Cod Commission. <https://www.capecodcommission.org/about-us/newsroom/economic-and-demographic-trends-on-the-lower-and-outer-cape/> Accessed October 17, 2025.

Since then increases have slowed³, and the total population is expected to stay level or decline slightly⁴.

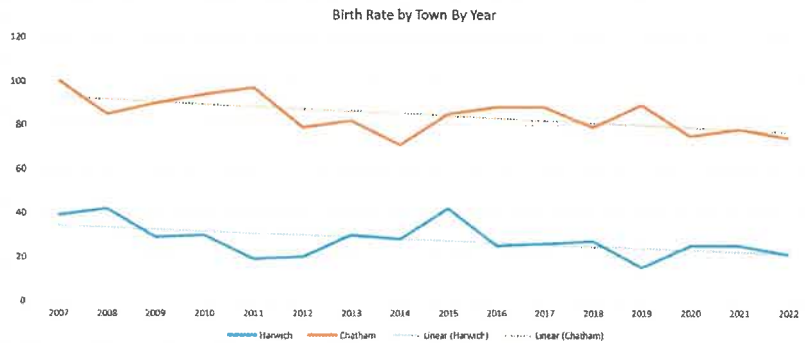
At the same time that the population has grown, the number of school age children has fallen. This trend is expected to continue for the coming 5 years. UMass Donahue Institute, with MA state departments, produces population projections for all MA municipalities. The charts below compare these projections for Harwich and Chatham⁵. These projections make assumptions about how existing trends will continue in to the future.



The implications of these demographic trends for the District are lower enrollment, more challenging staff hiring, and a lower proportion of the local community with a direct link to the District.

Birth Rates

The state tracks the number of births in each town each year. The data to CY2022 is available and is provided below. This is not a reliable indicator of Kindergarten enrollment five years later as it does not account for moves in and out of each town in the following years, however, it does provide an indicator of general trend. As shown, since 2007, there has been a general decline in the number of births, Harwich by 26% and Chatham by 46%.



³ United States Census Bureau. Annual Estimates of the Resident Population: April 1, 2020 to July 1, 2024. Population Division. May 2025.

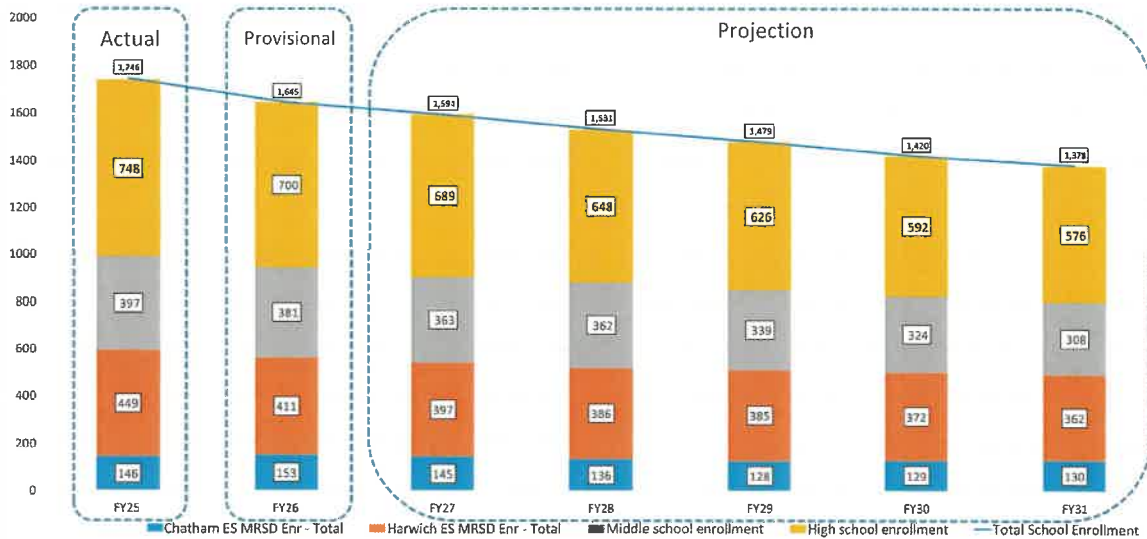
⁴ United States Census Bureau. 2023 American Community Survey 5-Year Estimates. December 2024.

⁵ UMass Donahue Institute, Economic and Public Policy Research. (2024). Population Projections. University of Massachusetts Amherst. Retrieved October 17, 2025, from <https://donahue.umass.edu/business-groups/economic-public-policy-research/massachusetts-population-estimates-program/population-projections>

Enrollment Projections

The District prepares projections of enrollment for the year coming years. The District uses a ‘seven year weighted average cohort survival method’ to project future enrollment. This approach uses previous 7 years data of how many students each grade progress to the subsequent grade. For PK, the previous year’s enrollment is used as the basis, for Kindergarten it’s the birth rate five years earlier. Neither of these are adequate but help build a general picture.

Based on preliminary FY2026 enrollment (these will be finalized in November 2026), current and projected enrollment is provided below.



The figures suggest that from FY26 to FY31, total enrollment at Monomoy Regional School District will fall by 16.20%, composed of a fall of 17.72% at MRHS, 19.04% at MRMS, 11.95% at HES, and 15.14% at CES.

How reliable are these projections?

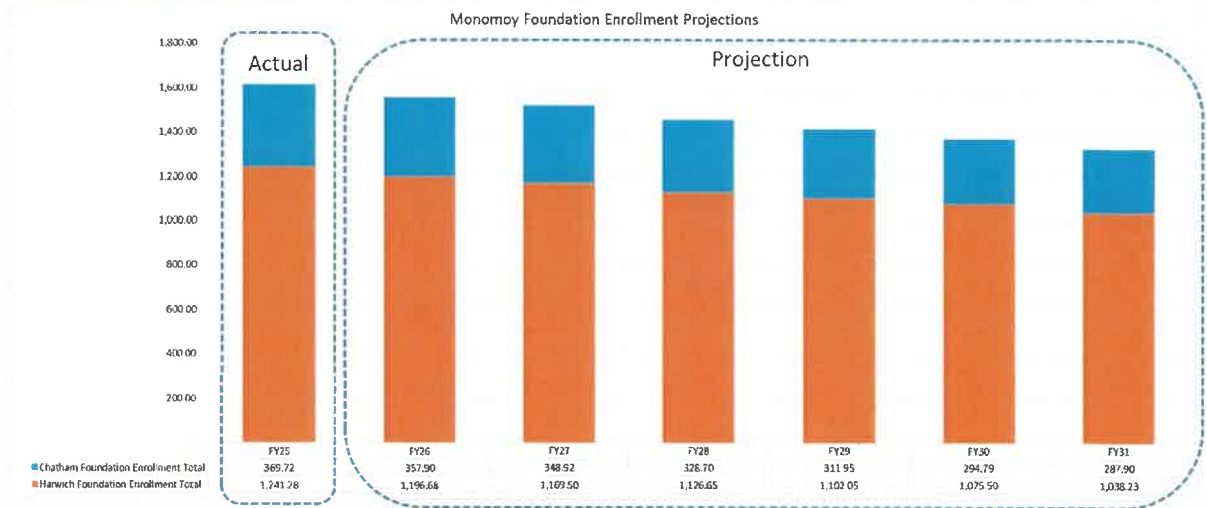
The projections for grades 5 and above are all based on existing enrollment e.g. grade 5 students in FY2031 are in Kindergarten in FY26. However, projections for the pre-kindergarten and kindergarten enrollment projections are based on previous years’ enrollment and birth rate figures, both poor indicators of enrollment, and with each year in the projection, the greater the proportion that is determined by these less reliable figures.

How accurate were the projections for FY2026?

School	Projected Enrollment	Actual Enrollment (Provisional)
Chatham Elementary School	158	153
Harwich Elementary School	423	411
Monomoy Regional Middle School	375	381
Monomoy Regional High School	710	700
TOTAL	1,666	1,645

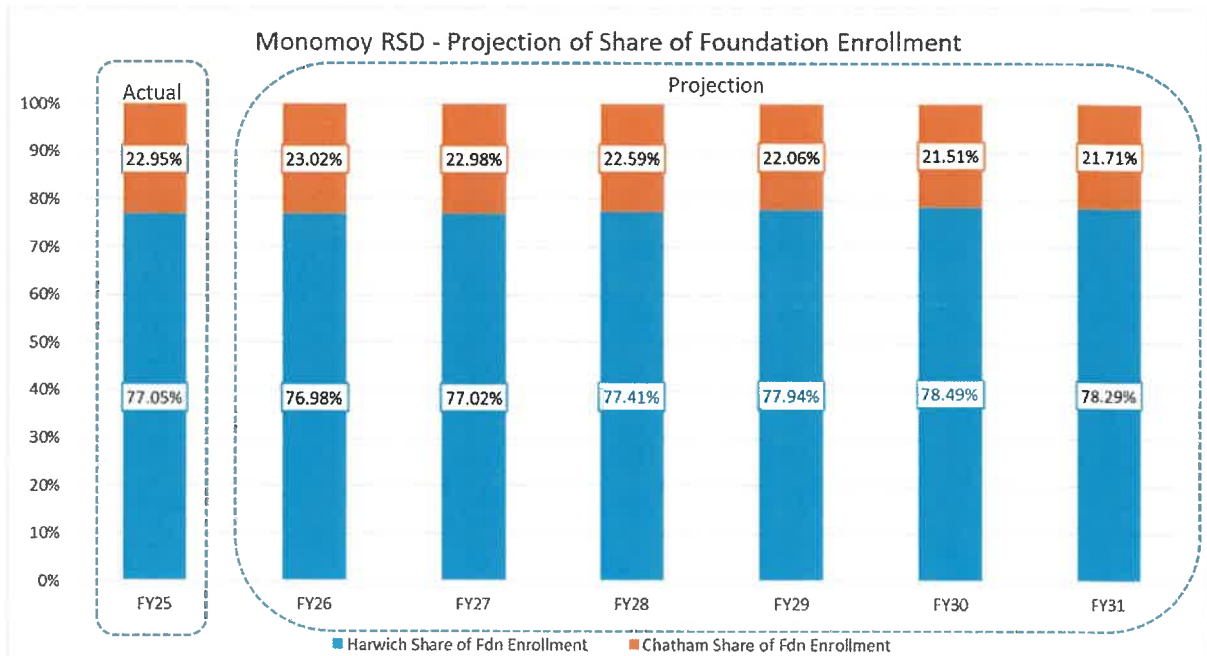
The FY26 provisional enrollment figures are lower than the projections for FY26 based on the previous seven years. This means that the weighted average cohort survival for the previous seven years was higher than that for FY2026. Whether FY2026 is an anomaly or reflects an increase in the rate of decline is not clear at this stage.

Foundation Enrollment



Foundation enrollment is not yet available for FY2026, so these projects are based on data up to FY2025. Based on this data, foundation enrollment is expected to fall from FY2025 to FY2031 by 17.68% in total, composed of a fall of 22.13% for the Town of Chatham and 16.36% for the Town of Harwich.

The different rates of decline will impact each town's share of foundation enrollment.



How does falling enrollment impact the budget

Although the impact of declining enrollment on budget and staffing is not a one-to-one, linear relationship (see section below on how enrollment impacts the budget), significant declining enrollment will impact the District in a number of ways:

1. Funding and Financial Stability

- a. **State Funding:** Although the State Chapter 70 formula is based on foundation enrollment, there is a 'hold harmless' provision that ensures all districts will be held to the previous year's funding plus a 'per-pupil minimum'. Therefore, although the district's state funding will not go down, the increases will decline as the enrollment does.
- b. **Federal Funding:** The major ESSA grants (Title 1, 2, and 3) are based on the number of low income students while the IDEA grant is based on the number of special education students. Although both these groups are increasing as a percentage of the total number of students, the actual number may begin to decline.
- c. **Local Assessments:** As the Town of Harwich's share of the foundation enrollment increases, the current formula will require them to fund a larger portion of the budget.
- d. **Fixed Costs:** Many of the costs related to running the District do not relate directly to the number of students in the district. For example, the costs of building maintenance, utilities, administration) are all based on the number of schools buildings, not the number of students.

2. Operational Efficiency

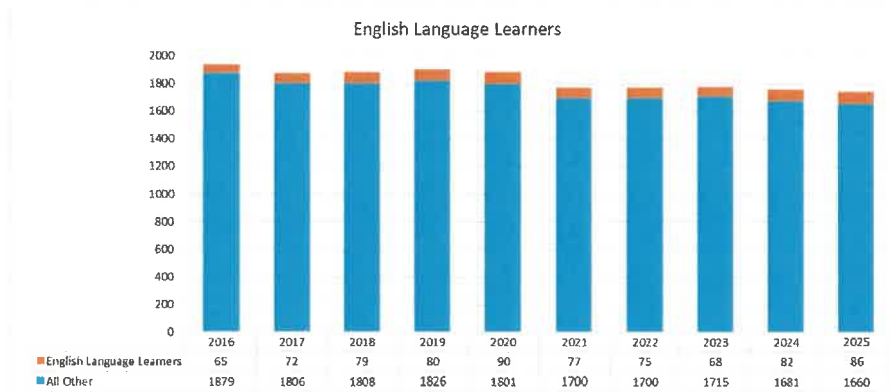
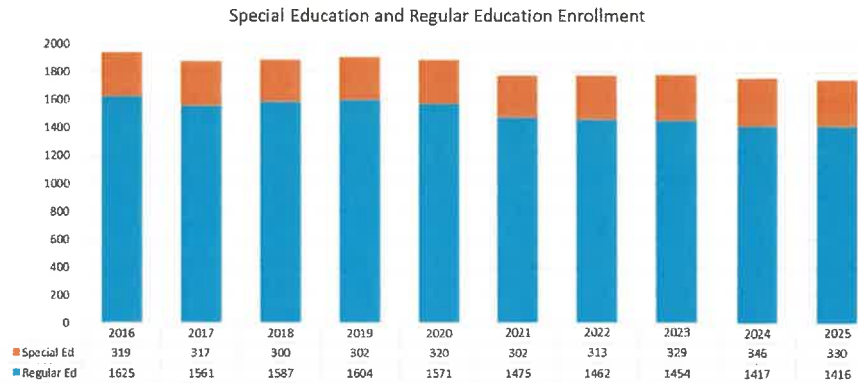
- a. **Transportation:** Although the District may have to transport fewer students, the geographical spread is less likely to change significantly, meaning that the District will need to maintain a similar number of buses/routes, or the students will be required to spend longer on the bus.
- b. **Part time Positions:** With fewer students, there may be needs which do not justify a full time position, however, part time positions can be difficult to fill – this can often lead to individuals holding multiple positions. This requires a different approach to employee management and professional development.

3. Staffing and Programming

- a. **Staffing Levels:** It is likely that fewer classroom teachers are required, however, there is also a growing need for specialists to meet the needs of students (see below).
- b. **Maintaining Programs:** Continuing to offer a wide range of programs to students can be more difficult with lower enrollment, as programs tend to require a critical number of students to run effectively and it will be difficult for the District to maintain a high number of staff while enrollment falls.
- c. **Opportunity for Redesign:** Falling enrollment presents the opportunity for the district to make changes to how the District's programs are designed and organized.
- d. **Class Size:** Falling enrollment can lead to smaller classes, however, there may also be staffing reductions which can lead to higher class sizes.

Student Demographics

The number of students with special education needs, has grown in real terms as well as in relation to the total number of students.

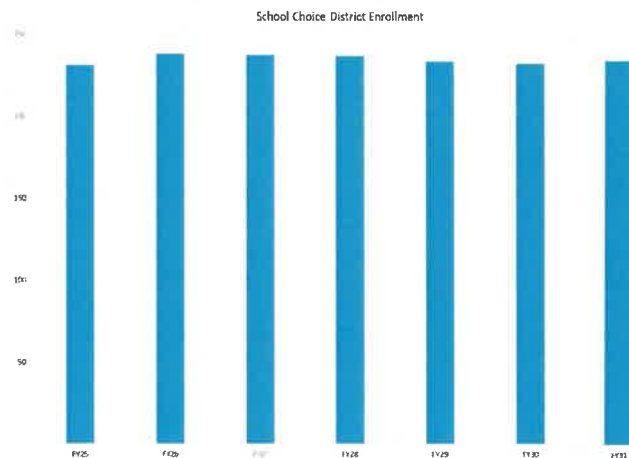


The number of English Language Learners has also stayed relatively consistent although growing as a percentage of the total student body.

School Choice (IN)

During the FY2026 budget preparation, School Choice enrollment in Monomoy Regional School District was expected to fall as it had from FY2022 to FY2025. However, FY2026 school choice enrollment seems to be slightly increased from FY2025. This has produced more stable projections.

Previous projections did not take account of the possibility that, as enrollment from Harwich and Chatham fell, this would free up seats for School Choice students.

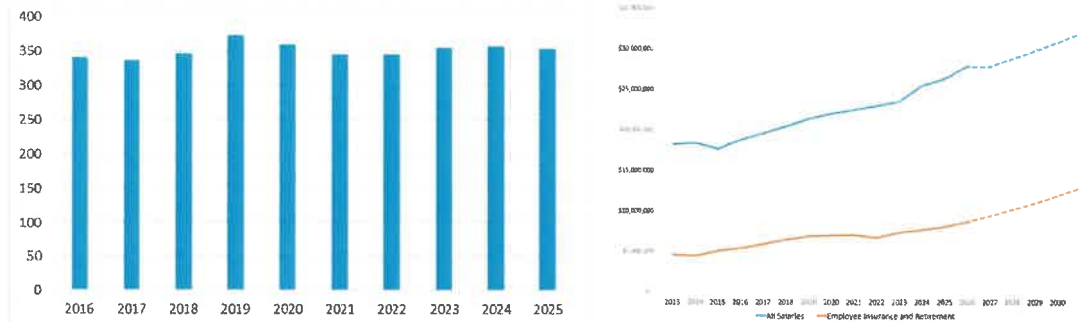


School Choice (OUT)

The number of students leaving the District to attend other public schools under the School Choice program has fallen in the year. This is due to both to overall enrollment falling and also Monomoy Regional School District providing a more compelling reason for students to stay. The grades with the

highest school choice out proportions were in the upper grades, from decision made prior to the district forming – those grades have graduated over the last few years.

Staffing Cost Projections

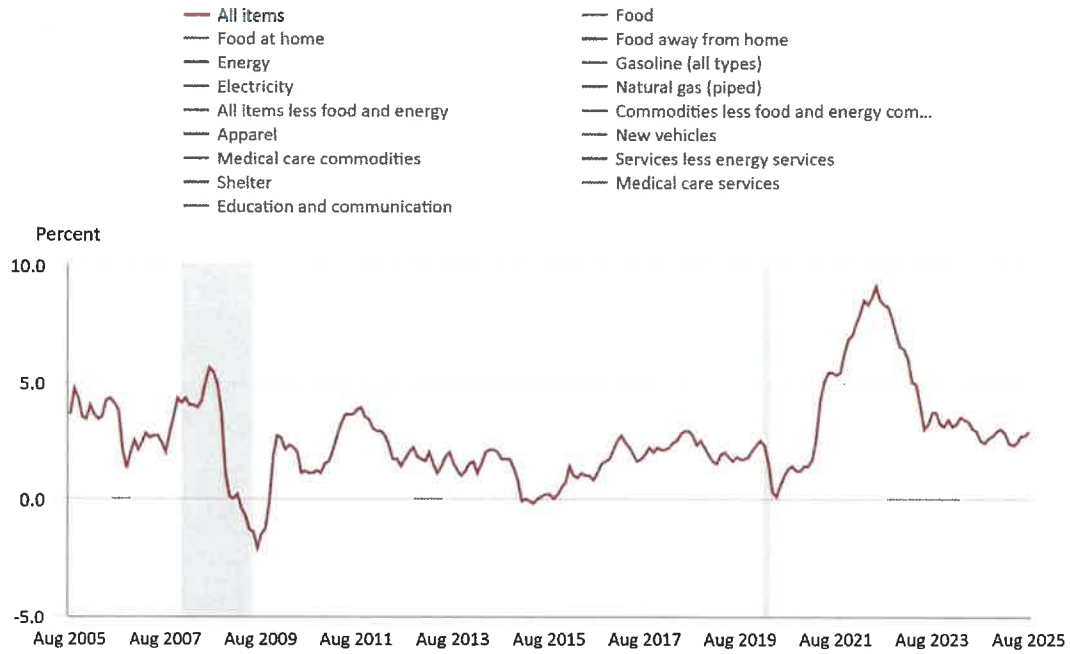


FY2026 staffing figures are not yet available. However, FY2025 saw a small decrease in the number of staff (based on October 1 state reporting). From FY2016 to FY2025, there was an average increase of expenditure on salaries of 4%. The projection in the chart on the right assumes a 3% year on year increase. Employee insurance and retirement costs have increased on average 5% since FY2015, however, this projection is based on 8% year in year increases, in light of recent increase in health insurance costs.

Non Staffing Cost Projections

All costs (including salaries) are directly or indirectly impacted by inflation. The latest figures provided by the US Bureau of Labor Statistics suggest that inflation is around 2.7% (to the end of July) and has been much more stable since August 2023 (see chart below).

12-month percentage change, Consumer Price Index, selected categories, not seasonally adjusted



Source: U.S. Bureau of Labor Statistics.



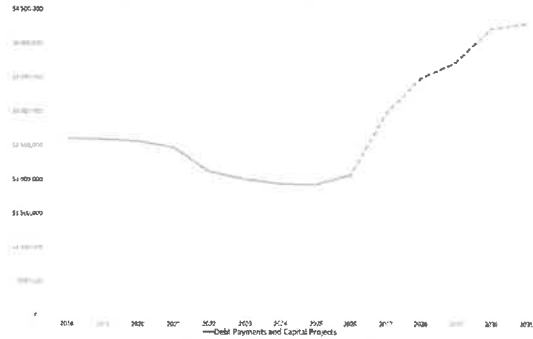
The following sections provide an overview of major categories within the budget. The figures presented are based on general fund expenditure only, and do include expenditure from grants or other funds.

Transportation



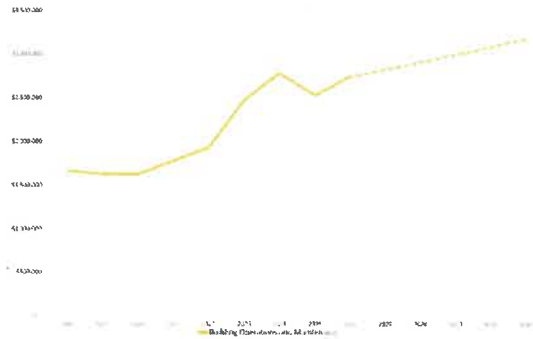
This is susceptible to changes in gas prices and recruitment pressures driving up wages, however as the District works with the Cape Cod Collaborative to provide transportation services this helps to keep costs down. This forecast also includes an increase in lease payments for new buses.

Debt and other Capital Projects



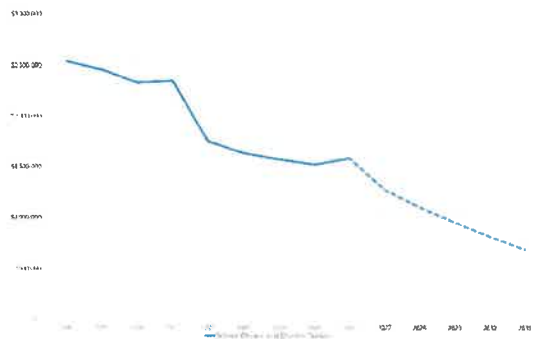
The total includes reductions in the high school debt payments plus possible debt and capital projects proposed in the District's five year capital plan.

Building Operations and Maintenance



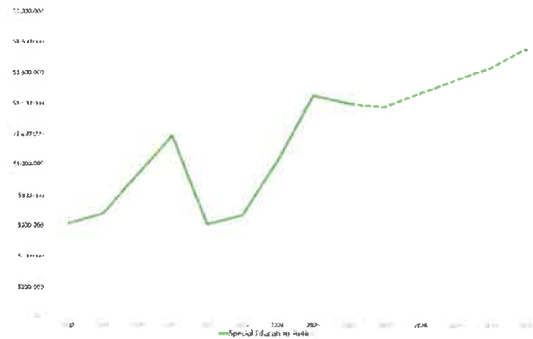
The cost of running and maintaining our buildings has increased significantly from FY2022 to FY2024, however, since then the cost has fallen. The cost of utilities is expected to offset the reduction in maintenance costs, resulting in an overall increase estimated at 3%.

School Choice and Charter Tuition



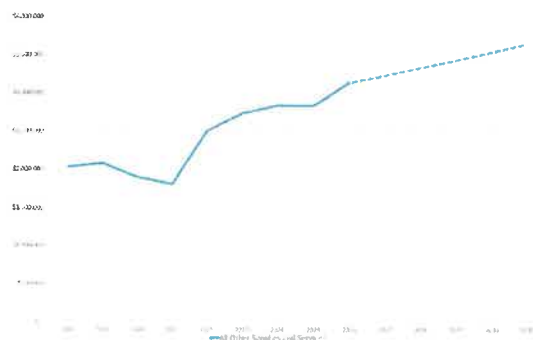
Expected to fall as the number of school choice students coming to the district falls. Charter tuition is expected to remain steady.

Special Education Tuition



This expenditure is very difficult to estimate, although lower overall enrollment would suggest a reduction, the level and intensity of student needs are increasing. These costs are also offset by state funding through the Circuit Breaker program.

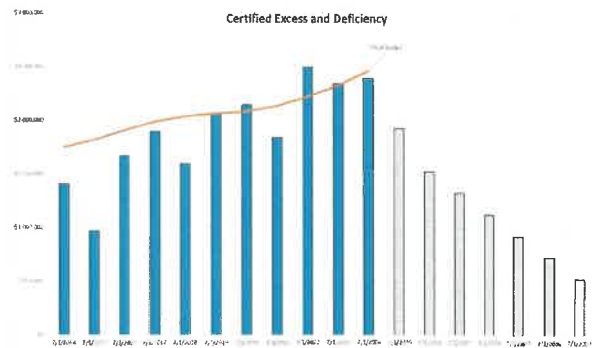
All Other Supplies and Services



This includes all instructional materials and technology, property insurance and other administration costs. These costs increased significantly after COVID. The forecast assumes then steady increase of 3% reflecting the trend since FY21.

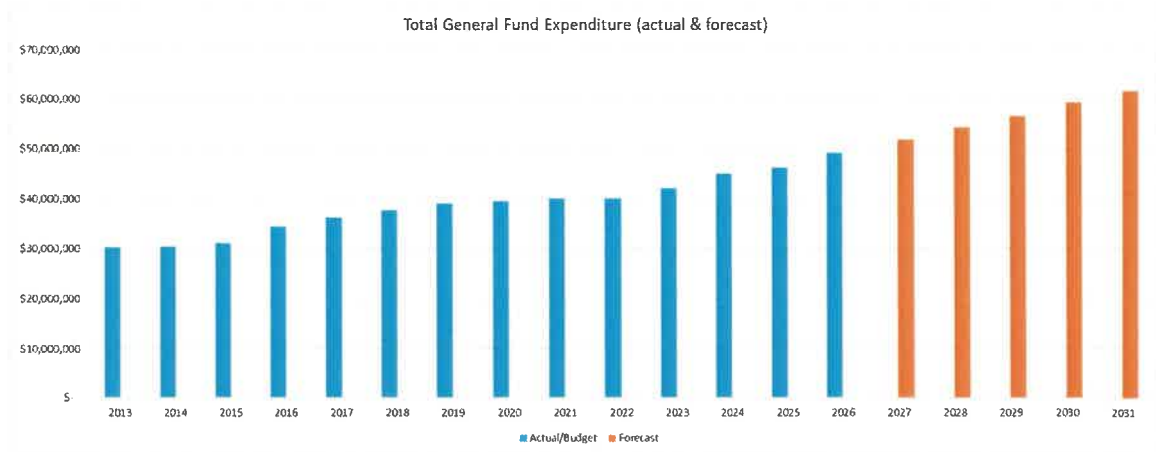
Excess and Deficiency (E&D)

For FY2026, the use of Excess and Deficiency was increased from the \$800,000 used the previous year to \$1,000,000. This has led to a forecast reduction in available E&D funds to offset the FY2027 budget. If the District continues to rely on the Excess and Deficiency, and does not experience year to year surpluses (which contribute to E&D) the balance will continue to fall and eventually will not be available to offset assessments.



Summary Outlook

The net effect of the changes outlined above is an average increase of 4.7% over the next five years (FY2027-FY2031). This does not include any significant changes from prior years, except where noted above. For example, this does not include potential increases in specialists, or an influx of enrollment due to increased availability of affordable homes, nor does it include unexpected program or capital needs.



How might these forecasts impact future budget decisions?

- How might significant reduction in enrollment affect these trends? Fewer classroom teachers may be required but the changes will be slow and sporadic.
- How can the District maintain program offerings as enrollment falls?
- There may continue to be an increase in the need for specialist positions to meet the changing needs of students.
- Managing level services and moving forward with the Strategic Plan will be more difficult as enrollment contracts.
- These initiatives, and the changing needs of students, may drive up professional development costs.
- As the District invests in capital infrastructure we should expect an increase in debt and capital payments. Capital needs will put pressure on the budget, at least in the short term.
- Other costs such as building maintenance will also put pressure on instructional budgets.
- E&D should be monitored closely to avoid a steep budget impact in future years.
- Changes in the local economy, and affordable housing would impact these projections.



Monomoy Regional School Committee 2025-2026 Meeting Schedule

Date	Time	Anticipated Topics
July 10, 2025	6:30 PM	
July 24, 2025	6:00 PM	MRSC Workshop
August 14, 2025	6:30 PM	School Handbook & Improvement Plan
September 4, 2025	6:30 PM	MRSC Workshop
September 11, 2025	6:30 PM	School Committee & Superintendent Goals
September 25, 2025	6:30 PM	Schedule of FY27 Budget Dates 25-26 SC & Superintendent Goals Vote
October 9, 2025	6:30 PM	Preliminary FY26 Budget Discussions
October 23, 2025	6:30 PM	
November 6, 2025	6:30 PM	
November 13, 2025	6:30 PM	FY27 Budget Workshop
November 20, 2025	6:30 PM	
December 11, 2025	6:30 PM	Draft FY27 Budget Presentation
December 18, 2025	6:30 PM	
January 15, 2026	6:30 PM	FY27 Budget Discussion
January 29, 2026	6:30 PM	Academic Excellence Award /FY26 Budget Discussion
February 12, 2026	7:00 PM	Public Hearing FY26 Budget
February 26, 2026	6:30 PM	2026 - 2027 School Calendar
March 12, 2026	6:30 PM	FY27 Budget Vote
March 26, 2026	6:30 PM	School Choice Vote
April 9, 2026	6:30 PM	Curriculum Updates
May 7, 2026	6:30 PM	Superintendent Evaluation Vote
May 21, 2026	6:30 PM	Elect New Chair / Vice Chair
June 11, 2026	6:30 PM	
June 25, 2026	6:30 PM	

Monomoy Superintendent Search Screening Committee

School Committee Members

- Meredith Henderson (Chair)
- Brad Schiff
- Betty Gray
- Ryan Edwards

Teachers

- Meaghan Smith (HES)
- Emily Tuccio (CES)
- Michael Schaffer (MRMS)
- Andrew Matheson (MRHS)

Principal

- Jennifer Kelly

Central Administration

- Melissa MaGuire

Parents

- Jess Rogers (Chatham)
- Bretten Fortin (Harwich)

Student

- Daniel Morgan (MRHS '28)