

Feedback from Superintendent Finalists Visits

During the candidates' visits to Monomoy last Monday and Tuesday, they had the opportunity to meet with staff, students, administrators, families, and community members. After each of those meetings, people had the opportunity to submit anonymous feedback on the candidates via an online form. The form asked respondents to indicate whether they do not recommend, recommend with reservation, or strongly recommend the candidate, and also provided open-ended questions for them to share further feedback. Here is a summary of that feedback.

Dr. Beauchaine: 41 Responses

- 5 Do Not Recommend
- 15 Recommend With Reservation
- 21 Strongly Recommend

Dr. Thomson: 48 Responses

- 11 Do Not Recommend
- 15 Recommend With Reservation
- 22 Strongly Recommend

Dr. Millen: 37 Responses

- 1 Do Not Recommend
- 3 Recommend With Reservation
- 33 Strongly Recommend

Dr. Beauchaine narrative feedback summary:

Feedback on this candidate reflects a mixed overall assessment, recognizing her as personable, collaborative, articulate, and supportive, with notable strengths in PK-6 education, curriculum, assessment, early literacy and math, special education, and evidence-based practice. Many respondents appreciated her professionalism, openness to listening, inclusive leadership style, and strong educational background, and felt she would be supportive of staff, equity efforts, and collaboration within schools.

At the same time, significant concerns were raised about her fit and readiness for the superintendent role in a regional PK-12 district. Common themes included limited experience at the middle and high school levels, unclear scope of leadership responsibilities, limited exposure to regional governance, budgets, and town politics, and a lack of specificity regarding vision and implementation for Monomoy. Several respondents questioned her ability to make difficult decisions, advocate forcefully with Select Boards, and lead the district through complex or high-stakes challenges. Overall, while viewed as capable and thoughtful, many respondents were uncertain she is the right candidate for Monomoy at this time.

Dr. Thomson narrative feedback summary:

Feedback reflects a range of perspectives on the candidate, highlighting both notable strengths and areas of concern. Many respondents described the candidate as highly personable, approachable, and student-centered. His experience as a superintendent and interim superintendent, familiarity with regional districts, and ability to communicate effectively with towns, select boards, and community stakeholders were also cited as strengths.

At the same time, a significant number of respondents raised concerns regarding long-term commitment and fit, noting the candidate's professional history, including multiple interim and short-term roles, leading some to question longevity, continuity, and sustained leadership. Others expressed uncertainty about the depth of his instructional leadership, particularly in PK–6 education, and whether his experience aligns fully with the district's current needs and strategic direction. Some respondents also noted that his responses were broad or lengthy and would benefit from greater specificity. Overall, feedback suggests that while the candidate brings strong interpersonal skills, experience, and a clear commitment to student engagement, there are ongoing questions about long-term investment, instructional depth, and alignment with the district's unique structure and future goals.

Dr. Millen narrative feedback summary:

Feedback on Dr. Robin Millen is overwhelmingly positive, with strong support from staff, students, families, and community members. Respondents consistently cited her deep institutional knowledge, longstanding commitment to the district, and clear instructional vision as key strengths. Many noted that her understanding of Monomoy's regional structure would allow for a smooth transition, with minimal learning curve. She is widely viewed as student-centered, equity-minded, and focused on academic rigor, with particular strengths in curriculum, professional development, and whole-child education.

Dr. Millen is also recognized for her authentic relationships, high expectations, and ability to unify the district and community. Students reported feeling safe, valued, and heard, and many respondents expressed confidence in her ability to address challenges such as declining enrollment, achievement gaps, and community engagement. Concerns were limited and primarily centered on perceptions of her high standards and drive, which some felt could be challenging for those resistant to change. Overall, feedback reflects strong confidence in Dr. Millen's readiness and suitability to serve as Superintendent, with broad agreement that she offers stability, vision, and continuity at a critical time for the district.

Overall Summary:

Across all feedback, Dr. Robin Millen emerged as the strongest and most consistently supported candidate. Her feedback was overwhelmingly positive from students, staff, families, and community members, with respondents citing her deep institutional knowledge, long-term commitment to Monomoy, and clear instructional vision. She is widely viewed as student-centered, equity-minded, and well positioned to provide stability, continuity, and purposeful leadership at a critical moment for the district. Concerns raised were limited and

generally related to the challenges inherent in strong, high-expectation leadership rather than questions of readiness or fit.

Dr. Beauchaine was viewed as capable, thoughtful, and collaborative, with notable strengths in elementary education and curriculum, but feedback reflected broad uncertainty about her readiness to lead a regional PK–12 district. Concerns centered on limited middle and high school experience, regional governance, budgeting, and political advocacy, as well as a lack of specificity regarding vision and implementation for Monomoy.

Dr. Thomson received mixed feedback. While he was praised for his personability, approachability, and strong rapport with students, significant concerns were consistently raised regarding longevity, depth of instructional leadership – particularly at the PK–6 level – and overall fit with Monomoy’s long-term needs. Questions about his history of short-term and interim roles led many respondents to express uncertainty about sustained leadership and alignment with the district’s strategic direction.

Overall, feedback indicates that while all three candidates bring strengths, Dr. Millen is most strongly aligned with the district’s current priorities, offering demonstrated commitment, instructional leadership, and the ability to unify and advance the district on a continued positive trajectory.