



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, November 20, 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. Approval of Meeting Minutes**
 - i. November 6, 2025 Minutes
 - ii. November 13, 2025 Budget Workshop Minutes
- C. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- D. Reports and Discussions**
 - i. Sabbatical Request
 - ii. MRHS/STEM Field Trip to London
 - iii. MRHS/Marine Biological Laboratory at Woods Hole Overnight Field Trip
 - iv. Budget Workshop slides and next steps
 - v. Treasury Appointment **Vote Required**
 - vi. MRMS Roof MSBA Submission
 - vii. First Reading Policy Files: File BGE - Policy Dissemination, File BGF -Suspension of Policies, File BHC - School Committee-Staff Communications, File BIA - New School Committee Member Orientation, File BIBA - School Committee Conferences, Conventions and Workshops, File CA - Administration Goals (Responsibilities), File CB - School Superintendent
- E. Subcommittee, Representative, Liaison Reports**
 - i. Superintendent Search Subcommittee
 - ii. Building Committee
- F. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. Treasury Appointment
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons
November 18, 2025



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

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Members present: Meredith Henderson, Brad Schiff, Stephen Davol, Ryan Clarke, Ryan Edwards, Bre Rose

Members not present: Betty Gray, Jackie Zibrat-Long

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

AGENDA

A. Call to Order

Meredith Henderson called the meeting to order at 6:30 PM

B. Approval of Meeting Minutes

i. October 23, 2025 MRSC Meeting

MOTION: Brad Schiff Moved to approve the October 23, 2025 minutes, seconded by Ryan Edwards.

The motion passes with 5 ayes, Ryan Clarke abstaining from the vote.

C. MRHS Student Representative

Maggie Powers, MRHS student representative, reviewed some of the important events that have happened this Fall.

- The Animal Welfare Club and Young Women's Club are collecting pet supplies for the Purple Leash Project.
 - Bake sales will be held at Stop and Shop to support this cause.
- The Hope Squad hosted a pickleball tournament to raise funds for their club.
 - They plan to organize more such events in the future.
- The countdown for the Outsiders play has begun, with performances scheduled for October 13th, 14th, and 15th at 7 PM.
 - Attendance is encouraged as the fall plays are popular.
- The ninth-grade class will host a fall formal dance for eighth graders to foster community engagement.
 - This event aims to raise funds for the class of 2030.
- The field hockey team remains undefeated at 8-0 and will compete in the Elite 8 against Manchester Essex.
 - Overall, Montemayor Athletics had the third best winning percentage in Massachusetts for Division IV teams last season.
- Winter sports are anticipated to start soon, with excitement for upcoming competitions.

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

None

E. Reports and Discussions

i. Best Buddies Leadership Conference Field Trip Request

Vote Required

MOTION: Stephen Davol moved to approve the Best Buddies Leadership Conference field trip, seconded by Ryan Edwards

UNANIMOUS: the motion passes

ii. Second Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB) - School Committee Review Procedures

Vote Required

MOTION: Ryan Edwards moved to approve the policy files as presented, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

iii. Surplus Equipment Approval

Vote Required

MOTION:Brad Schiff moved to approve the disposal of surplus equipment, including a passenger vehicle and desk phones, as presented, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

iv. November 10 Professional Development Day Offerings

Assistant Superintendent of Curriculum, Instruction and Assessment, Robin Millin, presented an overview of Monomoy's upcoming Professional Development (PD) Day on November 10, the second full PD day of the school year and thanked the Professional Development Subcommittee, a group of educators who plan and organize PD opportunities.

Overview of Monomoy's PD Program

- The district maintains a year-round, individualized PD pathway program, accessible on the website, offering high-quality courses aligned with the district's strategic plan.
- The platform helps educators fulfill their state-mandated Individual Professional Development Plans (IPDPs) and find relevant, vetted opportunities.
- PD options are regularly updated and tied to district priorities.

Innovative PD Opportunities

- The district also runs creative learning initiatives, such as the seasonal book club, which engages about 35 educators annually.
- Teachers use book discussions to explore themes of community and equity, connecting characters' challenges to student and family needs.
- The book club model has drawn interest from other districts and will expand to include D-Y teachers next year.

Details for November 10 PD Day

- All Unit A staff (teachers, administrators) will participate; instructional assistants may attend voluntarily.
- The PD catalog outlines multiple personalized learning pathways, akin to "planning a wedding" due to the event's complexity.
- Example: School nurses will attend an equity keynote, Narcan training, a reflection session, and a Portrait of a Graduate (POG) workshop.
- Reflective PLC sessions have been added this year to give staff time to process new learning.

Connection to Strategic Plan

The day's activities support several strategic goals:

1. Learning & Academics / Curricular Excellence
 - Keynote by Mid-Atlantic Equity Consortium (MAEC) on belonging, equity, and identity, customized for Monomoy.
 - PD aligned with the Equity Audit currently being finalized.
2. Curriculum & Instruction

- Training for i-Ready math and literacy implementation (K–7).
- Support for use of i-Ready diagnostics, replacing NWEA MAP.

3. Early Literacy & Pre-K Development

- Multi-step PD series funded by a \$95,000 grant, supporting Pre-K educators through partnerships with DESE and consultants.

4. Portrait of the Graduate (POG)

- Collaborative sessions across grade levels to align curriculum to POG competencies, with plans to create capstone projects in grades 4, 7, and 12.

Dr. Millen invited school committee members to attend one of two MAEC keynote sessions (8:30 a.m. or 12:30 p.m.). She thanked the committee for its continued support, noting the complexity and cost of PD efforts and the district's success in securing grants to minimize operating costs.

v. Reporting out on Executive Session - October 9, 2025

School Committee Chair, Meredith Henderson, shared that on October 9, the committee reviewed a Level Three grievance concerning the retirement benefit sick leave buyback incentive. After discussion, the committee voted unanimously to deny the grievance (six votes against, two abstentions). The decision is reaffirmed in today's public session.

vi. Superintendent Search Update

The superintendent search screening committee met last Monday, completed Open Meeting Law training, and reviewed the search procedures and timeline. Members were assigned to draft interview questions, which will be finalized at the next meeting. The superintendent application is now posted on the MASC website, and applications are being received.

E. Subcommittee, Representative, Liaison Reports

i. Superintendent Search

F. Superintendent's Report

i. Recognitions

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

Monomoy has announced its Staff Shoutout for October - Jack Dunford, a custodian at Harwich Elementary School. He was nominated by a colleague and by a caregiver, and they said: "Jack went out of his way to fix the merry-go-round on the preschool playground, allowing our students to be able to play on their favorite playground equipment. He was thanked by the children, but deserves to be recognized for his cheery, always willing to help attitude!" and "Both of my kids love that Jack will take the paper bags from certain lunch options and make characters out of them. My kids tell me how nice he is and how much they enjoy this little thing that he does for them to make it special!" You can see photos and a video of the presentation on our website - it was great to see how excited the students were for Jack. Staff members can be nominated by students, parents/caregivers, and colleagues for outstanding positive contributions to our schools at www.monomoy.edu/staffshoutout. Nominations for November are now open! Any staff members nominated previously can be nominated again, except for those already honored this year.

This morning, our high school held its fall Celebration of Excellence, where students were honored for achievement in Project Lead the Way engineering classes, the National Latin Exam, John and Abigail Adams Scholarships, AP Scholar awards, and more. Of note was that one of our students scored in the top 50,000 students in the U.S. on the PSAT,

earning him the status of National Merit Scholarship Commended Student. Congratulations to MRHS senior Tyler Fleischmann on this impressive recognition. You can read more about the awards on our website.

H. Action Items -Vote Required

i. Best Buddies Leadership Conference Field Trip Request

MOTION: Stephen Davol moved to approve the Best Buddies Leadership Conference field trip, seconded by Ryan Edwards

UNANIMOUS: the motion passes

ii. Second Reading Policy Files: IKF - Competency Determination Graduation Requirement, BDG (CHB) - School Committee Review Procedures

MOTION: Ryan Edwards moved to approve the policy files as presented, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

iii. Surplus Equipment Approval

MOTION: Brad Schiff moved to approve the disposal of surplus equipment, including a passenger vehicle and desk phones, as presented, seconded by Ryan Edwards.

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: Ryan Edwards moved to adjourn the meeting, seconded by Ryan Clarke.

UNANIMOUS: the meeting adjourns at 6:57 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary



Monomoy Regional School District Monomoy Regional School Committee

FY27 Budget Workshop Minutes

Thursday, November 13, 2024, 6:00 PM – 8:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645

Called to order at 6 p.m. by Vice Chair Brad Schiff

School Committee members present: Brad Schiff, Steven Davol, Betty Gray, Ryan Edwards

School Committee members absent: Meredith Henderson, Jackie Zibrat-Long, Ryan Clarke, Bre Rose

Vice Chair Schiff noted that since there was not a quorum, there would be no questions, and the workshop would only include information and presentations without any discussion or deliberation.

Administrators in attendance: Scott Carpenter, Robin Millen, Michael MacMillan, Melissa Maguire, Jennifer Kelly, Christie Cutone, Abby Dudley, Jennifer Police, Joy Jordan

Guests in attendance: Jeff Dykens (Chatham Select Board), Mark Kelleher (Harwich Select Board), Charles Gruszka (community member), Jeff Handler (Harwich Select Board)

6:00 PM

Overview of District Budget Process

Michael MacMillan

Michael MacMillan noted that it's a relatively early point in the budget process where they are looking at needs from each school. They have moved it earlier in the process in recent years to get a better overview of the needs and requests earlier in the planning.

6:10 PM

Chatham Elementary School Budget

Jennifer Kelly

Dr. Kelly referenced the goals in Chatham Elementary's School Improvement Plan, which is aligned with the district's Strategic Plan, and discussed the ways CES is integrating those elements into school activities. Dr. Kelly reviewed projected enrollment numbers for FY27, as well as data on

student growth in math and reading. She then reviewed the CES budget requests as detailed in her presentation. Dr. Kelly also discussed some potential future needs not included in these requests.

6:30 PM

Harwich Elementary School Budget

Christie Cutone

Dr. Cutone began with a review of Harwich Elementary School's enrollment projections for FY27. She discussed the School Improvement Plan goals, which are aligned with the district's Strategic Plan, and reviewed the school activities that are aligned with those goals. Dr. Cutone reviewed the school's data on student growth in math and reading. She then reviewed the HES budget requests as detailed in her presentation.

6:50 PM

Monomoy Regional Middle School Budget

Abigail Dudley

Dr. Dudley reviewed the goals for Monomoy Regional Middle School as noted in the School Improvement Plan, which is aligned with the district's Strategic Plan. She reviewed data about the middle school student population and about student growth, achievement, and conduct. Dr. Dudley then discussed the middle school's continued strategic focus, which is consistent with previous years, with enhancements. Dr. Dudley next reviewed enrollment projections for FY27. She then reviewed the middle school's budget requests as detailed in her presentation.

7:10 PM

Monomoy Regional High School Budget

Jennifer Police

Principal Police discussed the areas of focus for Monomoy Regional High School for FY27, as it relates to the School Improvement Plan, which aligns with the district's Strategic Plan. She shared projected FY27 enrollment data. Principal Police discussed student data related to growth and achievement. She then reviewed the high school's budget requests as detailed in her presentation.

7:30 PM

Concluding Remarks

Vice Chair Schiff noted the next steps for reviewing the requests and the continued preparation of the budget.

The workshop adjourned at 7:20 p.m.

Monomoy Sabbatical Leave Request Form

Name	Erin Hofmann		
School	Monomoy Regional High School		
Current Position	English Teacher		
Sabbatical Start Date	September 2, 2026	Sabbatical End Date	Last day of school year June 2027
Outline the Plan for the Sabbatical, including activities, locations and dates of the activities. To pursue a Reading Specialist license through an accredited college such as Bridgewater State University or Salem State University. I am attaching an overview of each program. I can not provide exact dates as I will not know them until I enroll. It would be a hybrid of in-person and on-line courses that run fall, winter and spring semesters, including a practicum. I will provide all paper work for the program with outlined dates and times after enrollment if the sabbatical is approved.			
What will the direct, identifiable, benefits be of this Sabbatical for the Monomoy Regional School District? To have an in-district Reading Specialist licensed K-12 to support the development of reading, writing, speaking, and listening skill in students. To help students learn to read fluently and comprehend what they read focusing on phonetics, spelling, grammar, and vocabulary.			
Beyond the staff member's pay, how will the sabbatical activities be funded? (List any scholarships, grants, or fellowships)			

Please attach any supporting information:

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

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

- ☒ Yes
☐ No

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

Name: E. Hoffman Date: 10/3/25

For Office Use Only

Date Received <i>Contractually should be by Oct. 15 unless the timeline was waived</i>	October 3, 2025		
Received By	Scott Carpenter		
Years of Service <i>circle the appropriate leave</i>	24	Half Pay up to 1 Year <i>after 7 years of service</i>	Full Pay up to 1 Year <i>After 14 years of service</i>
Decision	Approved		Denied
Date Approved or Denied <i>Contractually should be within 90 days of receipt of the request</i>	← by Jan 1, 2026		
Superintendent Signature			
Date Signed			

Jennifer Police
Principal
jpolic@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL

75 Oak Street
Harwich, MA 02645
Phone 508-430-7200
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Karen Guillemette
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kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

September 23, 2025

Dear Selection Committee,

I am writing to formally apply for a one-year paid sabbatical leave to pursue a Master's in Reading and acquire a Reading Specialist license. After dedicating 26 years to teaching English at Harwich/Monomoy School District, I am eager to enhance my skills and knowledge in literacy education, which I believe will significantly benefit our students and the district as a whole.

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

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

I plan on enrolling in a program from an accredited school such as Bridgewater State University or Salem State University. I am attaching a program of study from each university. I would be attending full-time to attain my license in as close to one year as possible. Ideally, I would like to enroll for the 2026-2027 school year.

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

Sincerely,

Erin Hofmann

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL

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Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

To Whom It May Concern,

4/1/2024

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

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

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

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

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

Sincerely,

Jonathan M. Bennett, M.S.

School Counselor

jbennett@monomoy.edu

4/2/2024

To Whom It May Concern,

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

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

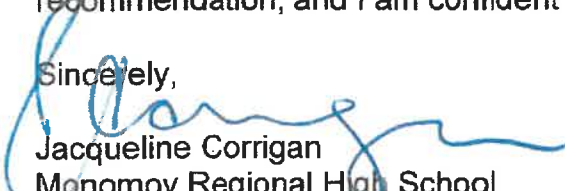
1. **Teaching Expertise:** Erin possesses a deep understanding of curriculum and instructional strategies. She consistently designs engaging lesson plans that cater to diverse learning styles, ensuring that every student feels motivated and supported.
2. **Classroom Management:** Her ability to maintain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

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

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

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

Sincerely,



Jacqueline Corrigan
Monomoy Regional High School
Special Education Team Chair



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

March 21, 2024

Dear Sir or Madam,

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

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

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

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

Sincerely,

A handwritten signature in dark ink, appearing to read "John J. Anderson", with a long, sweeping horizontal line extending to the right.

John J Anderson

Social Studies Department Head and Varsity Golf Coach

Monomoy Regional High School

Salem State University

2025-2026 School of Graduate Studies Catalog

Reading, Initial License

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

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

Admission Requirements

Additional admission requirements

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

Initial or professional Massachusetts teaching license in a classroom field.

[EDU 739 Literacy Instructional Methods in Early Childhood and Elementary Classrooms](#) or an equivalent course.

Program Requirements

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. Please note that no more than three courses taken at Salem State University before admission can be counted towards this program.

Course Requirements

- [EDU 727 - Literacy Learning: History, Theory & Research](#)
- [EDS 739 - Multi-Tiered Intervention for Students with Literacy Difficulties](#)
- [EDU 814 - Disciplinary Literacy in the Content Areas](#)
- [EDU 999C - Teaching Students to Write \(Pre K-12\)](#)
- [EDU 742A - Literacy Development and Processes](#)
- [EDU 817C - Literacy Assessment and Intervention Strategies](#)
- [EDU 745A - Supporting Language and Literacy Learning for Multilinguals](#)
- [EDU 845 - Literacy Leadership, Collaboration and Coaching](#)
- [EDU 840P - Practicum for the Reading Specialist](#)
- [EDU 840S - Practicum Seminar for the Reading Specialist License](#)
- [EDU 767 - Literature for Children](#) or
- [ENG 748 - Literature For Young Adults](#)

Total Credits: 12 - 33

Additional Information and Notes

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

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

Variable Credit

Variable credit programs are designed to address a student's academic plan while adhering to the program requirements and standards of the profession. Based on their background (e.g., prior coursework, select endorsements), some students may be approved for the minimum number of credits of the program and other students may need additional coursework. Students will work with the Graduate Program Coordinator to determine the best fit of courses within the structure of the program and propose the Plan of Study to the School of Graduate Studies for review and approval.

Reading, EdS - Licensure Track

Department: Elementary and Early Childhood Education

The Graduate Program offers the Educational Specialist Degree (EdS) in Reading – Licensure Track for institutional endorsement for a Massachusetts licensure as Reading Specialist (all levels). This 33-credit program is offered to cohort groups who move through the entire program together and prepares candidates to assume the literacy leadership responsibilities of both a reading specialist and literacy coach for a school/school district.

Program learning experiences and outcomes are designed to meet the 2017 Standards for Reading Specialists and Literacy Coaches from the International Literacy Association (ILA). Additionally, the program addresses the Professional Standards for Teachers and Subject Matter Knowledge Guidelines for Reading Specialists from the Department of Elementary and Secondary Education in the Commonwealth of Massachusetts.

Admission Requirements

- A master's degree from an accredited college or university
- A minimum graduate GPA of 3.0
- Three letters of recommendation (at least one from an educator supervisor and one that is preferred from a professor in their master's degree program)
- Interview with a graduate reading faculty member(s)
- Eligible or possession of an active Massachusetts State Department of Elementary and Secondary Education (MA DESE) initial or professional teaching license
- Official transcripts of all undergraduate and graduate course work

Program of Study

Required courses (33 credits)

- READ 641 - Literacy, Language and Diversity
- READ 642 - Literacy Within and Across the Curriculum
- READ 643 - Coaching Techniques and Practices
- READ 649 - Literacy Practicum II
- READ 650 - History, Theory and Research in Literacy Curriculum and Instruction
- READ 653 - Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness
- READ 654 - Principles and Programs in Professional Development
- READ 670 - Seminar for Advanced Studies in Literacy
- READ 680 - Research Project in Exemplary Literacy Practice
- READ 681 - EdS Literacy Practicum I

Elective

Select one course from the following:

- EDLE 601 - Educational Leadership and School Reform
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- ELED 500 - Digital Media and Mobile Devices in the Classroom
- ELED 508 - Technology and STEM Education
- ELED 521 - Differentiated Instruction in the Elementary Classroom
- ELED 522 - Science & Engineering Practices in the Elementary Classroom
- ELED 560 - Special Topics in Elementary Education
- ELED 567 - Mathematics for Practicing Teachers: PreK-Grade 6
- SPED 518 - Advanced Literacy Strategies in Special Education
- SPED 521 - Teaching Reading in the Content Areas to Students with Special Needs
- TESL 501 - Second Language Teaching and Learning
- TESL 504 - Content Instruction for English Learners: Instructional Models and Classroom Techniques
- TESL 505 - Literacy Development in Multilingual Contexts
- TESL 516 - Understanding Second Language Learning
- TESL 517 - Strategies and Principles in Language Teaching

Exit requirement

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

- Successful defense of the research project

Total minimum credits: 33

Licensure Only, Specialist Teacher of Reading

In This Section

This program is designed for an experienced educator who holds an initial teaching license and wants to serve as a teacher of reading. This fully online program provides opportunities for participants to gain deep knowledge of literacy development PreK-12 and the knowledge, skills, and dispositions to implement evidence-based, culturally and linguistically sustaining practices aligned with literacy research. Participants will learn to navigate the tensions in the field of literacy to ensure effective and inclusive instruction for all students. Professional development design, collaboration, and coaching are also emphasized to prepare participants to become literacy leaders and advocates at the local and state levels.

Apply Now (/academics/mckeown-school-education/teacher-professional-development/licensure-only-reading/apply-med-reading)

Program Requirements (https://catalog.salemstate.edu/preview_program.php?catoid=63&poid=8320&returnto=17783)

The licensure-only reading program is designed for educators seeking an initial license as a specialist teacher of reading but not a degree.

Salem State uses cookies and pixels to deliver the best possible experience on our website. By continuing to use this site, you consent to our use of these technologies. To learn more, visit our privacy policy. (<https://catalog.salemstate.edu/policies/web-privacy-statement>)

OK, I agree

Program Features

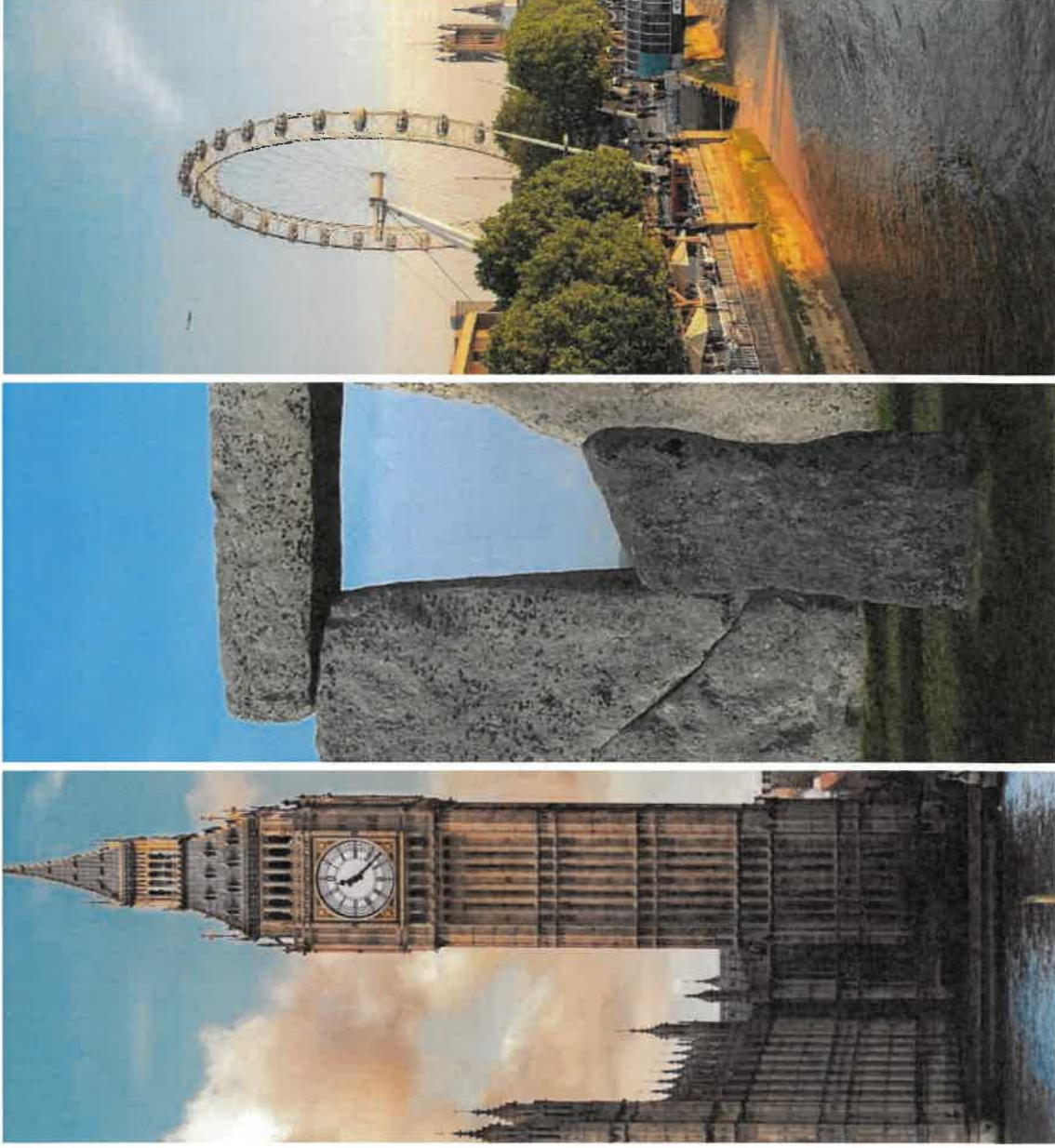
- **Online Modality:** Courses are offered fully online in the evening, designed to meet the needs of our professional students.
- **Individually Designed:** Candidates who enter the program having met some of the specific course competencies may be eligible for a reduction in the overall credits required. The requirements are determined in consultation with the program advisors and are based on an applicant's prior experience in literacy.
- **Flexible pacing and field options:** The completion time of this program varies depending on the individual requirements. Most, if not all, of the field requirements, including the practicum, can be completed in participants' classrooms and school—or community-based settings.
- **Collaboration:** Collaborate with faculty who are expert reading practitioners and classmates who teach in various roles (e.g., general, special, bilingual classrooms) and specialist positions (e.g., coaches and interventionists).
- **Culturally and linguistically sustaining practices:** Our reading candidates are trained to create equitable and inclusive learning environments. They learn how to design and implement culturally and linguistically sustaining practices, respond to the needs of all students, and increase equitable access to high-quality educational experiences for all students. Our dedicated faculty is committed to promoting social justice, anti-bias education, and equitable access to learning for all students.
- **Graduate assistantships:** Opportunities to apply for graduate assistantships ([/admissions-and-aid/graduate-admissions/funding-your-graduate-education/graduate-assistantships](#)), grants and scholarships.

Licensure

Students interested in this program must complete one year of teaching under an initial teaching license in a content area before earning their reading specialist license. Salem State may endorse graduates for state licensure as reading teachers. To learn more, visit our privacy policy. (<https://records.salemstate.edu/policies/web-privacy-statement>)

STEM Discovery: London

Spring Break 2027



Purpose:

- Excellent city for both iconic landmarks and STEM immersion
- Expand students' understanding of physics/engineering, technology (coding, forensics), astronomy/earth science
- Encourage inquiry, problem-solving, real-world STEM applications
- Enhance global awareness, collaboration, cultural fluency



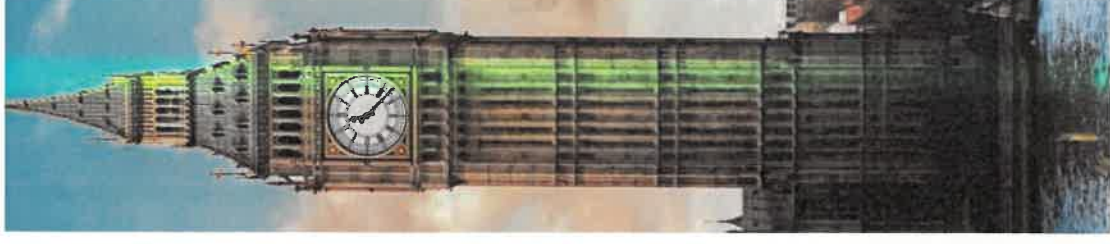
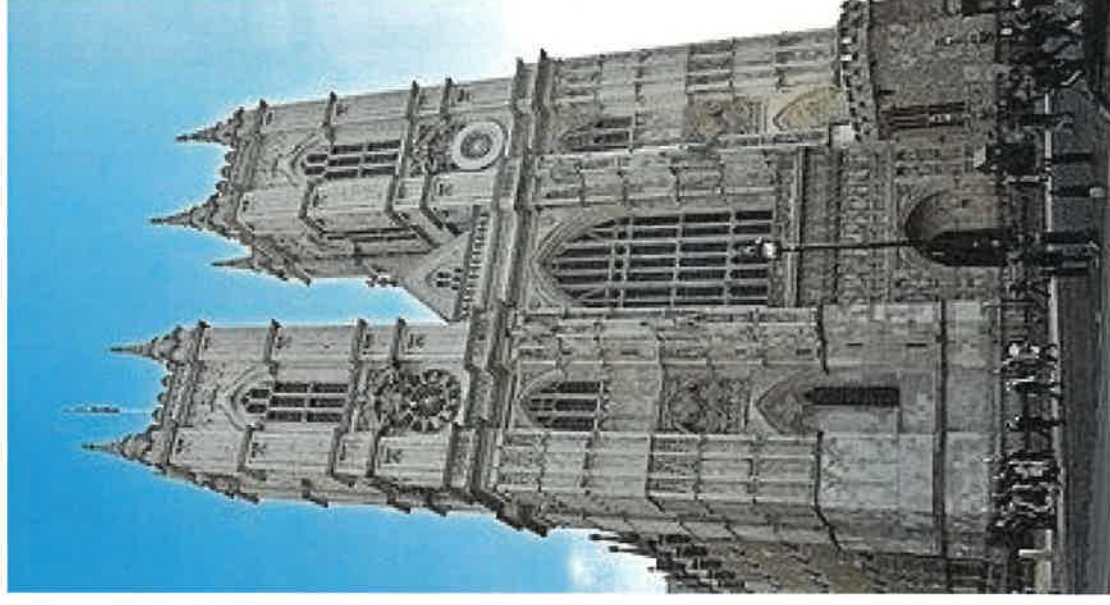
STEM Highlights:

- Bletchley Park & Code-breaking
- Royal Observatory, Greenwich
- Forensics Workshop
- Stonehenge Activity
- British Museum
- London Science Museum



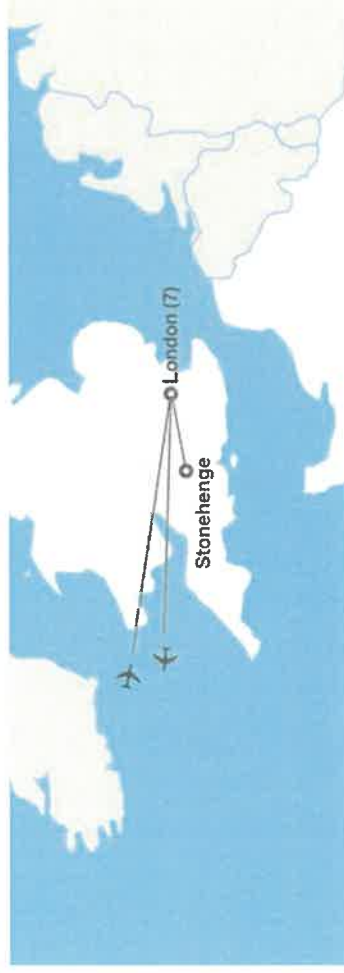
Cultural Highlights:

- While the STEM focus is strong, the trip also includes iconic London experiences: Thames River cruise, London Eye, guided tours of Big Ben, Westminster Abbey, St. Paul's, Tower of London.



Logistics and Safety:

				
Airfare & transportation	Hotels	Regional-style meals	Entrances	Full-time Tour Director
				
Expert Local Guides	Continuous Support	24-hour Emergency Service	Personalized Learning Support	Worldwide Presence



- Aiming for April 16th, 2027 - April 24th, 2027
- Tour includes: round-trip airfare, hotels with private bathrooms, meals (breakfast & dinner daily)
- Full-time Tour Director provided, local guides at each site.
- Well-balanced schedule of structured learning + free time

Budget & Payment Plan:

- Cost \$4719 (includes Global Travel Protection Plan and Gratuities)
- Payment schedule: \$95 to sign up and \$272 per month / 17 months
- Fundraising options: Fundraising, scholarships

MONOMOY REGIONAL SCHOOL DISTRICT

FIELD TRIP REQUEST FORM

Coordinating Teacher: James Otto Teacher Cellphone Number: 571-242-3311
 Other Teacher(s): _____ Grade(s): 9-12
 School: CES ☐ HES ☐ MRMS ☐ MRHS ☒ Date(s) of Trip: April 2027
 Time of Departure: _____ Return Time to School: _____
 Destination: London, England

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:

The London STEM Field Trip will immerse students in real-world applications of physics through visits to world-class science institutions, museums, and engineering landmarks.

School Nurse Needed on Trip: Yes ☐ No ☒

Other accommodations needed: _____

IF Airport Travel: N/A at this time

Please provide Airline name, flight # and arrival time

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

Motor Coach/#: _____ School Bus/#: 1 Handicap Accessible Bus: _____

Walking-No Bus: _____ School Van _____

Total Number students: N/A Total Number of Teachers: _____ Total Number of Chaperones**: N/A

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

CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

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

Budget For Day Trips:

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

_____ hours x \$42.47 = _____

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

of Buses: _____

Total Transportation Costs: \$ _____

Admissions Cost: \$ _____

Total Cost: \$ _____

Total Cost per student: \$ _____

Please email to Faith Rushnak @ frushnak@monomoy.edu

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

APPROVALS

James Otto 10/28/25
Teacher Date

Cheryl Dyer 10/28/25
School Nurse Date

Heather Loh 10/28/25
Principal Date

Superintendent Date

APPROVED

NOT APPROVED



EDUCATIONAL
TOURS

Tour Price Quote

STEM Discovery: London

Prepared For
James Otto

Prepared On
October 21, 2025

Your Tour Number
2927918UB

Your Tour Website
www.ef-tours.com/2927918UB

Lowest Price

Price valid for travelers enrolled October 21, 2025 - October 31, 2025*

Student

\$4,719

or \$272 / 17 mos

Adult

\$5,449

or \$315 / 17 mos

Price Breakdown

Program Price	\$4,589
Global Travel Protection	\$190
Early Enrollment Discount	-\$200
Included Gratuities	\$140

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at ef-tours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit ef-tours.com/bc.

Your travel details

Total Length
9 days

Departing From
Boston (MA)

Requested Travel Dates
Friday, April 16, 2027 - Saturday, April 24, 2027

Your Departure Date Range

☐ Earliest
Thu, Apr. 15

☒ Requested
Fri, Apr. 16

☐ Latest
Sat, Apr. 17

Your experience includes

An All-Inclusive Tour

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.ef-tours.com/2927918UB.

Full-Time Tour Director

Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides add cultural insight and global perspective on your sightseeing tours.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

24-hour Emergency Service

Travellers and their families can count on EF's dedicated emergency service team.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at ef-tours.com/peaceofmind.

Your Tour Consultant



Kelly Coberley
617-619-1000
kelly.harris@ef.com

2026 Itinerary Guide

STEM Discovery: London

What's in this guide?

Sample schedule: A great example of how your tour may run, including estimated travel times and pro traveler tips! All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability. Be sure to check your EF Traveler app while on tour, as your Tour Director will make real time updates there!



Guided activity tip Transport by plane Transport by coach Transport by train Transport by ferry/boat

Tipping information: It's customary to tip your Tour Director, bus driver(s), and local guides as a token of appreciation, and we've done the math for you! Check out the last page for a full breakdown of tipping information.

Additional resources: Links to articles in our online Help Center about your destinations, packing, etc.

Sample schedule

Tips to know before you go:

- ✓ Local currency used on this tour: British pound (England).
- ✓ As the world's most popular travel destination, traveling to Europe means busy city centers, long walks, and changing weather.
- ✓ You will need an adapter for your chargers. We recommend buying a universal one, then you will have adapter for every country you visit.
- ✓ EF tries to accommodate all dietary restrictions during included meals, but travelers with strict food requirements are advised to bring suitable snack options. Please note that in some destinations, options may be limited. EF cannot make special meal requests with the airlines; travelers should plan to notify the airline of any restrictions directly a few days before the flight.
- ✓ Water in Europe often sparkles like the Eiffel Tower! You will have to specify that you want still or natural water at most restaurants. Unless you specify you'd like tap water, you will most likely be served bottled water.
- ✓ Safety is our top priority. While Europe is a very safe continent, pickpocketing can still happen in busy areas. Hold your bags close!

Day 1 Fly overnight to England



Day 2 London



Total travel time: about 3-4 hrs

Meet your Tour Director at the airport
Enjoy a roundtrip Thames river cruise with an expert local guide
Enjoy dinner at a local restaurant
Head to the hotel for check in



\$2 per person

Tips to know before you go:

- ✓ Upon arrival, be prepared to wait up to 2 hours at the airport for consolidated groups to arrive.
- ✓ Depending on arrival time, groups will most likely drop off luggage at the hotel and then travel into central London by public transportation for a walking tour and Thames River cruise.

Day 7 London Total travel time: about 4-6 hrs

Travel to Bletchley Park (2 hrs)

Visit Bletchley Park with an expert local guide

 \$2 per person

Participate in a Computer Science workshop with an expert local guide

 \$2 per person

Time on your own for lunch

Visit the National Museum of Computing

Return to London (2 hrs)

Enjoy dinner at a local restaurant before returning to the hotel via public transportation

Tips to know before you go:

- ✓ Depending on availability the computer science workshop may take place at either Bletchley Park OR the National Museum of Computing.
- ✓ The visit to the National Museum of Computing after lunch is a self guided – students will get the chance to see Colossus, the supercomputer used to break the codes of the Enigma machine back in WWII.

Day 8 London Total travel time: about 3-4 hrs

Visit the Royal Observatory

Time on your own for lunch and exploration

Enjoy dinner at a local restaurant before returning to the hotel via public transportation

Tips to know before you go:

- ✓ At the Royal Observatory, travelers will get to take a picture of themselves standing on both sides of the Prime Meridian Line (the line that separates the Eastern and Western hemispheres) and learn about the origin of Greenwich Mean Time (GMT).

Day 9 Depart for home

Tipping information

Customary Tipping on Tour:

Tour Director	With your group 24/7, providing cultural insight while handling all on-tour logistics.	\$8 per traveler per day in your destination
Daily Bus Drivers	Typically with you from hotel pick-up to drop off.	\$3 per traveler per day with this driver
Transfer Bus Drivers	Typically with you for a shorter ride between two different points, such as an airport or train station. The number of transfer bus drivers can vary depending on the timing of each individual tour.	\$1 per traveler per additional bus ride
Local Guides	With you for certain activities and sightseeing, providing deeper history and local knowledge.	\$2 per traveler per guided activity

Total Recommended Amount:

The amount listed below will cover gratuities for your Tour Director, daily bus drivers, and local guides, with a small buffer for any transfer drivers or additional gratuities. While on tour, your Tour Director can help confirm how many drivers and local guides you will have.

For the 9-day tour: \$120 per traveler <i>On your tour, you can expect:</i> 8 days with your Tour Director 8 days with daily bus drivers 8 local guides	For the 11-day tour with extension: \$140 per traveler <i>On your tour, you can expect:</i> 10 days with your Tour Director 10 days with daily bus drivers 9 local guides
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Additional resources

- ✓ eftours.com/tipping
- ✓ eftours.com/destination-guides
- ✓ eftours.com/packinglist
- ✓ eftours.com/baggage



EF STEM

STEM Discovery: London

From code breaking and criminal investigations to the cryptic creation of Stonehenge, London is a prime spot for problem solvers and inquiring minds. Your job on this tour? Ask a lot of questions.

Let STEM be your guide during your exploration of London. Uncover secret messages at Bletchley Park, the birthplace of modern information technology. Practice your sleuthing skills during a CSI-inspired forensics workshop. And plant your feet on two different hemispheres at the Royal Observatory in Greenwich, with the English capital as your backdrop.

Explore a world built on STEM

Science, Technology, Engineering, and Math shape communities across the globe. Our STEM-focused tours showcase the value of diverse ways of thinking and building, while also highlighting the powerful universality of STEM subjects. At EF, we've spent over 50 years witnessing the power of educational travel, and we know how it can transform STEM learners. Each STEM tour challenges travelers to think critically, and helps students develop innovative solutions to global problems.

At Bletchley Park, discover how code breakers used math to decipher secret messages, such as those transmitted by this Enigma machine during World War II.

v



What to expect on a STEM tour

EXPERIENTIAL LEARNING

Apply STEM principles by participating in project-based learning that goes well beyond theory.

INNOVATIVE LOCATIONS

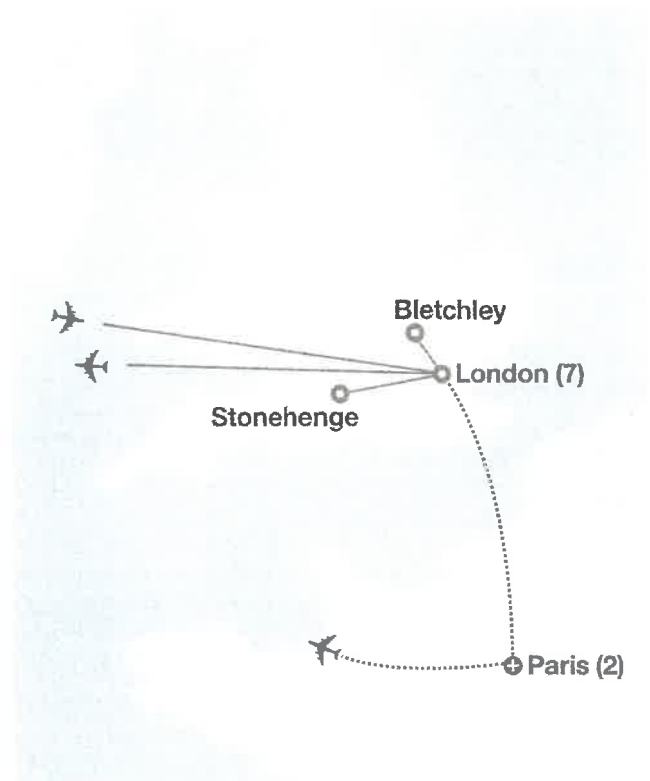
Tour exciting international destinations that host some of the world's most advanced laboratories, universities, and companies, or are simply perfect global "classrooms" to study analytical issues of the day in real life.

INDUSTRY EXPERTS

Collaborate and learn with scientists, engineers, researchers, and other STEM practitioners in the field.

YOUR EXPERIENCE INCLUDES

Full-time Tour Director; sightseeing tours; entrance fees for a roundtrip Thames River cruise, Science Museum, forensics workshop, London Eye, Stonehenge, Tower of London, theater show, Bletchley Park, Royal Observatory visit and workshop; round-trip flights; 7 overnight stays in hotels (9 with extension); breakfast and dinner daily



“I love when my students see the benefits of their discovery and creation—I think it is important for them to see others in that career.”

Victoria O., Science Department Chair



^

Take in views of Big Ben, London's world-famous clock, on a guided tour.



<

Become a detective for a day during an interactive forensics workshop.

Days 1–2: Fly to England

Fly overnight to London and meet your Tour Director at the airport. Then get acquainted with this spectacular city aboard a river cruise on the Thames.

Day 3: London

See St. Paul's Cathedral, Big Ben, and Buckingham Palace on an expert-led tour of England's capital. In the afternoon, visit a science museum.

Day 4: London

Today, channel the spirit of CSI while you explore forensic science. Learn criminal investigation skills—such as fingerprint analysis and crime scene assessment—during an interactive workshop. Then get your questions answered by local forensics experts. Tonight, follow in the footsteps of London's famous 19th-century serial killer, Jack the Ripper, on a walking tour.

Day 5: Stonehenge | London

Stonehenge's origin is an unsolved mystery. Your morning activity lets you create your own version of the famous circle as you learn about the challenges involved in moving and arranging the heavy stones. Then see the prehistoric landmark for yourself.

Day 6: London

Visit the Tower of London, a medieval castle and former prison, to hear the stories behind its stone facade. Then ride the London Eye, a large Ferris wheel along the river Thames that offers panoramic views of the city. Explore the city on your own before attending a theater performance.

Day 7: Bletchley Park | London

At Bletchley Park, home of British code breaking during World War II, learn about the role math can play in the world of secrets and spies, and how it affected the outcome of the war. Try your hand at cracking codes during an interactive workshop and experiential mission, and see the giant Colossus computer that broke the Enigma code.

Day 8: London

Enjoy a full-day visit to the Royal Observatory in Greenwich and stand between hemispheres on the prime meridian line. Then prepare to get spacey as you watch a planetarium show and participate in hands-on astronomy activities. Ponder the meaning of the universe over lunch and visit the observatory's historic north site.

Days 9–11: Return home or add extension

Depart for home on Day 9 or extend your trip to Paris. On a guided tour, see the Place de la Concorde, the Arc de Triomphe, and the Eiffel Tower. You'll also meet Mona Lisa at the Louvre, and admire the stained-glass windows of Notre-Dame.

The world leader in international education

For over 50 years, EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

AFFORDABILITY

We always offer the guaranteed lowest prices so more students have the opportunity to travel and experience the world.

INSIGHT

We believe in experiential learning at the most important sites. Your Tour Director is with you at every step, providing their own perspective and local tips.

SAFETY

We're committed to your safety. With 500 schools and offices in over 50 countries, EF staff can react quickly and in person wherever you travel.

THE EASIEST WAYS TO ENROLL TODAY

Enroll online

eftours.com/enroll

Enroll by phone

800-665-5364

Mail your enrollment form

EF Educational Tours
Two Education Circle
Cambridge, MA 02141

MONOMOY REGIONAL SCHOOL DISTRICT
Overnight and International FIELD TRIP REQUEST FORM

This request approved by the Principal and Nurse must be submitted to the Superintendent at least one month prior to US trips, and at least six months prior to international trips.

Trip Coordinator **Kristen Callahan** Date of request **11-13-25**

School **MRHS** Grade(s) **11-12**

Dates of Trip **1-7-25 to 1-9-25** # of students **10-18** # of Chaperones **1-2**

Destination **Swope Center
North St, Woods Hole, MA 02543** ☒ Overnight in-state/out of state
☐ International

Mode of Transportation ☒ Bus ☐ Train ☐ Plane Departing from Where **MRHS**
Departing Time **6:30 AM 1-7-25**
Return Time **6:00 PM 1-9-25**

All stop times and layovers **None.**

Accommodations Needed **None.**

Purpose of Trip – Include Direct Connection to Curriculum Standards:

High School Science Discovery Program through the University of Chicago Marine Biological Laboratory. Course: Adaptation and Evolution in Response to Environmental Challenges.

Source of Funds - Must be indicated prior to approval

\$1450 per student

Please attach the full budget and Itinerary

Monomoy Regional School District
APPROVAL DOCUMENTATION - Domestic and International Travel
Checklist

Approval for all trips that involve contractual obligations with any third party(ies) must be obtained prior to making any such obligations. All trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation required for submission for approval of a trip must include:

- ☒ Proposed dates and itinerary
- ☒ Description of student eligibility
- ☒ Estimated number of students expected and percentage of eligible students participating
- ☒ Cost per student (if applicable)
- ☒ Mode(s) of transportation and schedule
- ☒ The ratio of chaperones/teachers to students for the trip recommended by the Principal
- ☒ Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students
- ☒ Description of security personnel/features for transportation and accommodations
- ☒ Means of financing
- ☒ Draft copy of all contract(s) and copies of the travel company's insurance policy (and relevant riders), and refund policies associated with the trip
- ☒ Draft copy of the letters to be sent to parents/guardians/caregivers referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the Monomoy Regional School District student conduct policies, student handbook rules or regulations, and the Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations. For international trips, the sponsoring faculty member will provide parents/guardians/caregivers a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited
- ☐ In the case of academic fieldwork, a description of the educational alternative and mapping of that alternative for students who are not participating, if applicable
- ☐ Written verification from superintendent's office that all chaperones have a Criminal Offender Record Information CORI check on file
- ☐ For international trip requests a printout of the State Department Travel Advisory and Homeland Security Alert Status for all countries to be visited

Additional information may be requested by the appropriate authority prior to making a decision. Should external circumstances change after the initial trip approval, detailed modifications to the relevant approval documentation (see above) will be required

Other requirements as determined by the Principal.





THE UNIVERSITY OF CHICAGO

**MARINE BIOLOGICAL
LABORATORY**

**MBL High School Science
Discovery Program
Handbook & Community Guide**



About the MBL

The **Marine Biological Laboratory (MBL)** is dedicated to scientific discovery – exploring fundamental biology, understanding biodiversity and the environment, and informing the human condition through research and education. Founded in Woods Hole, Massachusetts in 1888, the MBL is a private, nonprofit institution and an affiliate of the University of Chicago.

The MBL's oldest and most singular strength is our convening power, attracting the world's leading scientists and students to Woods Hole. The MBL draws a unique mix of researchers ranging from early-career scientists to Nobel Laureates, and students at levels from high school to postdoctoral. Their interactions have led to multiple, transformative breakthroughs in our understanding of biology. Once largely a feature of summers at the MBL, this convening power is now evident year-round. Well over 500 scientists and faculty are involved annually in our research and educational programs – some based at MBL full-time, some coming to the MBL for portions of the year, and some leading or lecturing in our broad range of research courses.

With a steady flow of students, scientists, and faculty participating in research projects throughout the year, enrolling in one of our research-based courses or thematic workshops, or spending an entire semester here, the special convening power of MBL is making our campus an increasingly vibrant and dynamic location year-round.



What to Pack...

Dress at Woods Hole and the MBL is casual. Bring clothing you can layer and that you don't mind getting dirty or spilled on while working in the lab or field. The following is a list of some recommended items to pack for different times of the year:

- Photo ID
- Warm Jacket / Rain Jacket / Umbrella
- Suggested clothing: Sweatshirts, sweaters, long pants/jeans
- Comfortable shoes. *Note...you are required to wear closed-toe shoes in the labs*
- Sleepwear
- Toiletries – shampoo, soap, toothbrush, deodorant, etc.
- Medications
- Mud boots if your course or research requires field work in salt marshes and estuaries
- Laptop
- Favorite blanket or pillow – you will be provided with a blanket and pillow in your dorm room, but feel free to bring your own if you would like.



Dormitory Information

Students will be provided rooms in MBL's Swope Center which has access control entry.

- Dorm rooms are shared – two single beds and shared bathroom
- Sheets, towels, blanket and a pillow are provided
- Fresh sheets are provided weekly; fresh towels are provided twice a week
- The burning of candles or incense is prohibited in any MBL housing facility.
- Furnishings provided by the MBL are to be kept in the dorm room in which they were found upon arrival.
- Propping open of outside doors in the housing facility is strictly prohibited.
- Trash removal: trash is removed by the housekeeping staff as needed.
- Recycling: the MBL has an active recycling program that includes electronic equipment, paper, packaging materials, glass, and plastic. Recycling containers are located throughout the campus.
- Windows and screens are not to be removed at any time nor should any materials be hung or suspended on the outside of a window. Entering or exiting through a window is strictly prohibited. Broken windowpanes and screens should be reported to the Housing Office immediately.
- Loss of personal items: the MBL is not responsible for the loss of personal items.
- Noise ordinance is 10 pm.

Dining Information

Student tuition includes breakfast, lunch, and dinner throughout the program. Meals are provided in our main dining hall, second floor of Swope Center. Student dietary information will be collected and provided to the dining management. However, it is a good idea to inform your servers of any allergy or dietary needs/preferences.

Campus Safety

- MBL's Campus Security provides 24-hour security services for the MBL Campus. The Security Office is located on the first floor of Swope Center.
- For non-emergencies Campus Security can be reached at 508-289-7217.
- In an emergency, dial 508-289-7911 for Campus Security or 911 for local Police, Fire or Medical Emergencies.
- Residents of MBL housing must carry their MBL ID at all times.
- Please report any suspicious activity to Campus Security at 508-289-7217.
- Blue Light Emergency Call Boxes can be found in the front lobby of Ebert Hall, in front of the Collection Support Facility by the MRC, outside the Rowe Laboratory, and at the front door of the Swope Center.

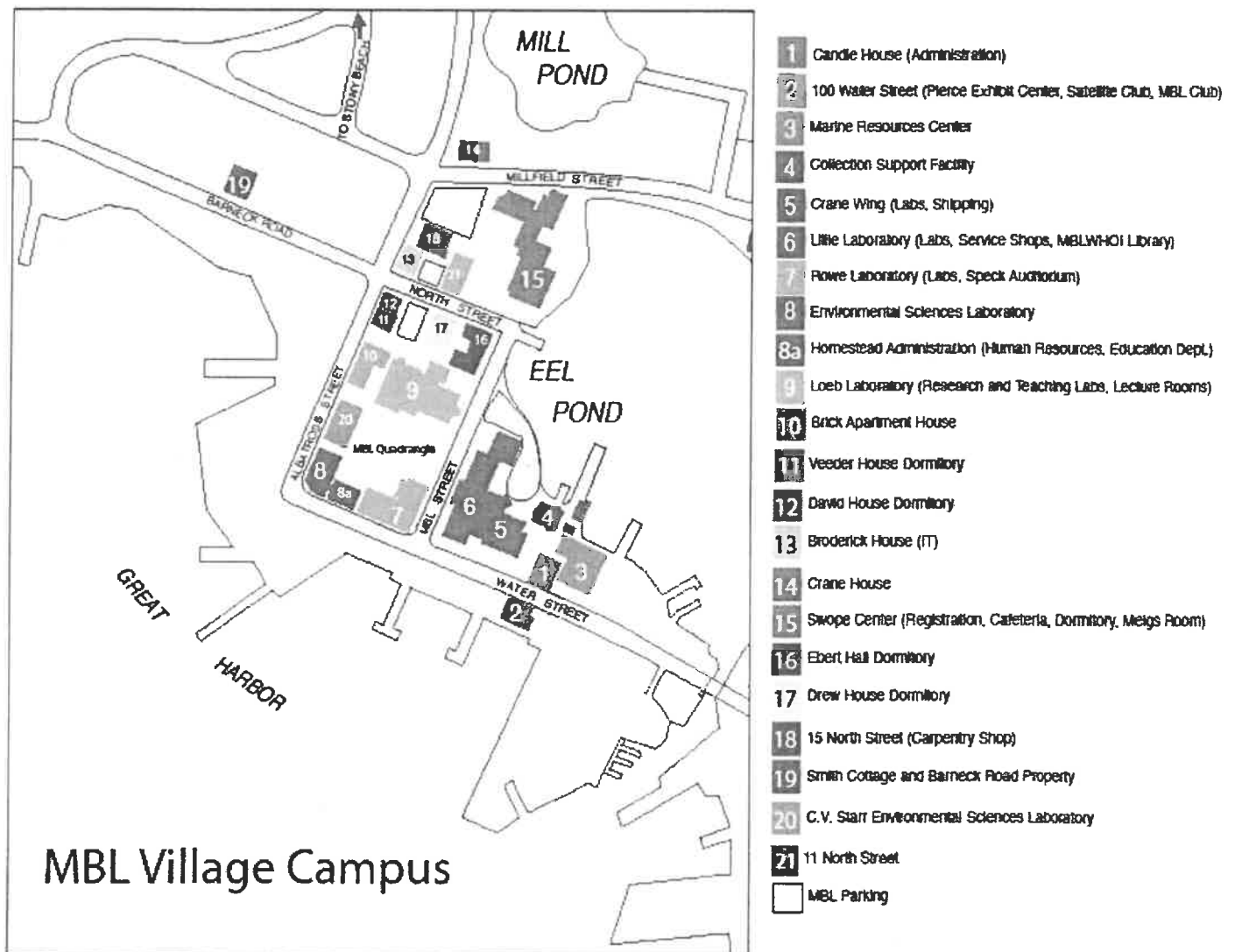
Fire Safety

- Smoke detectors have been installed and fire evacuation directions are posted in each hallway. Fire extinguishers have been placed in all hallways and housekeeping units and are checked on a regular basis. Tampering with any fire safety equipment is strictly prohibited and will be reported to the appropriate authorities.
- If a fire alarm sounds, you must evacuate the building immediately. First feel the back of your door with the back of your hand to determine if there is heat. Then open your door and follow the escape route that is posted in the hallway of your building or go to the nearest exit. If there is smoke in the hallway, crouch down as smoke rises. If you see flames outside of your room, go back into your room and place a wet towel at the base of your door and call for help.

MBL Alert

MBL Alert is the Laboratory's automated emergency notification system. Students, faculty, visiting researchers and staff registered in the MBL One Card system are automatically enrolled in the MBL Alert system. In an emergency that requires immediate action from our community, authorized personnel will use MBL Alert to send MBL community members short messages via email, SMS text messages and/or automated phone calls to provide vital information quickly. For additional information, please refer to the [MBL Alert Web Page](#).

Campus Map



Lab Safety

All students and chaperones are required to complete an online Laboratory Safety Training module prior to MBL arrival.

- Contact: Eric Jensen, Environmental Health & Safety Manager, safety@mbi.edu; 508-289-7424
- Wear proper footwear. Open-toed shoes are strictly prohibited.
- Wear proper personal protective equipment that your course directors deem appropriate, e.g. gloves, safety goggles, lab coat
- Do not wear gloves or lab coat outside of the lab area.
- **No eating or drinking in the lab.**
- In the event of a fire alarm students must evacuate immediately outside the building to the Quad location outside the Starr, Loch, and Rowe Laboratories and directly across from the main entrance of Lillie Laboratory.
- Remember the location of the nearest eyewash and emergency shower.

Contact Information

High School Program Administrator & Student Affairs

Jean Enright, jenright@mbi.edu; 508-289-7674

Director of Education

Linda Hyman, PhD, lhyma@mbi.edu; 508-289-7993

Interim Director of Education Programs

Karen Echeverri, PhD, kecheverri@mbi.edu, 508-289-7251

Housing Office -- 1st Floor of Swope Center (for housing, maintenance, and cleaning questions)

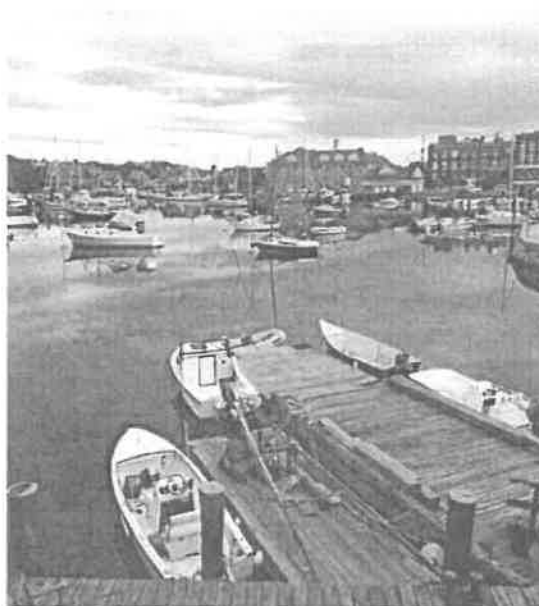
housing@mbi.edu; 508-289-7431

Campus Security -- 1st Floor of Swope Center

508-289-7217

IT HelpDesk

helpdesk@mbi.edu; 508-289-7654



Marine Biological Laboratory



THE UNIVERSITY OF
CHICAGO

PARENTAL PERMISSION, EMERGENCY CONTACT, AND MEDICAL INFORMATION

PARENTAL PERMISSION

Individuals under the age of 18 must have parent/legal guardian permission to participate in the Marine Biological Laboratory High School Science Discovery Program, (hereafter, the Program). The parent/legal guardian MUST read and complete all sections of this form.

For questions, contact Jean Enright, Administrator, MBL High School Science Discovery Program / Manager, Student Affairs, Internships, & Special Programs at jenright@mbi.edu or 508-289-7674.

I certify that I am the parent or the legal guardian of _____ (child/ward) and that s/he has my permission to participate in activities during the Program at the Marine Biological Laboratory (MBL). I understand that s/he will participate in classroom and/or laboratory research activities, in course and/or research related activities outside of the classroom or laboratory, and in extracurricular events on and off the MBL campus. I understand that MBL rules will apply and that, if my child/ward violates these rules, as determined by MBL, MBL reserves the right to discontinue his/her participation in the program.

I understand that my child/ward may be photographed and/or video recorded in relation to MBL research, activities, and events for non-commercial purposes and further agree that MBL has the right to publish, adapt, exhibit, distribute, display or otherwise use or re-use any such photographs or video recordings in connection with or for non-commercial publications by the MBL, in any medium, whether now known or hereafter existing, and for other non-commercial purposes of the MBL.

MEDICAL CERTIFICATION, INFORMATION AND CONSENT FOR MEDICAL TREATMENT

I certify that my child/ward has no medical condition, allergy or other special dietary need that might subject him/her to injury as a result of his/her participation in the Program.

I understand that the MBL does not provide medical insurance to my child/ward, that any expenses not covered by insurance will be my responsibility, and that medical insurance coverage is a condition of his/her participation in the Program. I certify that I have adequate medical insurance to pay for any medical services that may be required while my child/ward is participating in the Program. I have provided all the necessary medical insurance information on the attached Medical Information Sheet.

In the event that my child/ward requires medical care, including surgery or administration of drugs, blood or anesthetic and I cannot be reached, or the emergent circumstances do not allow a member of the MBL administrative staff time to reach me, I authorize a member of the MBL administrative staff to obtain for my child/ward such medical services as deemed necessary. I understand and agree that the

MBL and its employees shall have no liability for any injury or damage that might arise out of or in connection with such authorized emergency medical treatment.

WAIVER AND RELEASE

I acknowledge that my child's/ward's participation in the Program is voluntary. In consideration of my child/ward being permitted to participate in the Program, I agree to assume all risks and responsibilities surrounding my child's/ward's participation in the Program, transportation to and from the Program, and hereby release, waive, forever discharge the MBL, the University of Chicago, and each of their respective trustees, officers, agents, and employees from and against any and all liability for any harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature which I, my spouse or my child/ward may have, arising out of or related to any loss, damage, or injury, including but not limited to death, that may be sustained by my child/ward or by any property belonging to him/her, except to the extent caused by the sole negligence of the MBL.

I have signed this Waiver and Release in full recognition and appreciation of the dangers, hazards, and risks of the Program. In signing this Release, I acknowledge and represent that I have fully informed myself of the content of this Release, that I have reviewed it and understand what it means, and that I sign this document freely. No oral representations, statements, or inducements, apart from the foregoing written statement, have been made. I understand that the MBL does not require my child/ward to participate in this Program, but I want him/her to do so, despite the possible dangers and risks and despite this Release.

I further agree that this Release shall be construed in accordance with the laws of the Commonwealth of Massachusetts. If any term or provision of this Release shall be held illegal, unenforceable, or in conflict with any law governing this Release, the remaining portions shall not be affected thereby. This release shall be binding upon me, my child/ward, our respective heirs, legal representatives, and assigns.

By my signature below, I represent and warrant that I am the parent or legally appointed guardian of the below named minor participant and that I have the legal right to contract for him/her in the above regard.

_____ Please check here to give consent to the Marine Biological Laboratory to share your child's name as a participant in the MBL's High School Science Discovery Program.

Signature of Parent or Legal Guardian

Date

Printed Name of Parent or Legal Guardian

Printed Name of Minor Participant

EMERGENCY CONTACT INFORMATION

In the case of an emergency, we must be able to contact you as quickly as possible. It is essential that this form have accurate and complete information. Please provide information for three adults, including at least one parent or guardian.

1. Name _____
 Home Address (street/town/zip) _____

 Cell Phone _____
 Employer _____
 Work Phone _____
 Other Phone _____
 Email _____
 Relation to Participant _____

2. Name _____
 Home Address (street/town/zip) _____

 Cell Phone _____
 Employer _____
 Work Phone _____
 Other Phone _____
 Email _____
 Relation to Participant _____

3. Name _____
 Home Address (street/town/zip) _____

 Cell Phone _____
 Employer _____
 Work Phone _____
 Other Phone _____
 Email _____
 Relation to Participant _____

MEDICAL INFORMATION SHEET

The following information will be vitally important in the unfortunate event of a medical emergency, particularly if it occurs during a field trip off-campus. Please fill out this form completely and accurately.

Name of Insurance Company _____

Insurance Company Address _____

Insurance Company Phone # _____

Employer or Group Name _____

Group Number _____

Policy Number _____

Name of Policy Holder _____

Relationship of Policy Holder to Student _____

Does your insurance require you to contact the insurer or primary care physician or other person to approve medical treatment to assure insurance coverage for the medical bills? ____ Yes ____ No

If Yes, please provide the following:

Person to contact _____

Phone Number _____

Please note that the MBL will endeavor to contact the necessary individual to approve medical treatment but is not liable if such contact cannot be made.

Please provide any other information that may be helpful in helping your claim against your insurance company for any medical bills your child/ward incurs:

Marine Biological Laboratory High School Science Discovery 3 Day Course - **REGISTRATION FORM**

MBL High School Discovery Program

Adaptation & Evolution in Response to Environmental Challenges Jan 7th-Jan 9th

* Indicates required question

1. Email *

2. I understand that this is a residential program and that registered students will be staying overnight in Woods Hole for 2 nights: staying at the Swope Center *

Check all that apply.

☐ Yes

3. I understand that this program is **FREE** of charge and includes room and board.

Check all that apply.

☐ Yes

4. First Name *

5. Last Name *

6. Date of Birth *

Example: January 7, 2019

7. Gender *

8. Student Email Address *

9. Cell Phone Number *

10. I am currently enrolled in the following grade *

Check all that apply.

☐ 11th

☐ 12th

11. I am currently enrolled in the following science class *

Check all that apply.

☐ AP Biology

☐ AP Environmental Science

12. Emergency Contact Name *

13. Emergency Contact Phone # *

14. Dietary Restrictions/Needs *

15. Allergies *

16. Shirt/Lab Coat Size *

Mark only one oval.☐ XS☐ S☐ M☐ L☐ XL☐ XXL

17. Roommate Preference *

18. Please share anything else we should know about the paticipating student *

19. Please let us know if you have additional questions *

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Google Forms

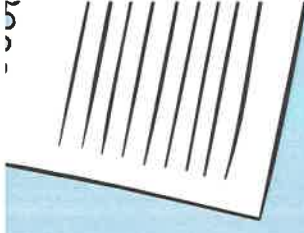
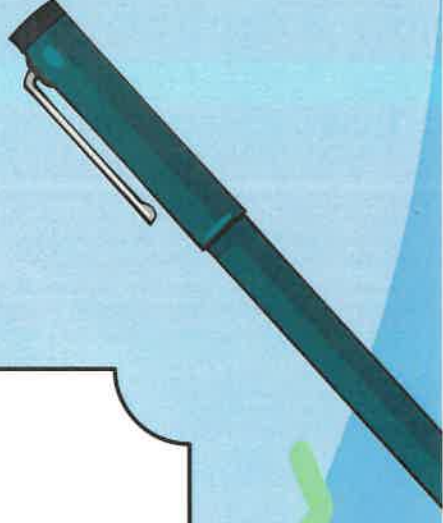
2027

BUDGET

REQUESTS

Chatham Elementary School

November 2025



Chatham Elementary School Improvement Plan

Portrait of Graduate Implementation

To align our SHARK expectations (safety, honesty, acceptance, respect, kindness, success) with the POG indicators, develop curricular connections to each attribute at every grade level, and infuse POG into CES culture. Additionally, to strengthen connections with local organizations and resources.

Being & Wellness

To offer a wide range of opportunities for the expansion and celebration of community interests; and to decrease office referrals and absences, while increasing the mental, emotional, and physical well-being of students through consistent language, protocols, and data analysis.



Academics and Learning

1. **READING** -Implementation of UFLI phonics into ARC Reading, improving number of students at proficient levels, and reducing the number of Grade 3 & 4 students in reading intervention.
2. **WRITING** -Increase the average student essay writing scores on standardized assessments for Grade 3 & 4 students.
3. **MATH** - Increase the percentage of students scoring in the proficient and exceeds levels on standardized assessments, reduce the number of students in math intervention, and continue the development of instructional practices with high-quality materials aligned to our State Frameworks.

Building Success: Our Strategic Plan in

Action

Commitment of a Graduate Implementation

- Weekly focus on POG attributes in the SHARK Alert (photos, article, curriculum connections)
- Building community connections
 - Participating in local celebrations (9/11 Tribute, 4th of July Parade, Halloween Parade))
 - 4th Grade visit to Coast Guard Station
 - 2nd Grade seal watching trip
 - K-4 walking trips to the Pumpkin People @ Kate Gould Park

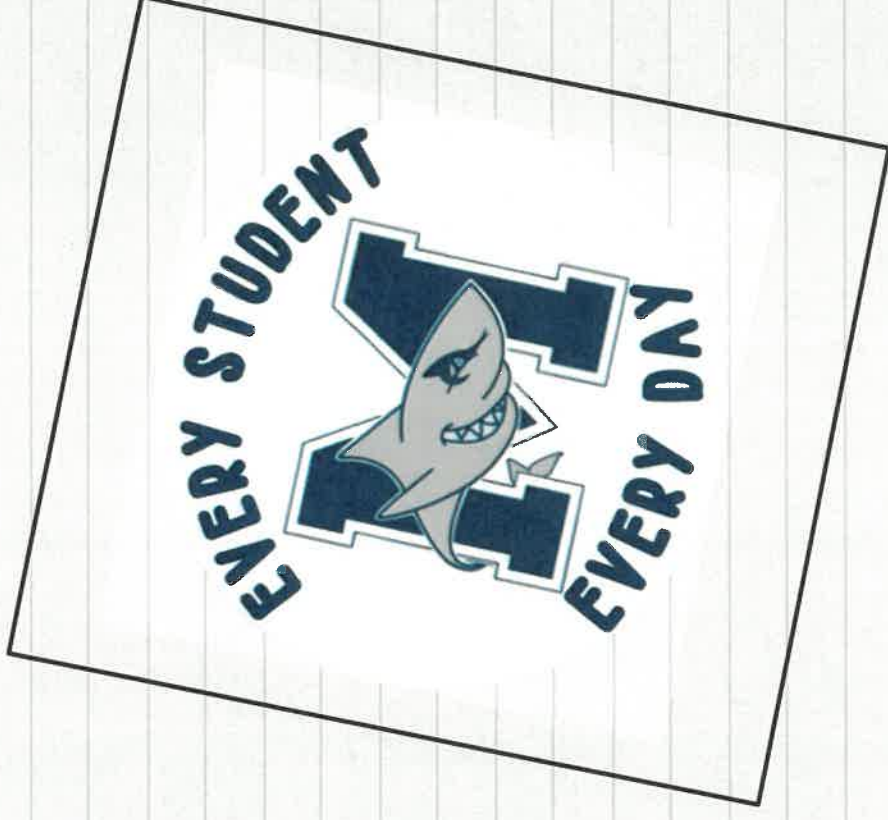
• Academics & Learning

- Successful launch of Pups Prekindergarten full-day program
- Foundational reading skills - students in Grades 1, 2, and 4 met 3-year goal of 80% at benchmark in year one of goal period
- CES rated Top 100 Elementary School in Massachusetts by US News & World Report
- Exceeded Expectations on 2025 DESE Report Card
- One of 95 elementary/middle school Invited to DESE Excellence in Curriculum Conference for reaching pre-pandemic assessment levels

• Being & Wellness

- 100% participation in after-school clubs
- Increased family attendance at school-wide events
- Strong MTSS program - meeting SEL and academic needs for acceleration and intervention

**Looking
ahead to
2027 &
beyond...**



Enrollment Projections

2027

	Section A	Section B	Total Students
Pups	20	--	20
Kindergarten	20	???	20*
1st Grade	19	--	19
2nd Grade	19	--	19
3rd Grade	15	15	30
4th Grade	18	17	37
Total			145*

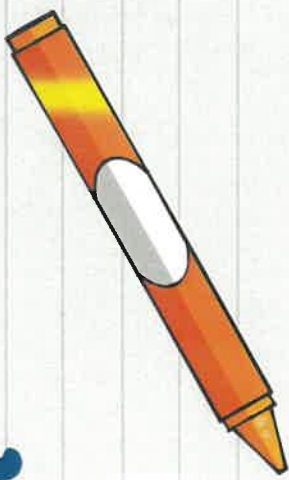
*Based on one section of Kindergarten students



Portrait of a

Graduate

Implementation



Monomoy's Portrait of a Graduate is a collection of skills, attributes, and characteristics that we are committed to developing in each of our students from preschool through graduation.

POG Budget Implications



The overarching mission that guides all our educational investments is the realization of the **Portrait of a Graduate (POG)**. When addressing the budget, we must view every request through the lens of this Portrait. Specifically, we carefully consider how the **physical environment** of our schools, the quality of the instructional **materials** we utilize, the efficacy of the **programs** we follow, and the diverse **opportunities** we present directly support the achievement of those PoG goals. Therefore, the budget is not merely an expense sheet, but a strategic document that funds the essential conditions necessary for every student to thrive and embody the characteristics of our Portrait of a Graduate.

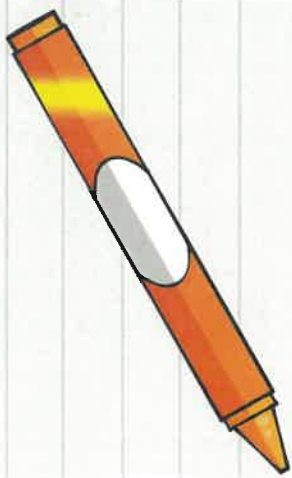
Physical Environment Request:

Replace student desk chairs (\$8,500)

Kindergarten collaborative learning table (\$1,100)



Academics and Learning



Putting the Success in SHARKS with a special focus on reading, writing, and arithmetic through continued professional development and high quality materials.

English Language Arts

Reading

Request - Purchase of decodable books series to support UFLI phonics instruction in Kindergarten and 1st grade.

\$2,800 - Kindergarten Class Set

\$2,800 - 1st Grade Class Set

Total: \$5,600

Kindergarten & 1st Grade DIBELS Phonics Scores

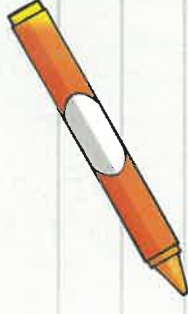
	Well Below/Below	Benchmark / Above Benchmark
K BOY 2025	77%	23%
K MOY 2025	36%	64%
K EOY 2025	35%	65%
K BOY 2026	63%	37%
1st BOY 2025	34%	66%
1st MOY 2025	21%	79%
1st EOY 2025	8%	92%
1st BOY 2026	53%	47%

Academics & Learning

Writing

CES is piloting a Grades 1-4 writing assessment project

- prompts administered in the fall and spring
- Calibration of scoring and selection of focus areas
- Created using materials already in place/available



Math

iReady Mathematics was adopted for FY 2026.

Amplify Mathematics assessment program will be added to operating budget for 2027 as an added way to monitor student progress in key areas.

Pups Prekindergarten Program

Staffing Request

The Pups prekindergarten program is currently staffed with a full-time teacher and 1.0 Instructional Assistant.

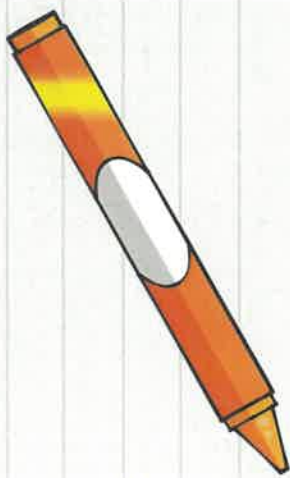
Due to the size of the program and high needs of our youngest learners (toileting, feeding, organization), an additional 1.0 Instructional Assistant is requested for the program.

Current enrollment for 2026 - 19 students





Being and Wellness



Our goal is to implement a systematic, whole-child approach to enhance students' mental, emotional, and physical well-being, thereby creating a supportive environment that addresses the diverse needs of every child.



2026-2027 Deep Dive into Being and Wellness Concerns

Issue 1:

Instructional Time

Constraints

With only one 45-minute class per week, it is nearly impossible to address the new and improved Health & Wellness Standards from DESE.

Issue 2: BMI is on the Rise

2025 Clinically Overweight/Obese (Official Nurse Screenings)

- Grade 1 - 27.5% of students
- Grade 4 - 23.8% of students

All School Overweight/Obese based on submitted

2026 Annual Physical Information:

- 26.5% of students

Elementary years are a **critical time for health education** because a national longitudinal study found the **largest gains in BMI levels** occurred between **1st and 3rd Grade** among students tracked from Kindergarten through graduation (Datar, Shier, & Sturm, 2011).

Issue 3: SEL &

Mental Health

Concerns

Based on BOY 2026 SSiS Data:

	2nd Grade*	3rd Grade**	4th Grade**
Moderate-High Level of Stress	19%	36.6%	41.9%
Warning Level on Self-Management Indicator	30.7%	33%	38.7%
Flagged for Formal Follow-Up	42.3%	41.9%	45.2%

*Grade 2 results based on teacher survey.

**Grades 3 & 4 results based on teacher and student survey.

Planning for 2027

During Fiscal Year 2027, the administration at both Chatham and Harwich Elementary Schools will prioritize a collaborative effort with our Wellness Team. This team will systematically examine our existing practices and programs to identify strengths and areas for strategic growth. Dedicated time for these essential meetings and discussions will be scheduled to ensure a comprehensive review of findings. While we do not anticipate any immediate budget impact for FY27 as a result of this planning, the data and recommendations generated by this work will serve as the crucial foundation for dictating and informing any new Wellness program budget requests for FY28.

Summary of Requests

Staffing

1.0 Instructional Assistant for the Pups Prekindergarten Program to maintain class size of 20 students

Materials

1. Decodable reader class sets for Kindergarten & 1st Grade (\$5,600)
2. Replace student desk chairs (\$8,500)
3. Additional collaborative work table for Kindergarten classroom (\$1,100)



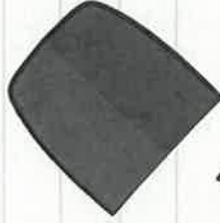
Thanks!



Do you have any
questions?

Jen Kelly, Ed.D.

jakelly@monomoy.edu

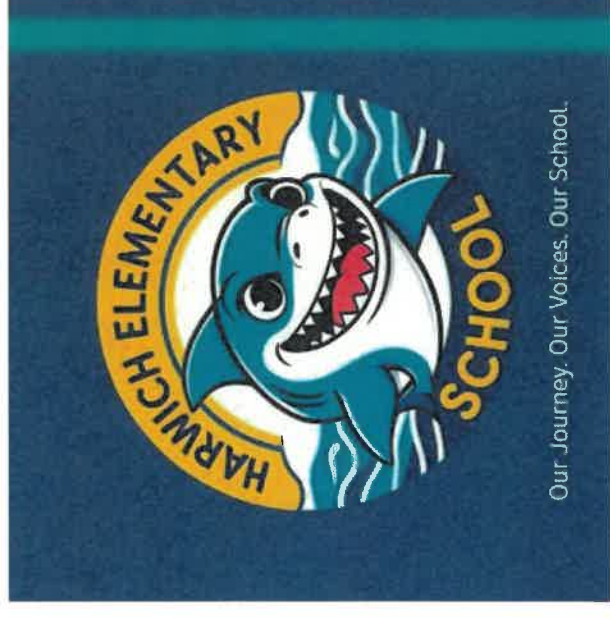


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Budget Highlights

Harwich Elementary School FY27



Enrollment & Projections

	2025-2026 As of 10/1/2025		2026-2027 Projected	
	Sections	Students	Sections	Students
PreK	3	29		20 (16 are 4 year olds)
K	4	76	4	76
1	5	77	5	76
2	4	67	4	77
3	4	80	4	67
4	4	82	4	80
Total		411		396

School Improvement Plan (SIP) Goals

Portrait of a Graduate Implementation

Ensure all graduates possess skills and attributes necessary for success in college, career, and life.

Learning and Academics

Foster a rigorous, equitable, and inclusive academic environment.

Being and Wellness

Cultivate a safe, inclusive, and supportive environment that promotes well-being.

Portrait of a Graduate Implementation

- Develop and execute
.....community engagement
focused on POG competencies.
 - Food composting with Black Earth



Learning and Academics

By EOY 2027, 80% of K-4 students will meet or exceed benchmark requirements on their grade level EOY DIBELS Composite Score.

Performance on DIBELS

HES School Improvement Goal: By Spring 2027, 80% of K-4 students will be meeting or exceeding benchmark.

24-25			25-26		
Kindergarten	Above	Benchmark	Below	Above	Benchmark
BOY	14%	19%	22%	16%	34%
MOY	29%	23%	22%	24%	26%
EOY	39%	38%	11%	50%	50%
1st Grade	Above	Benchmark	Below	Above	Benchmark
BOY	21%	36%	26%	27%	32%
MOY	24%	46%	15%	18%	23%
EOY	47%	32%	14%	59%	59%
2nd Grade	Above	Benchmark	Below	Above	Benchmark
BOY	32%	33%	11%	24%	45%
MOY	38%	27%	14%	10%	21%
EOY	39%	35%	11%	69%	69%
3rd Grade	Above	Benchmark	Below	Above	Benchmark
BOY	31%	28%	23%	29%	36%
MOY	25%	31%	16%	17%	18%
EOY	36%	23%	19%	65%	65%
4th Grade	Above	Benchmark	Below	Above	Benchmark
BOY	14%	46%	25%	15%	36%
MOY	34%	27%	18%	25%	24%
EOY	20%	32%	26%	51%	51%

ELA Acceleration & Intervention BOY 2025

Grade Level	Receiving 1:1 Tutoring from Amplify	Receiving Tier II or Tier III Intervention from Interventionists	Receiving Acceleration from UAs
K	0	18	Alt. Plan for Fine Motor
1st	10	10	7
2nd	2	9	10
3rd	0	26	8
4th	0	20	10

Learning and Academics

By the end of 2027, identified at-risk students in grades K-4 whose achievement scores were between the 41st and 60th percentiles on BOY NWEA MAP Math will raise their achievement scores to the 70th-75th percentile on their EOY iReady Math assessment (equivalent to 1.3 years of growth per year).

K-4 iReady Achievement in Math

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade K					
Grade 1					
Grade 2					
Grade 3					
Grade 4					

Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below

Math Acceleration & Intervention BOY 2025

	Receiving Tier II or Tier III Intervention from Interventionists	Receiving Acceleration
Kindergarten	9	Alternate Plan
1st Grade	10	7
2nd Grade	9	10
3rd Grade	13	8
4th Grade	12	10

Being and Wellness

- Comprehensive Wellness Programs
- Safe and Inclusive School Environment
 - BOTVIN Life Skills Grades 3 & 4
 - Deep dive into Being and Wellness needs with a potential impact on FY28 budget requests

Summary of Needs / Requests

- *Audio Visual Presentation System for the Activity Room ~\$30K*
- *Flexible Seating / STEAM Table Options ~\$24K*
- *Kiln \$9050*
- *6 Risers with Safety Back Rails \$9142*
- *Art Room Door Replacement ~\$8K*
- *Decodable Readers K-2 \$2800 per set x 13= \$36K*
- *BOTVIN Lifeskills Materials*
- *Reboot Science Tier 1 ~\$10K*
- *Amplify Math Assessment*
- *Composting Project ~\$1K*

Note: Italicized items were requested last year.



Thank you for your support

ANY
Questions?

MONOMOY REGIONAL MIDDLE SCHOOL FY27 Budget Presentation

November 13, 2024



What I need,
when I need it.

Our Goal

We are working towards the common goal of guiding students through an **array of accessible opportunities** that **represent our changing world**, recognizing that we are developing prerequisite skills that will **prepare students** for high school, college, and career.

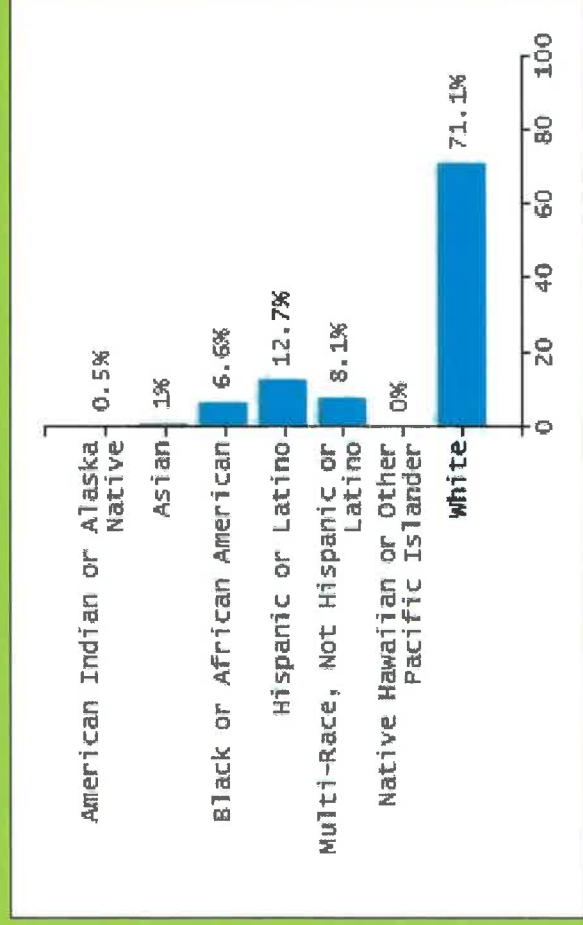
From the MRMS School Improvement Plan

MRMS Data Snapshots

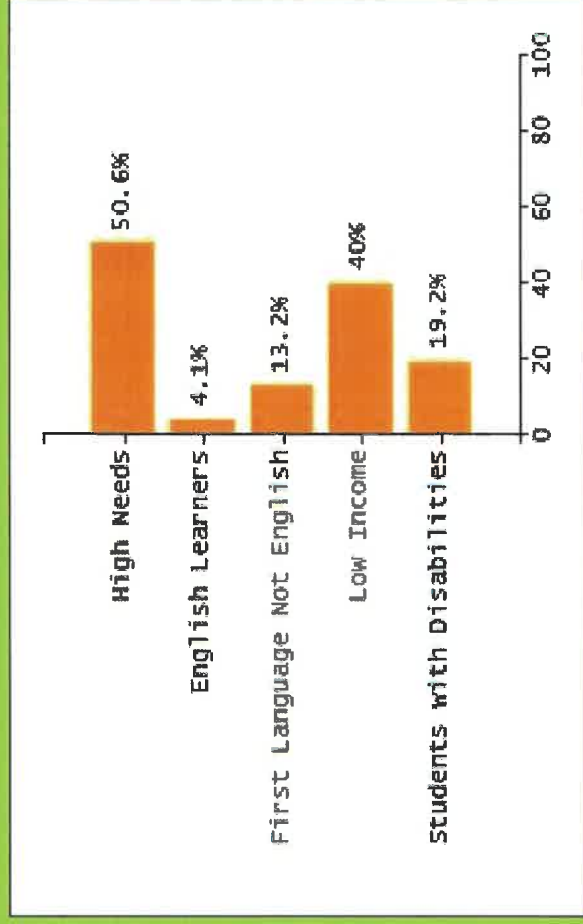
Our Story



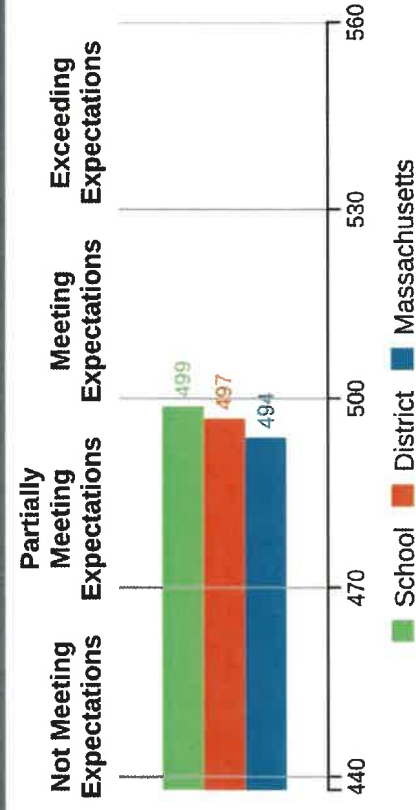
Race & Ethnicity



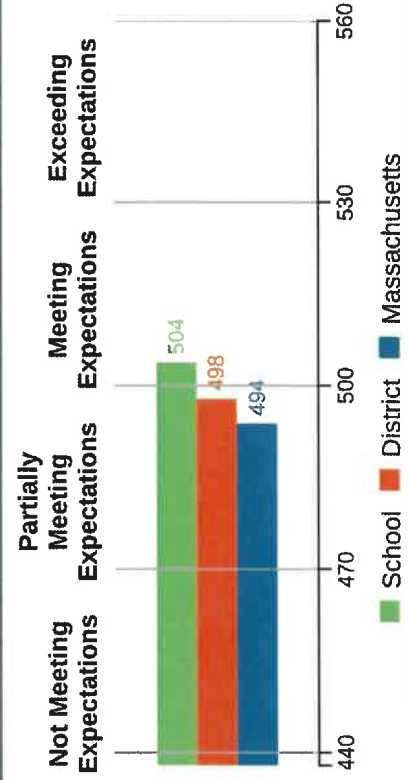
Selected Populations



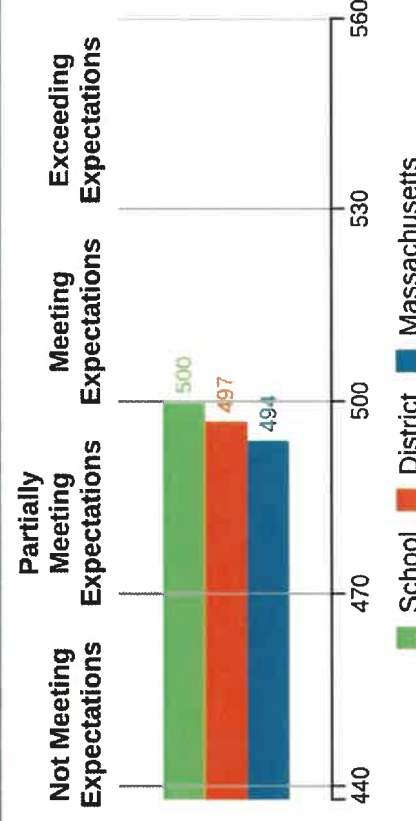
ELA Achievement



Science Achievement

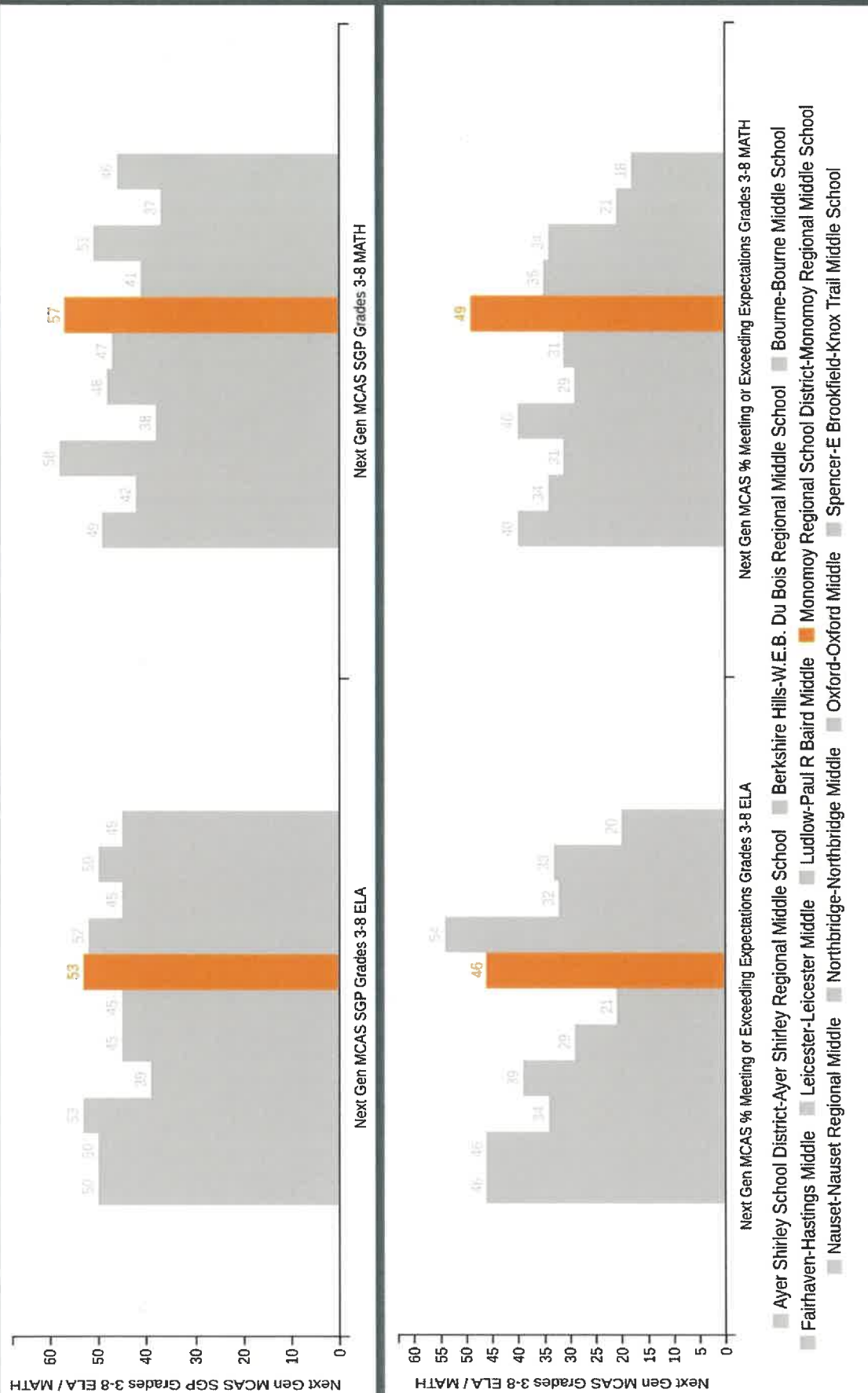


Math Achievement

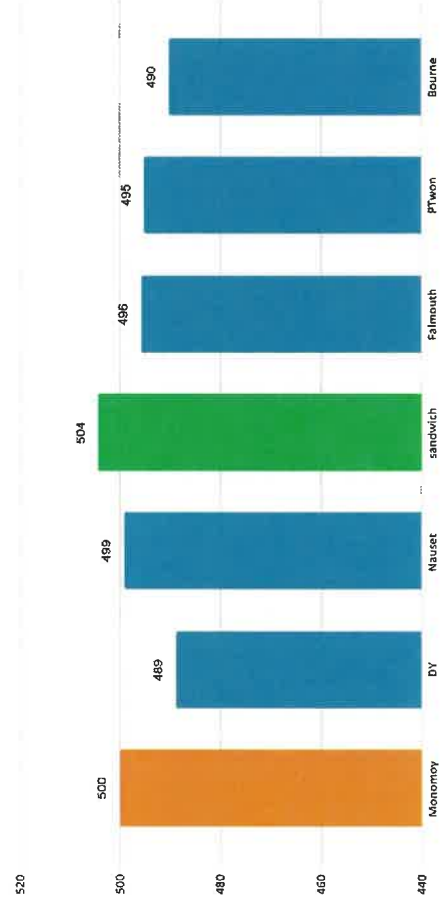


MRMS continues
to perform above
the state average

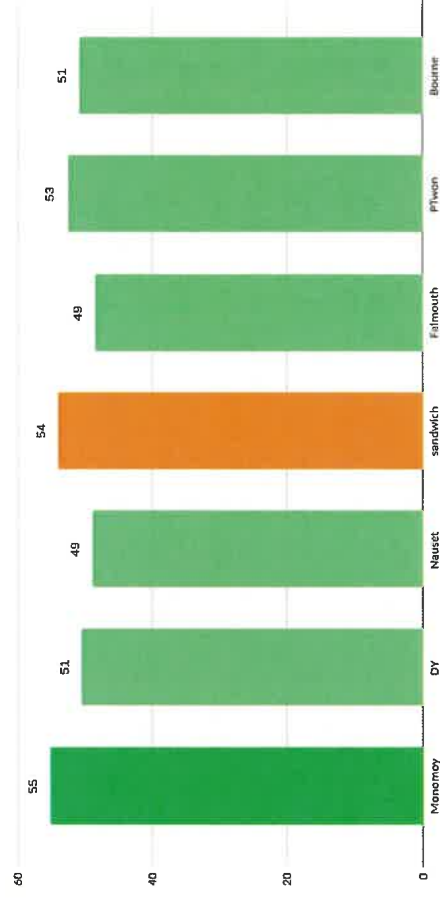
Comparable Schools - Total Enrollment, ELL, SWD, Low Income



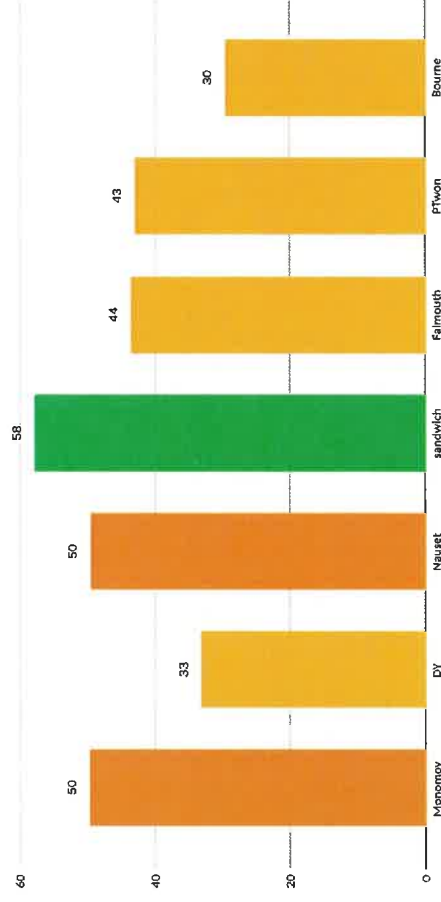
Average Scaled Score



Average SGP



% Meets or Exceeds,



Cape Comparison: Grades 5-7 Monomoy, DY, Nauset, Sandwich, Falmouth, PTown, Bourne

AND half our students are not meeting benchmark at grade level.



Class of 2031

Subgroup Analysis

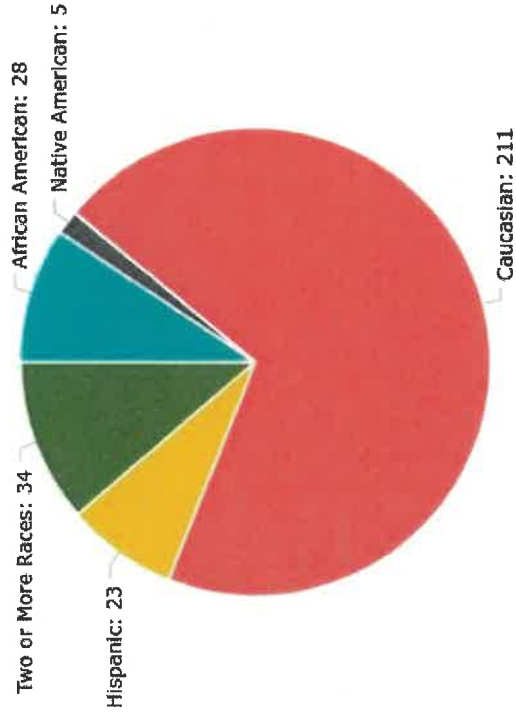


Conduct Summary FY25

20/21	21/22	22/23	23/24	24/25
325	919	560	598	302

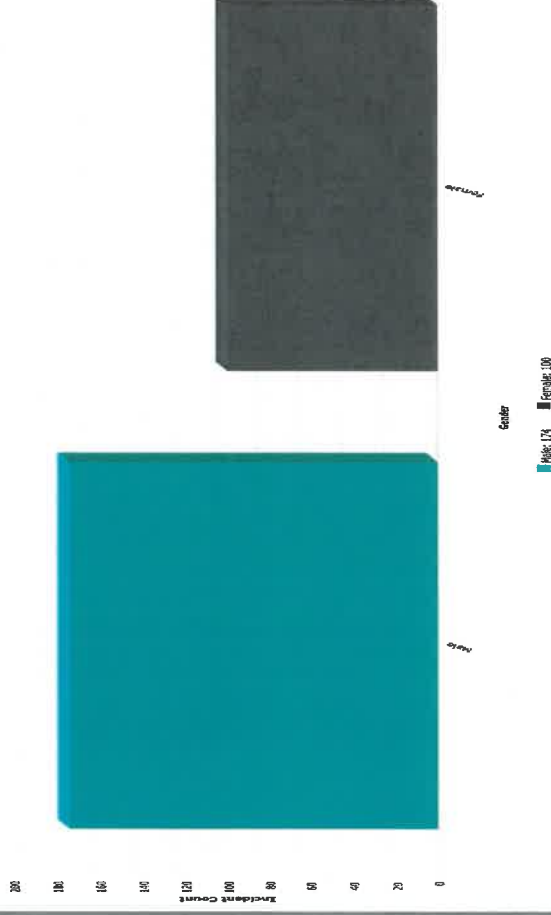
Discipline - By Race/Ethnicity

School Year: In 2025; Organization: In Monomoy Regional Middle School



Discipline - By Gender

School Year: In 2025; Organization: In Monomoy Regional Middle School



2025 MCAS by Gender	Math				ELA			
	<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>	
	% M/E	SGP	% M/E	SGP	% M/E	SGP	% M/E	SGP
2022	52	54	54	58	38	51	56	55
2023	51	54	50	50	45	54	57	60
2024	49	52	49	53	40	50	51	57
2025	53	59	44	55	44	51	46	55

Gender discrepancies exist in FY25 Math Achievement, but not in all years.

2025 MCAS by IEP Status		Math		ELA	
IEP Status		% M/E	SGP	% M/E	SGP
Yes IEP		15	58	11	51
No IEP		57	56	54	54

Achievement varies greatly by special education status, while growth is more stable.

2025 On the Cusp	Math 485-505	ELA 485-505
5th	40%	39%
6th	40%	32%
7th	41%	28%



Average ELA Cusp SGP = 49
Average Math Cusp SGP = 54

36% of MRMS students are "On the Cusp"

Strategic Focus

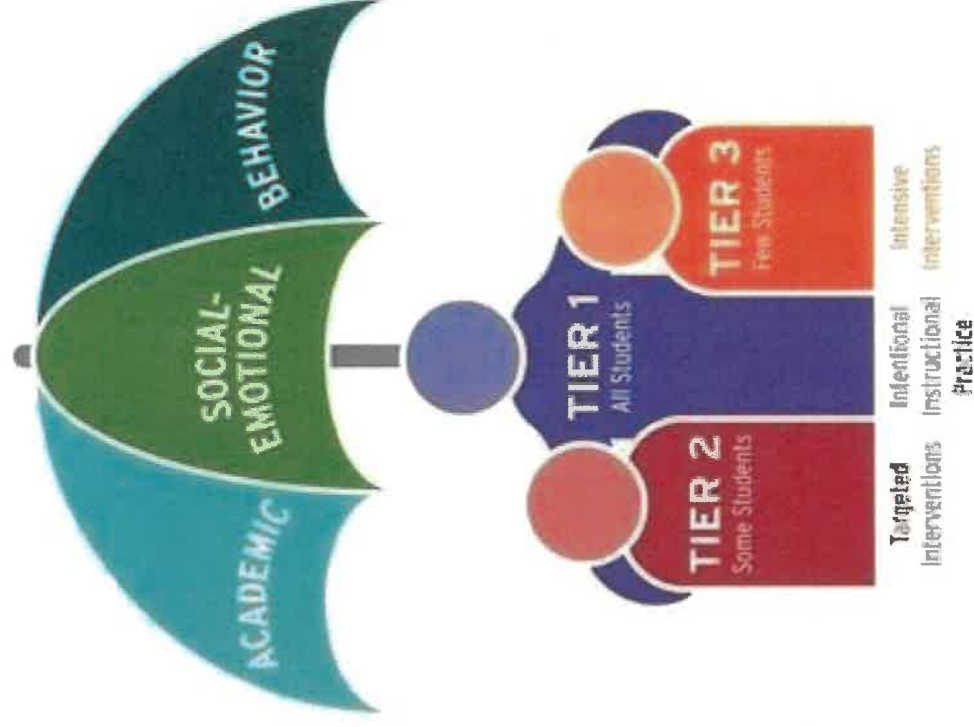


Universal Design for Learning

THE OPPORTUNITY MYTH

What Students Can Show Us About
How School Is Letting Them Down
—and How to Fix It

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)



I. Strong Tier I Instruction

- Differentiation and Teacher Clarity
- Grade level standards and materials (rigor)
- Steal like an artist (welcome mat)
- DCAP, DCAP, DCAP

ACCESS



II. Streamline MTSS Structures



- Seminar WIN
- Tier 3 interventionists
- Build teams, process, and structure to implement with fidelity
- Acceleration Intervention Process

Give students what they need, when they need it.

III. Build out of the student management systems

- Increase Restorative work with staff/students
- Attendance Intervention
- Increase clear communication and systems
- Tier 2 groups with counselors

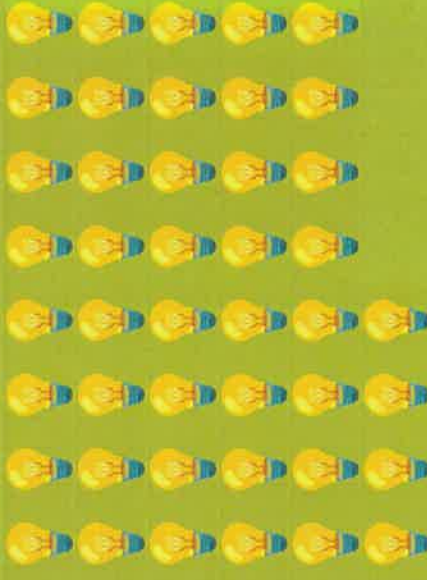
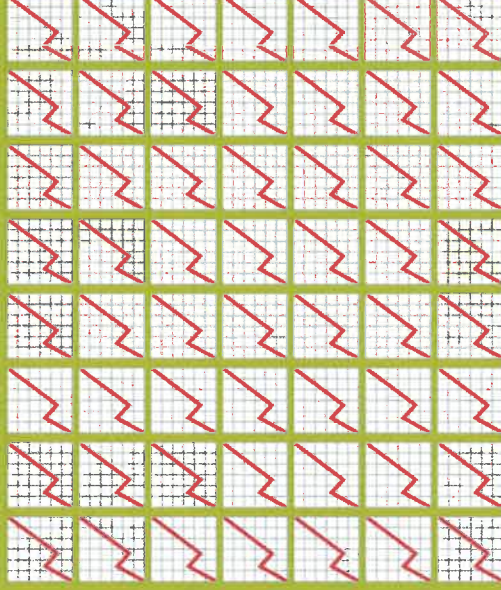
Trust the process!



ELA/Reading
48 students

Math
56 students

Executive Function
44 students



Current Tier 2/3 Academic Interventions

6th Grade Teams						
Classes	ELA 1	Math 1	SS 1	ELA 2	Math 2	SS 2
1	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
2	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
3	6th ELA	6th Math	6th SS	6th ELA	6th Math	6th SS
4	6th ELA	6th Math	6th SS	intervention	intervention	intervention
Seminar	Acceleration	Acceleration	Acceleration	intervention	intervention	intervention

6th Grade 7 Section Model

Enrollment Story

FY26	TOTAL STUDENTS FY26
Grade 4	115
Grade 5	126
Grade 6	118
Grade 7	137

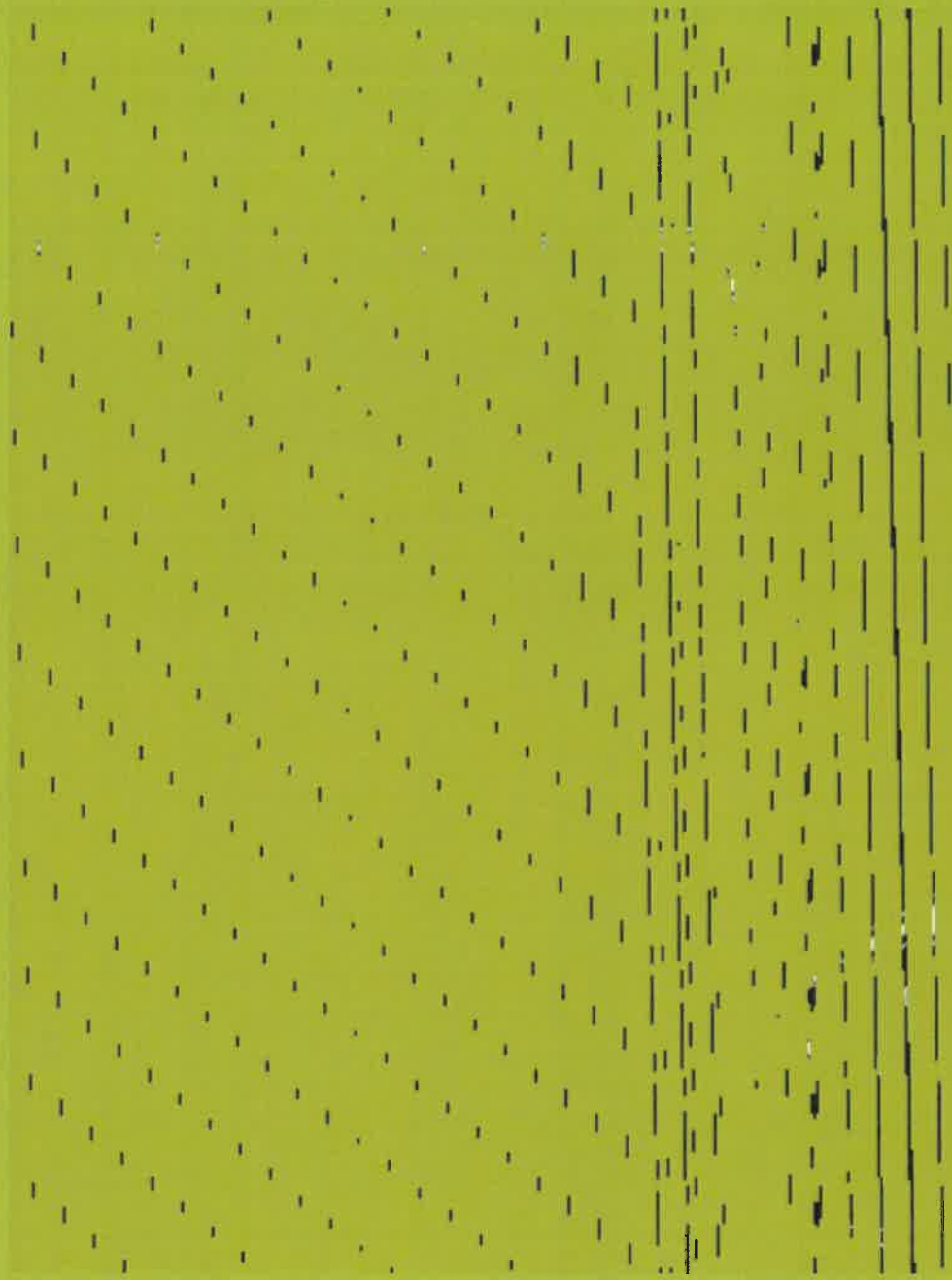


School Year	5th HRs	6th HRs	7th HRs
FY25	7	8	8
FY26	7	7	8
FY27	7	7	7

Staffing Considerations

- ❖ FY22-FY26 Staff Reduction
 - » 3 Unit A
 - » 3.6 Unit B
 - ❖ Academic Intervention Needs
 - ❖ Function of Restorative Justice Role
 - ❖ Counseling Design
 - ❖ Community Service Learning Role
-

Keep em Hooked



One Time

COSTS

Risers, Chairs, Stands for Chorus – \$15,000

- Allow space for students to use their binder, sit and write, note taking, bell ringers, and expansion on achieving state standards for reading and analyzing music.
- Allow air and space between students for a more comfortable and safe learning environment
- Would improve safety by upgrading current unstable wobbly risers and adding rails

Universal Designed Classrooms/Wellness Rm – \$15,000

High Quality Instructional Materials (HQIM) for Math – \$20,000

Evergreen

Culture and Climate Team – \$5,000

Restorative Position – Move to Unit A

Reduction of one Unit A Position – Consider w/ cost of Restorative unit shift

we can do hard things.

Service

Hard Work

Accountability

Respect

Kindness

Community

Attendance

Care

Growth

Honesty



MONOMOY MIDDLE SCHOOL

MRRHS BUDGET REQUESTS

—

2026-2027

Where do we focus???

- Math continues to be a struggle
- Mrs. Armstrong is a superhero, but she needs help
- Innovation Career Pathway
- Curricular Resource Renewals

MRHS SIP Connection and Enrollment Data

GOAL #3: Learning Support

- Develop MTSS Framework that supports all students
- Develop a formal process to identify students who need support for acceleration or intervention

Indicators of success

- Develop MTSS and Data Team
- MTSS Framework developed
- Develop intervention and acceleration supports
- Utilize Analytic Vue data to identify students

Current MRHS Enrollment
705

MATH...

1 % of students meeting or exceeding on Gr. 8 MCAS	2 What does iReady data tell us?	3 Instructional Groups
2025-31% 2024-45% 2023-44% 2022-25% 2021-39% 2020-N/A 2019-44%		Group 1- 52 students Group 2- 40 students Group 3- 04 students Group 4- 14 students Group 5- 20 students

Where else does this show up.....

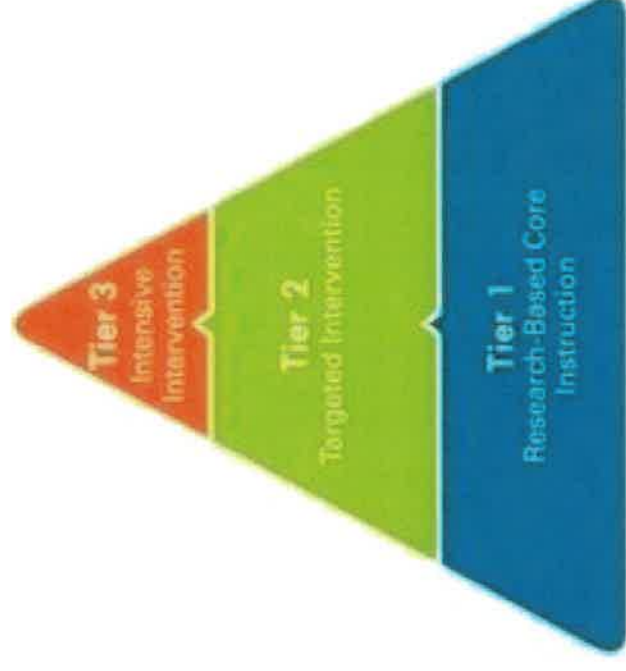
SAT SCORES

	Mean Math	Mean Total
School	544	1071
State (DESE)	620	1240
State (All Schools)	628	1255
U.S. and U.S. Territories	611	1221
Global Testers	620	1227

What are we currently doing to address the prerequisite gaps?

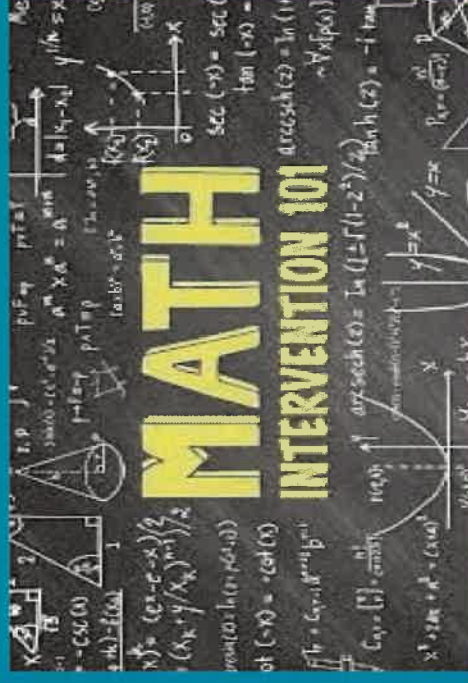
Grade 8 Math Intervention

- ☐ Just in time
- ☐ Flexible grouping
- ☐ Individualized instruction
 - ☐ ***This was built from current staff resources (no additional position)***



Requesting for FY27.....

- Grade 9 Math Intervention
 - Duplicate Gr. 8 Model
 - Request= 1.0 FTE



Our soon-to-be- *GRADUATES*

Do you know how many seniors
participate in community-based
internships?

Approximately 130 students.... And what does that mean

- Record keeping
 - WL Plans
 - Mass Hire
 - Site visits 3x per year
 - Evaluations
 - Grant accountability
- Community Partnerships
- Students Attendance
- Schedules
- This does not include the other spinning plates.....



Approximately 130 students.... And what does that mean



Let's keep Mrs. Armstrong ZEN!!!

Request.....

.5 Admin Assistant

Curricular Resources and other

- Grade 8 Elevate Science (set to expire).... 10K for 3 yr. license
- ESL Resource (renewal and/or expansion of current resource)
- Innovation Career Pathway (1.0 FTE Business Teacher)
- Business Pathway curriculum 30K

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: 11/17/2025
Re: Treasurer Appointment

MOTION

To approve the appointment of Jacob Voelker as Monomoy Regional School District Treasurer effective December 1, 2025

BACKGROUND

District Treasurer Position

- The District Treasurer is a part-time position of approximately 10 hours a week that is appointed directly by the School Committee.
- The primary responsibility of the District Treasurer is to maintain custody of all funds, including capital project, stabilization, and student activity funds, and be responsible for depositing, investing, and disbursing monies for all District funds.
- The current District Treasurer, Paul Donlan was hired in July 2021 and now plans to retire.

Recruitment Process

- The process to find a new District Treasurer took place in September-October 2025.
- The Selection Committee consisted of three School Committee members, the Superintendent, the District Accountant and the School Business Manager.
- After an initial posting that generated very little interest, the posting was amended to indicate that the district would consider applications from individuals who intended to work remotely (although some in-person meetings would still be required).
- The district received four applications for this position. All four were invited for interview, however, one applicant withdrew their application prior to interview.
- All three interviews were conducted virtually.
- The Selection Committee ranked Jacob Voelker as the preferred candidate, subject to reference checks and an in-person meeting with the Superintendent, District Accountant and School Business Manager.
- The in-person meeting went well and reference checks were completed successfully.

There will be an overlap of 2-4 weeks between Mr. Donlan and Mr. Voelker for on the job training and handover. The job posting and Mr. Voelker's resume are attached for information.

Michael MacMillan, School Business Manager

District Treasurer

Monomoy Regional School District

Monomoy Regional School District - Chatham, Massachusetts [Open in Google Maps](#)

Job Details

Job ID: 5343608

Application Deadline: Posted until filled

Posted: Sep 02, 2025 12:00 AM (UTC)

Starting Date: Immediately

Job Description

The Monomoy Regional School District is seeking a District Treasurer. This is a part-time position, starting as soon as possible.

The salary for this position will begin at \$25,000 per year, based upon experience.

This position is ten hours per week, flexible schedule. Remote work is an option for this position; working in the office at least 1 day per month.

Overview of the District Treasurer Responsibilities:

The main areas of the treasurer's responsibilities are to process and manage the cash, banking services, and financing, including borrowing, functions of the District. The main treasurer's responsibilities are prescribed in various chapters and sections of State Law; Chs. 41, 44, 71.

Brief Description of the Treasurer's Responsibilities:



- Establish a uniform system of forms and procedures for all collection, deposit, and disbursement activities.
- Manage the district's resources to ensure the availability of cash to pay obligations as they become due.
- Sign checks for the District's payroll and vendor operations, as well as the transferring of District funds to cover these expenditures.
- Use electronic fund transfers to make all federal tax and MA tax deposits in accordance with the schedules in IRS regulations and MA laws, Ch 62C, section 10.
- Reconcile cash accounts monthly.
- Annually prepare bank account and debt record information for reporting to the MA Department of Revenue and the District auditing firm.
- Certify the budgetary assessments to the member town treasurers.
- Upon authorization of both short-term and long-term debt, issue notes and bonds for the acquisition of capital assets and paying for the construction and repair of infrastructure. The treasurer works with the district's financial advisor, bond counsel, rating agencies, and other local officials to prepare the necessary documents. General Law Ch. 44 Sections 7 to 9, and Sections 16 to 20, set out the rules and procedures regarding borrowing.

Position Type: Part-time

Salary: \$25,000 Per Year

Job Categories:

Administrator > Business/Finance

Welcome to Monomoy Regional School District

Small class sizes, high academic expectations, caring and supportive faculty and a positive school culture - are some of the qualities that make Monomoy Public Schools the premier "school of choice" on Cape Cod.

Job Requirements

- CORI and Fingerprint background check required for employment.
- At least 3 year(s) of relevant experience preferred.
- Master degree preferred.
- Citizenship, residency or work visa required

Application Questions



Jakob K. Voelker

My name is Jakob K. Voelker and I am interested in the position of District Treasurer. Listed below are my Experience, Training, Education, Additional Certifications, and Honors along with work and character references. I sincerely hope that I am able to fill your requirements for the position and would like to take the time to formally thank you for this opportunity.

EXPERIENCE:

I have substantial experience in municipal government spanning more than a decade working in various positions within Town Halls. Below I have listed the various offices I either hold presently or have held in the past.

- Treasurer/Collector of the Town of Barre 2022 – Present
- Assistant Town Administrator of the Town of Dunstable 2018 – 2022
- Assistant Treasurer/Collector of the Town of Dunstable 2014 – 2022
- Assistant Treasurer of the Town of New Salem 2017 – Present
- Assistant Town Clerk of the Town of Dunstable Spring 2022 – Fall 2022
- Records Access Officer of the Town of Dunstable 2016 – 2022
- Administrative Assistant to the Board of Selectmen & Town Administrator of the Town of Dunstable 2014 – 2018
- Clerk of the Board of Selectmen of the Town of New Salem 2014 – 2023
- Payroll Clerk to the Treasurer of the Town of New Salem 2011 – 2017
- Payroll Clerk to the Treasurer of the Town of Orange 2011 – 2023
- Payroll Clerk & Assistant to the Treasurer of the Town of Shutesbury 2011- 2018

TRAINING & EXPERTISE:

I have considerable training and expertise in municipal finance. This includes 3 years as Treasurer/Collector in Barre as well as 8 years of formal training by the Treasurer/Collector in Dunstable and 10 years of training by the Treasurer in New Salem. In my years working for the Treasurer of New Salem I have also worked for her in Orange and Shutesbury in addition to my present employers. Below I have listed my familiarity with various software's used in municipal finance as well as my training and continuing education.

- I am three years into three-year certification as a Municipal Collector (qualified to sit for exam) and two years into certification as a Municipal Treasurer through the Massachusetts Collectors & Treasurers Association and maintain full membership
- I routinely reconcile and balance the monthly cashbook and journal for the Towns of Barre and New Salem
- Oversee payroll for the Town of Barre including reviewing, balancing, and enforcement of personnel policies regarding use of benefited time
- I am familiar with Quickbooks
- I am highly familiar with VADAR municipal financial software using it extensively in Barre
- I have some familiarity with Softright municipal financial software

Jakob K. Voelker

- I am familiar with Point Software Tax Collecting software
- I am also familiar with Payroll Forward and other Harpers Payroll Softwares
- I routinely reconcile town financials with bank statements and track tax collector turnovers
- I routinely handle and balance cash receipts, and bank deposits ○ Maintain bondability

OFFICE EXPERIENCE:

I am experienced in the various tasks that come with municipal work, particularly in a finance setting. But I also have experience in facilities management, scheduling of public use of municipal facilities, and working closely with Department Heads. Below I have listed my experience.

- I routinely process and apply payments, conducting deposits, and submitted end of month reports
- I frequently process financial transactions and computer accounting software
- I handled the phone system and directed public inquires for the Town of Dunstable
- I am familiar with Zoom including hosting and managing public meetings & hearings
- I managed updating and maintaining the CivicPlus town website for Town of Dunstable and assist the Town of New Salem in maintaining it's current CivicPlus town website
- I am familiar with working closely with Department Heads and Committee Chairs to address problems and issues as they arise
- I coordinated, compiled, and published the Annual Town Report for the Town of Dunstable for eight years
- I have experience with aiding the Dunstable Town Clerk with meeting postings to ensure compliance with the Open Meeting Law
- I maintained a Town Hall building use schedule and handled applications and reservations, as well as scheduling committee meetings
- I am familiar with both commercial copy machines and fax machines including procuring and obtaining lease financing
- I have experience handling general public relations such as guests and visitors including providing tours of the Dunstable Town Hall for school children
- I also have experience tracking vehicle usage
- I possess a collegiate background in HR, public services, and hold a Juris Doctor

EDUCATION:

I am a highly educated person possessing a professional doctorate, a bachelor's degree, and an associate's degree. Below I have listed my credentials.¹

- Juris Doctor awarded by the Massachusetts School of Law in 2016
- Bachelors of Science in Business Administration awarded by Nichols College in 2012
- Associates Degree in Business Administration awarded by Mount Wachusett Community College in 2010
- High School Diploma as of 2008

Jakob K. Voelker

1

Please note, as with most colleges at the time, both Mount Wachusett and Nichols subsumed their Accounting Degrees into the Business Administration Degree.

ADDITIONAL CERTIFICATIONS & MISCELLANEOUS

During the course of my employment, I have obtained additional certification and qualifications. Below I have listed several of them.

- Notary Public (term expires October 2028)
- Fully bonded in the Town of Barre
- Member of the Massachusetts Collectors & Treasurers Association

HONORS & ACTIVITIES:

Over the course of my career both in public and in my private life I have held numerous offices relating to leadership, management, and finance. Please see my listing below.

- Treasurer, Congregation Beth Israel 2020 - Present
- Secretary of the Student Bar Association, MSL 2013 – 2014
- First Year Representative Student Bar Association, MSL 2013
- MWCC Student Government Association Treasurer Summer/Fall 2010
- Evening Student Representative, MWCC Student Government Association 2010
- Representative At-Large, MWCC Student Government Association 2009
- Phi Theta Kappa International Honor Society (member since 2008)
- Club Vice President, Alpha Beta Gamma International Business Honor Society (member since 2008)

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. Anyone who needs assistance accessing the online manual should contact the Superintendent's Office.

~~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
Suspension of Policies

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

Source
MASC Reviewed 2022

Adopted: 3/27/2013
Reviewed:

Monomoy Regional School District School Committee-Staff Communications

The Committee desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the Committee

All communications or reports to the Committee or any Committee or any member of the Committee from principals, supervisors, teachers, or other staff members shall be submitted through the Superintendent. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Committee from administrative decisions on important matters, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe at first hand the Committee's deliberations on problems of staff concern.

Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual Committee members interested in visiting schools or classrooms in their capacity as a School Committee member will inform the Superintendent of such visits and make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Official visits by Committee members will be carried on only under Committee authorization and with the full knowledge of staff, including the Superintendent, principals and other supervisors.

Source: MASC - Reviewed 2022

Adopted 3/27/2013

Reviewed:

**Monomoy Regional School District
New School Committee Member Orientation**

In accordance with the requirements of Massachusetts General Law Chapter 71, Section 36A as amended on December 24th, 2002, each new School Committee member elected to the Monomoy Regional School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. Each new member shall be given the following materials:

1. A copy of the School Committee policy manual
2. A copy of the Open Meeting Law
3. A copy of the Conflict of Interest Regulations
4. A copy of the district's budget
5. Collective bargaining agreements and contracts
6. Student and staff handbooks

Each new member shall also receive any other materials the Chair and/or the Superintendent determine to be necessary.

The Chair and/or Superintendent shall also clarify policy:

1. arranging visits to schools or administrative offices
2. requesting information regarding school district operations
3. responding to community requests/complaints concerning staff or programs
4. handling confidential information

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established School Committee policy.

SOURCE: MASC - Reviewed 2022

Legal References: M.G.L. 71:36A

CROSS REF.: BBBA/BBBB School Committee Member Qualifications/Oath of Office

Adopted: 3/27/2013

Reviewed:

**Monomoy Regional School District
School Committee Conferences, Conventions and Workshops**

In keeping with its stated position on the need for continuing in-service training and development for its members, the Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. A notice of school committee conferences, conventions and workshops shall be given by the Committee secretary and/or the Superintendent. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system. At least annually, the Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.
2. Where practicable, funds for participation at such meetings will be budgeted for on annual basis. The Committee will designate which of its members would be the most appropriate to participate at a given meeting by a vote of the Committee.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel expense policy file BID.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

SOURCE: MASC Updated 2022

LEGAL REF.: M.G.L. 40:5

CROSS REFS.: BID, School Committee Member Compensation and Expenses

DKC, Expense Reimbursements

Adopted: 3/27/2013

Monomoy Regional School District
Administration Goals Responsibilities

It is the intent of the School Committee that the District employ qualified personnel to administer the school system efficiently and effectively and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

LEGAL REFS.: M.G.L. 71:41, 71:42

SOURCE: MASC - Updated 2022

Adopted: March 27, 2013

**Monomoy Regional School District
School Superintendent**

The Committee shall employ a Superintendent of Schools and establish his/her compensation. The Superintendent shall act in accordance with General Laws, Chapter 71, Section 59, and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Selectmen in sufficient time for printing in the annual report.

Legal references:

M.G.L. 71:59, 72:3

SOURCE: MASC - Updated 2022

Adopted: March 27, 2013

Revised: