



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, June 11, 2026 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. May 28, 2026 Regular Business Meeting
- C. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- D. Reports and Discussions**
 - i. Staff Shout Out Recognitions 2025-2026
 - ii. MAEC Equity Audit Presentation
 - iii. Subcommittee Assignments
 - iv. Summer Workshop Schedule and Charting the Course (MASC)
 - v. High-quality Instructional Materials Adoption Decision-PreK PRISM grant
 - vi. Regional Agreement Review
 - vii. New Superintendent Transition Plan Update
 - viii. Community use of High School Lithography Press
 - ix. MRHS Donation to Cape Cod Museum of Art
 - x. MRHS Donation to Sharing Kindness
 - xi. Substitutes and Other Hourly Rates

VOTE REQUIRED
VOTE REQUIRED
VOTE REQUIRED
- E. Subcommittee, Representative, Liaison Reports**
 - i. MRMS Building Committee
- F. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. MRHS Donation to Cape Cod Museum of Art
 - ii. MRHS Donation to Sharing Kindness
 - iii. Substitutes and Other Hourly Rates
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons

June 9, 2026



**Monomoy Regional School District - Monomoy Regional School Committee
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Members present: Brad Schiff, Stephen Davol, Katie Cutter, Rich Roy, Ryan Edwards, Brett Fortin, Heather Morgan

Members not present: Lucia Quinn

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

AGENDA

A. Call to Order by Superintendent

Dr. Scott Carpenter called the meeting to order at 6:30 PM

B. Vote for Chair of the Monomoy Regional School Committee

MOTION: Stephen Davol motioned to nominate Brad Schiff for Chair of the Monomoy Regional School Committee,, seconded by Brett Fortin.

UNANIMOUS: the motion passes

C. Vote for Vice Chair of the Monomoy Regional School Committee

MOTION: Brett Fortin motioned to nominate Ryan Edwards for Vice Chair, seconded by Stephen Davol.

UNANIMOUS: the motion passes

D. Approval of Meeting Minutes

i. May 14, 2026 Regular Business Meeting

MOTION: Brett Fortin motioned to approve the meeting minutes from May 14, 2026, seconded by Stephen Davol.

The motion passes with 4 ayes and 3 abstains.

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

None

F. Reports and Discussions

i. Welcome to New School Committee Members

The Committee welcomed three new members and invited them to introduce themselves and share their backgrounds and reasons for serving.

- **Richard Roy** introduced himself as a lifelong Cape resident and graduate of the Chatham school system. He has been involved in several district initiatives, including the Portrait of a Graduate Committee, the Monomoy Regional School Building Committee, and the elementary school PTO. Roy shared that his continued involvement in the district and his experience on the Building Committee motivated him to serve on the School Committee. He is Assistant Chief of the Massachusetts Port Authority Fire Department and has a daughter in fifth grade.
- **Katie Cutter** shared that she has lived in the area for 20 years and has two children in the Monomoy schools. Her involvement includes serving as President of the Harwich Elementary PTO, participating on hiring and playground committees, and coaching track at the high school. She expressed her appreciation for the district and enthusiasm for contributing to its continued success.
- **Heather Morgan** introduced herself as a Chatham resident of 22 years and parent of two Monomoy students. She previously worked at Chatham Elementary School, served as Vice President of the PTO, and currently teaches second grade at Ezra Baker School in Dennis. She hopes to bring the perspective of a classroom

The Superintendent also welcomed the new members, noting the benefit of having a variety of perspectives represented on the Committee, including current and former parents, educators, and active community volunteers. The Superintendent highlighted the strengths and experience each new member brings and expressed confidence in the Committee's ability to work collaboratively on behalf of the district.

ii. MRSC Meeting Schedule

1. Discussion of Date for Summer Workshop

The Committee reviewed the proposed meeting schedule for the upcoming year.

A meeting was scheduled for July 15, to be held on a Wednesday evening. Administration explained that an early July meeting is typically necessary to address and approve end-of-year financial matters. While regular School Committee meetings are generally held on Thursdays, the Wednesday date was selected due to scheduling needs.

- Members were reminded to notify administration in advance if they will be absent or late to a meeting to ensure a quorum can be maintained.
- Plans were discussed for a summer workshop in August. The workshop will focus on district priorities, School Committee goals and objectives, and the Superintendent's goals for the coming year. A scheduling survey will be distributed to identify a date that accommodates members' summer schedules.
- The Committee reviewed the full annual meeting calendar, noting that regular meetings will generally begin at 6:30 p.m., with occasional earlier start times for executive sessions as needed.
- A discussion was held regarding the possibility of adding an additional meeting in the spring. Members noted that extra meetings have been necessary in recent years for items such as the Superintendent's evaluation, policy approvals, and matters related to town meeting preparations.
- By consensus, the Committee agreed to tentatively reserve April 29, 2027, as an additional meeting date if needed to address the Superintendent's evaluation, policy work, or other year-end business.

iii. MRSC Subcommittee Selection

The Chair reviewed the School Committee's subcommittee structure for the benefit of new members and explained that all members are expected to participate in one or more subcommittees. While assignments were not finalized at this meeting, members were provided with information about the various committees and their responsibilities.

The Chair outlined the purpose of several subcommittees, including:

- **Superintendent Evaluation** – Conducts the annual evaluation of the Superintendent's performance and progress toward established goals.
- **Finance** – Reviews and vets the district budget, expenditures, and financial planning before recommendations are brought to the full Committee and the towns.
- **Negotiations** – Handles collective bargaining matters and labor relations with district employee groups.
- **Warrant and Payroll** – Reviews warrants and payroll documents prior to approval.
- **Policy** – Reviews and updates district policies in response to legal, regulatory, or district needs.
- **Cape Cod Collaborative** – Represents the district in collaborative efforts among Cape and Islands school districts, particularly regarding special education services.
- **District Wellness Committee** – Addresses health, nutrition, and wellness initiatives and policies.
- **Building Committee** – Oversees school construction and capital projects, including the ongoing middle school improvements.
- **Special Education Parent Advisory Council (SEPAC)** – Serves as a liaison to the parent advisory group focused on special education programs and services.
- **Select Board and Finance Committee Liaisons** – Maintains communication with municipal boards in Harwich and Chatham.

- **Legislative Liaison** – Monitors and communicates with legislative representatives on issues affecting education.

During discussion, it was agreed that the separate Sick Bank Committee could be eliminated, with related matters handled through the Negotiations Subcommittee as needed.

The Superintendent provided additional context regarding expected time commitments. Finance, Negotiations, Policy, Building Committee, and Regional Agreement work were identified as requiring significant involvement, particularly during budget development, contract negotiations, construction projects, and any potential regional agreement revisions.

Members were asked to review the list of subcommittees and indicate their preferences for assignments. Administration will distribute the information electronically and collect responses prior to the next meeting. Committee assignments are expected to be finalized by the end of June, with most subcommittees anticipated to begin meeting in the fall unless urgent matters arise earlier.

iv. Wellness Committee Report

Melissa McGuire, Director of Student Services and Chair of the Wellness Committee, presented the annual Wellness Committee report and highlighted the committee's work during the 2025–2026 school year.

The Wellness Committee is required by policy and is responsible for developing and reviewing the district's wellness policy, establishing measurable wellness goals, and conducting a triennial assessment of policy implementation. The committee included administrators, school nurses, staff members, parents/guardians, students, and the Food Service Director, and met four times during the year.

A major focus of the year was participation in a DESE Wellness Grant, which provided a wellness coach to assist the district in reviewing and strengthening its wellness policy. Through this process, the committee completed a comprehensive wellness assessment, revised the district's wellness policy, and received recognition through a state healthy schools program. A student representative and wellness staff member attended a statewide conference to represent the district.

The committee identified three primary wellness priorities:

- Promoting a healthy school environment and positive school culture.
- Strengthening community partnerships and family engagement.
- Supporting student wellness through nutrition, physical activity, and social-emotional learning.

The district continues to meet USDA nutrition standards and has expanded opportunities for fresh, locally sourced foods through partnerships with local farms. Initiatives included offering fresh produce and increasing access to healthy snacks for students.

Results from the wellness assessment identified several strengths, including:

- An established and active Wellness Committee.
- Strong communication of wellness goals.
- Compliance with nutrition and Smart Snack standards.
- Farm-to-school and fresh food initiatives.
- Physical education and physical activity opportunities for students.
- Support for healthy food options at school events.

The committee also identified areas for improvement and incorporated updates into the revised wellness policy, including:

- Strengthening language regarding compliance with federal nutrition standards.

- Adding provisions for student access to potable water.
- Clarifying expectations for food and beverage sales, fundraising activities, and classroom food sharing.
- Including professional development requirements for nutrition staff.
- Promoting non-food rewards and celebrations.
- Aligning the policy with updated health and physical education frameworks.
- Improving public access to Wellness Committee agendas, minutes, and assessment information through the district website.

Progress has been made on the following annual wellness goals:

- Hosting food service open houses and kitchen tours for families.
- Expanding fresh and local food offerings through partnerships with local farms.
- Conducting a district-wide food service survey that received more than 500 responses from students, families, and staff.
- Increasing opportunities for student movement and physical activity throughout the school day, including classroom-based activities.

The committee plans to continue policy implementation next year, establish new wellness goals based on the revised policy, administer food service surveys twice annually, and further measure student physical activity and wellness outcomes.

The presentation concluded with a video highlighting students participating in wellness-related activities throughout the district.

v. MRHS Outdoors Club Field Trip for September 2026

The MRHS High School teacher John Dickson gave an overview of the proposed trip to New Hampshire next September. The committee agreed to vote on the trip tonight instead of waiting for the following meeting.

MOTION: Stephen Davol motioned to approve the overnight field trip to Alexandria New Hampshire next September, seconded by Heather Morgan.

UNANIMOUS: the motion passes

- vi. Second Reading Policy Files: File JICFB: Bullying Prevention and Intervention Plan, File ADF: Wellness Policy on Physical Activity and Nutrition, File JF: School Admissions, File DMA: Cash in School Buildings, File DMB: Personal Property in School Buildings **VOTE REQUIRED**

MOTION: Ryan Edwards motioned to approve File JICFB: Bullying Prevention and Intervention Plan , seconded by Stephen Davol .

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File ADF: Wellness Policy on Physical Activity and Nutrition , seconded by Brett Fortin.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File JF: School Admissions , seconded by Katie Cutter.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File DMA: Cash in School Buildings, seconded by Rich Roy.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File DMB: Personal Property in School Buildings, seconded by Katie Cutter.

UNANIMOUS: the motion passes

The Committee was informed that the district's trash collection and disposal services, previously provided by Millie Trucking for an extended period, had not recently been rebid. In the interest of competitive procurement and ensuring cost efficiency, the district issued a formal bid for a five-year contract (an initial three-year term with the option to extend for two additional years).

Three bids were received. Millie Trucking was not the lowest bidder. The lowest bid was submitted by Barrows Waste Systems, a local company that had requested to participate in the process and provided strong references.

The proposed contract price is below the district's budgeted amount and locks in pricing for the full five-year term. The contract includes provisions allowing for review or renegotiation after the second year in the event of significant increases in disposal or fuel-related costs.

MOTION: Brett Fortin motioned that the Monomoy Regional School Committee authorize the District to enter into a contract with Barrows Waste Systems LLC for the Collection and Disposal of Solid Waste and Recyclables for an initial term of three years, with two subsequent one-year contract extensions at the District's sole discretion, for a total potential contract term of five years, seconded by Rich Roy.

UNANIMOUS: the motion passes

G. Subcommittee, Representative, Liaison Reports

i. MRMS Building Committee

The Committee received an update on the Middle School renovation project, which is progressing rapidly. Exterior work on the building, including siding and window installation, is well underway, with significant visible improvements.

The Building Committee and project partners (architect, owner's project manager, and general contractor) have been engaged in ongoing discussions regarding window installation details, particularly ensuring proper fit, alignment, and watertight construction in the context of renovating an existing structure. While there have been differing views on installation methods, the parties continue working collaboratively to resolve concerns while maintaining project quality and integrity.

The importance of balancing schedule adherence with construction quality was emphasized, with agreement that ensuring long-term durability of the building is a priority given the district's significant investment in the project.

Additional updates included:

- Discovery of expected and unexpected building conditions as existing materials are removed, including areas of rot and potential mold.
- Removal and replacement of compromised materials such as insulation and sheathing, effectively resulting in substantial interior reconstruction in some areas.
- Identification of specific areas requiring further investigation and potential change orders, including sections of the main office and gymnasium gables.
- Coordination to ensure construction does not disrupt ongoing school operations, including maintaining use of key areas until temporary relocations are possible.

Despite these challenges, progress was noted as strong overall, with new windows and exterior upgrades significantly improving the appearance and condition of the building. The Committee expressed optimism about continued progress throughout the summer as work expands with full building access.

H. Superintendent's Report

i. Recognitions

The Cape and Islands League recently celebrated its first annual Cape and Islands League Scholar Athlete Awards. Congratulations to MRHS seniors Patrick Jordan and Abrielle Long for receiving the 2025-2026 Cape and Islands League Scholar Athlete of the Year Award. MRHS grad Emma Mawn (Class of 2018) delivered the keynote speech at the ceremony.

Team Monomoy came out in full force to support the Sharing Kindness Suicide Awareness Walk on May 16. In addition to participating in the walk, many of our students and staff also volunteered as safety officials along the route and helped before and after the event.

At the Massachusetts Celebration of Girls and Women in Sports Day on May 19, Monomoy Athletic Director Karen Guillemette was recognized with a Massachusetts Women in Athletics Distinguished Service Award. The event is held annually by the Massachusetts Interscholastic Athletic Association. Since joining Monomoy in 2016, Guillemette has been the driving force behind a transformation of the district's PreK-12 Wellness and interscholastic athletic programs, including the successful introduction of several key programs, including Girls Volleyball, Girls Lacrosse, Indoor Track & Field, Unified Basketball, and Unified Track & Field.

Monomoy Regional School District was honored by the state as a School Wellness Champion after completing the Massachusetts School Wellness Coaching Program. The MSWCP pairs schools and districts with a wellness coach who facilitates meetings and provides technical assistance throughout the school year with respect to local wellness policy assessment, action planning, implementation, monitoring, and evaluation. During the recognition ceremony at the 2026 Healthy Kids, Healthy Programs Summit, a special banner was gifted to the district and a team from Monomoy attended many breakout sessions. Monomoy Regional High School student Davion Dawkins represented Monomoy as a student member of the district's Wellness Committee, along with Monomoy Middle School Health teacher Bambi Thompson.

H. Action Items -Vote Required

- i. Second Reading Policy Files: File JICFB: Bullying Prevention and Intervention Plan, File ADF: Wellness Policy on Physical Activity and Nutrition, File JF: School Admissions, File DMA: Cash in School Buildings, File DMB: Personal Property in School Buildings

MOTION: Ryan Edwards motioned to approve File JICFB: Bullying Prevention and Intervention Plan , seconded by Stephen Davol .

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File ADF: Wellness Policy on Physical Activity and Nutrition , seconded by Brett Fortin.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File JF: School Admissions , seconded by Katie Cutter.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File DMA: Cash in School Buildings, seconded by Rich Roy.

UNANIMOUS: the motion passes

MOTION: Ryan Edwards motioned to approve File DMB: Personal Property in School Buildings, seconded by Katie Cutter.

UNANIMOUS: the motion passes

- ii. Contract for Collection and Disposal of Solid Waste and Recyclables - 5 Years

MOTION: Brett Fortin motioned that the Monomoy Regional School Committee authorize the District to enter into a contract with Barrows Waste Systems LLC for the Collection and Disposal of Solid Waste and Recyclables for an initial term of three years, with two subsequent one-year contract extensions at the District's sole discretion, for a total potential contract term of five years, seconded by Rich Roy.

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

Brett Fortin moved to adjourn the meeting, seconded by Rich Roy.

The meeting was adjourned at 6:48 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary



MONOMOY
REGIONAL SCHOOL DISTRICT

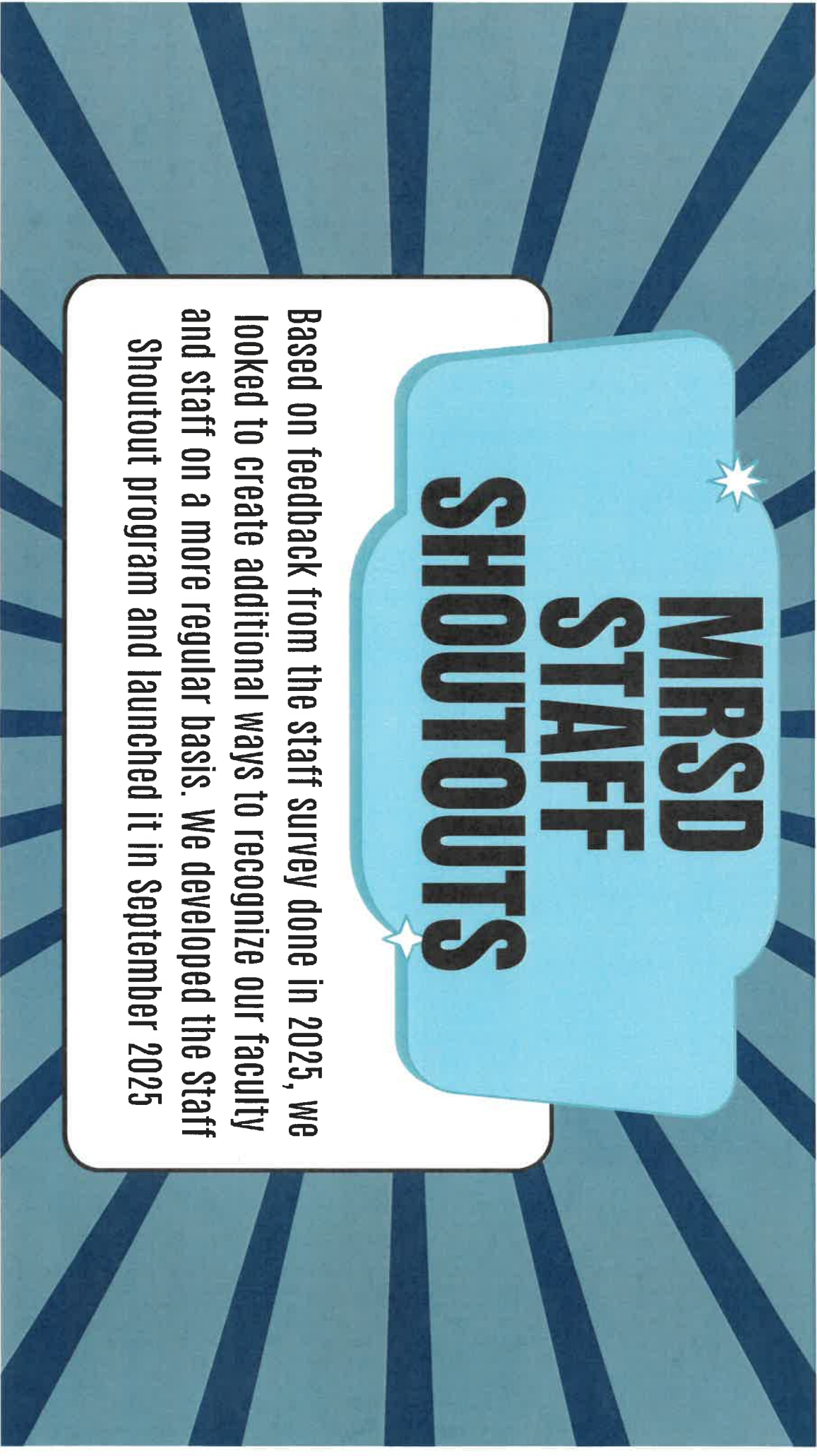


MONOMOY



**STAFF
SHOUTOUTS**

June 11, 2026



MIRSD STAFF SHOUTOUTS

Based on feedback from the staff survey done in 2025, we looked to create additional ways to recognize our faculty and staff on a more regular basis. We developed the Staff Shoutout program and launched it in September 2025

THE *process*

ONLINE FORM

Easy to submit nominations
for any staff member

REGULAR SCHEDULE

An honoree was recognized
each month

OPEN TO ALL

Students, families,
colleagues, and community
members all participated

PRESENTATION

Administrators and building
leaders were present for the
award presentations

By the NUMBERS

119

total
nominations
submitted
through June 1

Nominations by building

CES - 10 nominations
HES - 16 nominations
MRMS - 50 nominations
MRHS - 42 nominations
**Central Office - 1
nomination**

Nominations by role

Administrators - 2
Cafeteria Staff - 2
Custodians - 5
Instructional Assistants - 18
IT Staff - 2
School Counselors - 8
Support Staff - 3
Teachers - 77
Other - 2

THE AWARD

For this year, the person with the most nominations that month was the honoree

Principals were also sent the list of nominations for their building so they could recognize their staff

Anyone nominated received an email with the text of their nomination, so they knew the nice things said about them!



MEET THE *newbies*



JESSICA FRIEDMAN

Science Teacher, MRHS

September 2025



JACK DUNFORD

Custodian, HES

October 2025

MEET THE *busines*



AMANDA GRISWOLD
Instructional Assistant, GFS

November 2025



J. WYATT SULLIVAN
Grade 7 ELA Teacher, MRMS

December 2025

MEET THE *Paradees*



MICHELLE DAVIS

Instructional Assistant, MRMS

January 2026



GRACE GALLOWAY

Instructional Assistant, HES

February 2026

MEET THE *newbies*



STEPHANIE COLES
Special Education Teacher, MRMS

March 2026



CRISTINA LOUREIRO
IT Technician, CES & HES

April 2026

MEET THE *newbies*



GREGORY GLANCY
Social Studies Teacher, MRMS

May 2026



CONGRATULATIONS AND THANKS

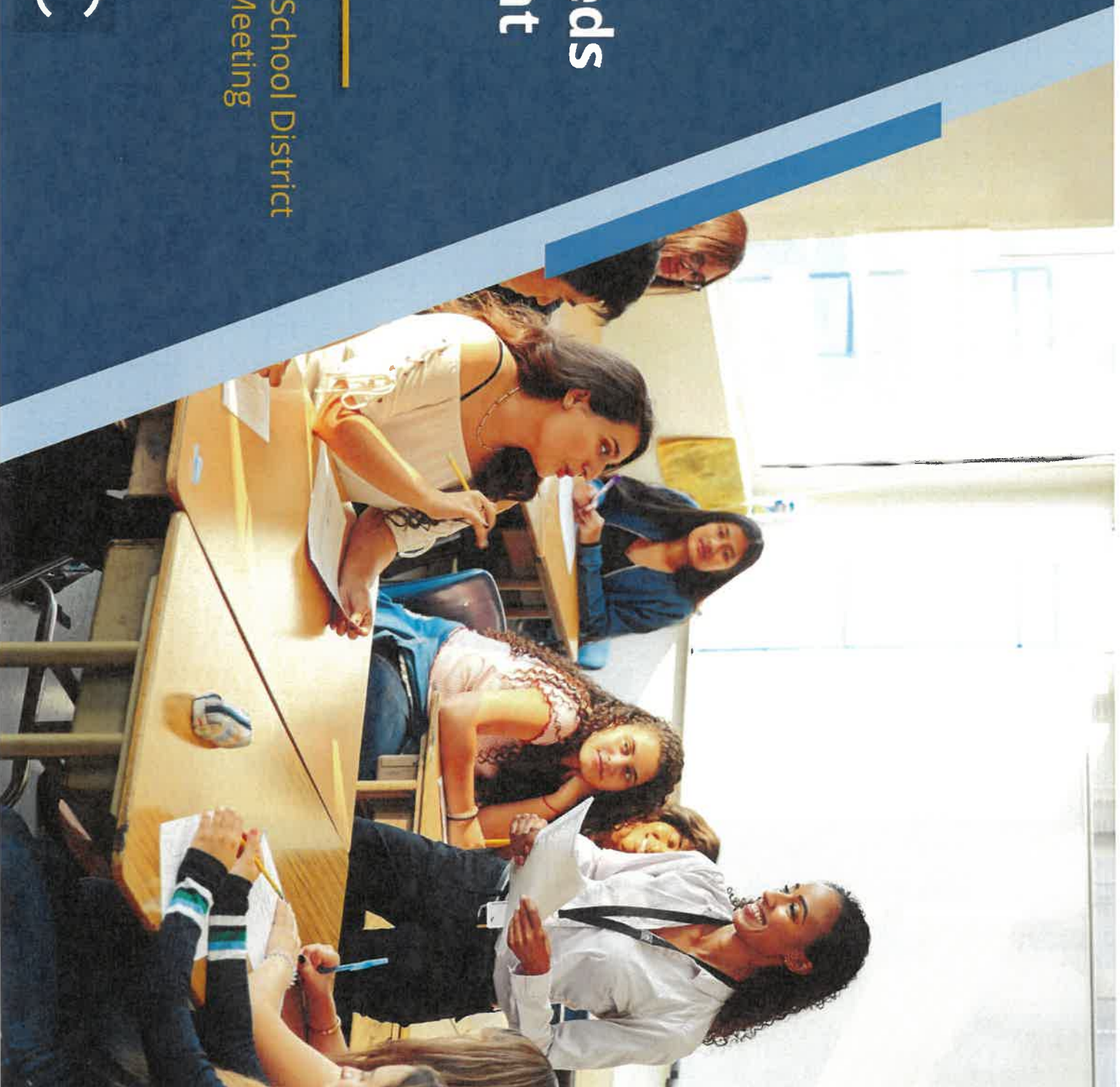
Congratulations to all who were nominated and honored each month, and many thanks to everyone who took the time to nominate one of our amazing staff members.

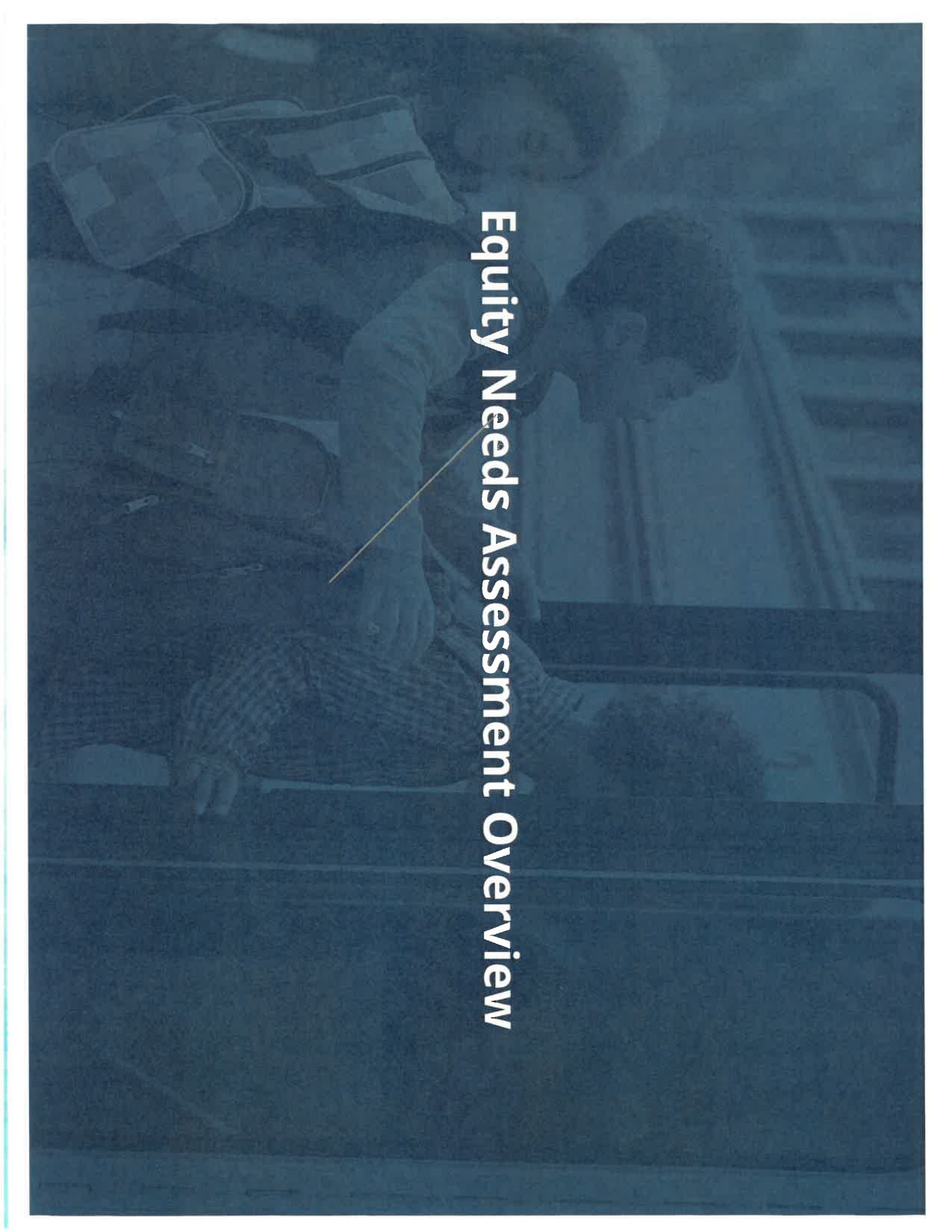
QUESTIONS?



Equity Needs Assessment Summary

Monomoy Regional School District
School Committee Meeting
June 2026



A blue-tinted photograph of three people. In the foreground, a man in a dark suit and tie is pointing his right index finger towards a woman. The woman is wearing a plaid shirt and a dark vest, and she is looking down at something in her hands. In the background, another woman is visible, wearing a checkered bag. The setting appears to be outdoors, possibly near a building with columns.

Equity Needs Assessment Overview

What is an equity needs assessment?

- An equity needs assessment provides a baseline view of various aspects of equity from an external independent perspective
- An equity needs assessment can include multiple data collections including use of an equity audit tool and surveys
- The Equity Audit Tool is completed by internal members on a school based consensus teams



Why conduct an equity needs assessment?

An equitable school has...

1. An equity-centered mission
2. Inclusive visual and physical environments
3. Collaboration with various identity groups
4. Partnership with families and school community
5. Ongoing, embedded and systematic professional learning opportunities
6. Consistent support for social-emotional well-being of students and families that promotes their cultural assets



<https://maec.org/equity-audit/>



What did we want to learn?

01	Academic Expectations	The extent to which MRSD provides a positive and accessible learning experience
02	Safety, Relationships, & Discipline	The extent to which MRSD maintains a safe and equitable environment
03	Community & Family Engagement	The extent to which MRSD fosters strong partnerships with families and the broader community
04	School Attitudes & Culture	The extent to which MRSD promotes inclusive representation and a positive school culture
05	Professional Learning	The extent to which MRSD supports staff growth through ongoing, relevant, and collaborative professional development that promotes equitable practices



What did we do?

Equity Needs Assessment Data Collections

- Equity Audit Tool completed by school consensus teams
- Climate Surveys
 - **Number of Respondents:**
 - Students: 1,032
 - Staff: 154
 - Families: 252
- Review of district secondary data:
 - 2024-25 Views of Climate and Learning (VOCAL) Survey
 - 2024-25 Student Discipline Data Report



What did we do?

Domains and Respondent Groups for CEE's School Climate Surveys

Group	Academic Expectations	Academic Expectations and Pedagogy	Attitude and Culture	Communication and Family Engagement	Safety and Relationships	Safety, Relationships, and Discipline	Instructional Leadership and Decision-Making
Students	X		X		X		
Families and Caregivers	X		X	X		X	
Instructional Staff		X	X	X		X	
Non-instructional Staff			X	X		X	X (Principals only)

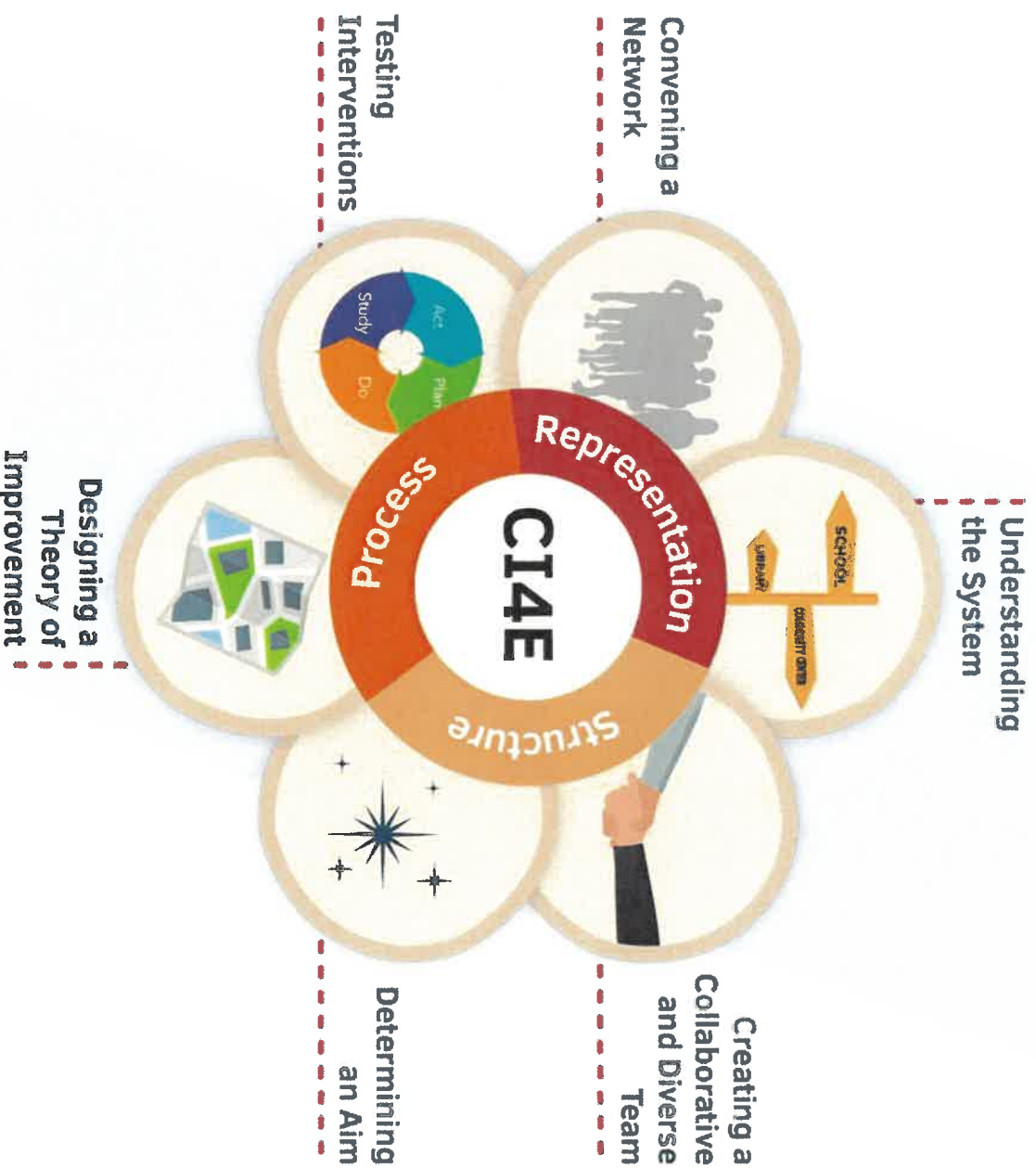


Needs Assessment Timeline

Fall 2025	Winter 2025	Spring 2026	Summer 2026
- Climate surveys administered - Equity audit tool completed by school-based consensus teams	- Data analysis - Storymap report creation - Data meetings with MRSD district leadership	- Administrator data meeting - School-level data meetings - School committee meeting - District level data shared with families & community	- School and district level action planning - Stage work for the next 2-3 school years - Prepare to roll out stage 1 in fall 26-27



How do we conduct our work? Continuous Improvement for Equity



What did we learn? District-level Takeaways

District-Level

Bright Spots

- Students, families, and staff generally report **strong academic expectations** and supportive learning environments
- **Staff, families, and students** generally describe schools as **respectful, inclusive, and welcoming**
- Schools self-identified as consistently **training educators** to use **varied instructional approaches** to meet different learning needs, and **addressing critical educational issues** in ways that **do not stereotype or stigmatize** particular groups

Opportunities for Growth

- Stronger **supports for engaging all learners**
- Deepen **inclusive** and culturally responsive **academic systems**
- Strengthen **consistency of discipline** and restorative practices

District-Level

Next Steps

- **Supports for all learners:** District will prioritize Universal Design for Learning (UDL), starting with purposeful planning to provide access for all students
- **Family and community engagement:** Support consistent implementation of classroom and school-level family engagement practices

What did we learn? School-Level Takeaways

Chatham Elementary School

Bright Spots

- A well-established **culture of care and respect**
- **Strong** adult-to-adult and student-to-adult **relationships**
- **High academic expectations**

Opportunities for Growth

- **Student-to-student relationships** and student comfort in sharing emotions with peers
- Opportunities for **staff and caregivers to inform school policies and procedures**

Chatham Elementary School

Next Steps

- **Strengthen SEL programming:** Expand weekly whole-class emotional literacy and increase peer-relationships in small groups
- **Mobilize stakeholder engagement:** Proactively recruit staff and community members for School Council and PTO leadership



Harwich Elementary School

Bright Spots

- **High academic expectations**
- **Respectful teacher-to-caregiver relationships**
- **Strong sense of belonging and teacher trust among students**

Opportunities for Growth

- Student **safety**, fighting, and **bullying intervention**
- Administrative responsiveness and **opportunities for staff and caregivers to inform school policies**
- **Care beyond the classroom** and student emotional comfort

Harwich Elementary School

Next Steps

- **Student safety:** Improve education on bullying definitions and protocols
- **Family and community engagement:** Identify ways to include all stakeholders in school policies and practices



Monomoy Regional Middle School

Bright Spots

- Strong **alignment across stakeholder groups**, suggesting shared perceptions of both strengths and areas for growth
- **High ratings in academic expectations** reflect a strong level of trust from caregivers and stakeholders
- Non-instructional and instructional staff rated very positively in attitude and culture domain reflecting an **inclusive and positive culture among staff**

Opportunities for Growth

- **Students rated lower in school attitude and culture** than other stakeholder groups
- **Opportunities for staff and caregivers to inform school policies and to strengthen partnerships**, communication, and connections between school and home

Monomoy Regional Middle School

Next Steps

- **School culture:** Dig deeper into student perceptions of attitude and culture through **advisory discussions and continuing to analyze the survey data** to better understand trends and identify areas for growth



Monomoy Regional High School

Bright Spots

- Staff and caregivers generally feel the **school environment is respectful, welcoming, and supportive**
- Administrators and caregivers feel that **teachers have high expectations for student learning** and trust their expertise
- **Caregivers feel comfortable speaking with teachers** about their children and value their feedback
- **Staff have a strong sense of pride in their schools** and feel that administration is supportive

Opportunities for Growth

- **Students say online bullying is an area of concern** for them and that they are **hesitant to share feelings** with their teachers
- **Caregivers want more frequent communication** from educators about their students' progress
- Staff and caregivers want **more opportunities to give input on school policies**
- Students want **access to more clubs and activities** that match their interests

Monomoy Regional High School

Next Steps

- **Family engagement:** Establish a frequent communication protocol between home and school
- **School culture:** Audit the many school clubs and activities offered for inclusivity



Contact Information

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Questions, comments?
Engage with us!



Thank you!



Partnership for Reading Success (PRISM) Grant



MRSD Strategic Goal 2: Learning and Academics

- **Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life.**
 - **Curricular Excellence**
 - Integrate literacy and mathematics across all disciplines with effective instructional strategies, evidence-based resources, and professional development for all educators
 - Utilize culturally responsive teaching strategies and diverse curricular materials to support various learning styles and needs
 - Promote early literacy development through partnerships with families and caregivers, early childhood providers, and community organizations
 - Continue to identify and address systemic inequalities that contribute to achievement disparities
 - Allocate resources to ensure all students have access to high-quality learning experiences

Purpose: The Partnership for Reading Success — Massachusetts (PRISM) II: PreK–Grade 3 competitive grant is a program of Literacy Launch, an initiative to promote early literacy success for **all** Massachusetts students. This grant will support local education agencies (LEAs), including districts and their partner community-based preschools, to evaluate, select, purchase, launch, and implement high-quality instructional materials (HQIM) in grades PreK through grade 3 in ELA/Literacy. **This grant will empower educators with hands-on support, high-quality instructional materials, and expert guidance to bring to life relevant, real-world literacy learning experiences for every student.**

PRISM II is grounded in the belief that every student deserves access to high-quality, culturally and linguistically sustaining instructional materials and practices. Through PRISM II, DESE aims to empower districts with the support and structures needed to equitably implement high-quality instructional materials (HQIM) that improve literacy outcomes for all students.

Planned Use of Planning Grant Funds:

Budget Detail	Narrative	Amount
Instructional Leadership	<i>Hourly stipends for educators participating in the PRISM high-quality instructional materials adoption process and for participation on the district literacy leadership team (other members of the team will be provided stipends via Title I funding). This work will take place outside of the school day and is in addition to staff contractual obligations.</i>	\$6,000.00
Professional Development	<i>PRISM district literacy leadership and community partnership high-quality instructional coaching from DESE-approved instruction and curriculum coaches. TNTP will provide MRSD and community coaching.</i>	\$67,500.00
Instructional Materials and Technology	<i>Purchase of high-quality instructional materials for prekindergarten classrooms after selection is recommended from the adoption process. MRSD currently has HQIM curriculum programming in grades K-3 (ARC Core) which is being supplemented with UFLI Foundations Toolkits. Prekindergarten resources will supplement this instructional design.</i>	\$21,600.00
Total Grant Award		\$95,100.00

Next Steps

- School Year Kick-Off event hosted by DESE (September 11, 2025)
- Coordinate with Monomoy Early Childhood Council (Lucy Gilmore) and determine participating community preschool partners (YMCA, Cape Cod Children's Place, and Rocking Unicorn have expressed interest)
- Meet biweekly as a district leadership team (admin) and monthly as a district and community partnership curriculum council team to facilitate the curriculum review process for prekindergarten resources
- Coordinate action steps with the preK-12 ELA curriculum review task force that is occurring simultaneously
- Participate in DESE's Implement MA program (high-quality instructional materials implemented across MA) and the Early Education and Care (EES) network meetings
- Participate in all professional development opportunities provided by TNTP
- Complete investigation of high-quality instructional materials and select resources
- Determine the implementation plan for year 2 and apply for the continuation grant for the second year
- Build future fiscal budgets and investigate additional funding sources

Measures of Success



Students who attend MRSD and/or participate in community preschool programs will be provided access to equitable and culturally responsive literacy instruction across the curriculum. All students will demonstrate proficiency in individually determined literacy skills based on their age and/or special education goals. These goals will be individually determined based on a fall baseline and measured with a research-based assessment selected during the high-quality instructional review process.

**AGREEMENT BETWEEN THE TOWNS OF CHATHAM AND HARWICH WITH
RESPECT TO THE FORMATION OF A REGIONAL SCHOOL DISTRICT**

Whereas the Towns of Chatham and Harwich, towns in the Commonwealth of Massachusetts, hereinafter referred to as "member towns", desire to create a regional school district consistent with the terms of Chapter 71 of the Massachusetts General Laws, as amended, the member towns, in consideration of the mutual promises contained herein, agree as follows:

Section I. MEMBERSHIP OF THE REGIONAL DISTRICT SCHOOL COMMITTEE

A. Name and Composition. During the transition period spoken of in Section XX herein, the District shall be named by the Interim Regional School Committee, utilizing a majority vote consistent with Section I,B below. The Regional District School Committee, hereinafter sometimes referred to as the "Committee", shall consist of eight (8) members, four (4) of whom reside in the Town of Chatham and four (4) of whom reside in the Town of Harwich.

B. Weighted Voting. Because of the disparity in the population of the two towns, each of the four (4) Committee members from Harwich will have one full vote on all matters and each of the four (4) Committee members from Chatham will have 50% of a vote on all matters, for a total of six (6) votes. For a motion which requires a majority vote to pass, a majority (i.e., greater than 50%) of the six (6) votes (which must be no fewer than 3.5 votes) must be cast in the affirmative and at least one Committee member from each of the two towns must vote in the affirmative. For the passage of a motion requiring a two-thirds vote (such as the passage of the annual budget), at least two thirds (i.e., no fewer than 4 votes) of the six (6) total votes must be cast in the affirmative. Should a shift in the respective populations of the member towns, based on the most recent decennial federal census figures, cause an impermissible disparity based on one-person, one-vote principles, the Committee will act to address the disparity via the amendment process.

C. Election of Members. Each member must reside in the town which she or he represents. Each member must be elected consistent with the process for the election of town officials in said town and will be elected to open seats during the annual election or special election in said town. The term of each elected member will begin on the first business day after his or her election and after being sworn in by the respective Town Clerk. A member who has not otherwise vacated his or her seat will continue to serve until his or her successor is elected and sworn.

At every annual election, except at the initial election of the Regional School District Committee when the procedure specified below in subsection E (Initial Staggering of Terms) will be applied, there shall be elected one or two members of the Committee from the Town of Chatham and one or two members of the Committee from the Town of Harwich as is necessary to maintain the membership of the Committee in accordance with subsection A (Name and Composition) above.

D. Length of Terms. With the sole exception of the initial election of the Regional School District Committee by the procedure specified below in subsection E (Initial Staggering of

Terms), the term of office of each elected member shall be three years, and a member will serve until his/her successor is elected and sworn in by the respective Town Clerk.

E. Initial Staggering of Terms. For the purpose of staggering the terms of the initial Regional School District Committee only, the following procedure will apply:

In regard to each of the member towns, the two (2) candidates receiving the highest and second-highest number of votes will be elected to three (3) year terms; the candidate receiving the third highest number of votes will be elected to a two (2) year term; and the candidate receiving the fourth highest number of votes will be elected to a one (1) year term.

F. Vacancies. Any vacancy occurring on the Regional District School Committee for any cause shall be filled by the local Board of Selectmen and the remaining Regional District School Committee members from the town where the vacancy occurs. The members of the Board of Selectmen shall meet in joint session with the remaining members of the Regional School District Committee from the town where the vacancy occurs. A majority vote of the members of this joint session shall be required to fill the vacant position. Such replacement shall serve until the next annual town election. At that next annual election, a person will be elected to serve the balance of the unexpired term, if any, which had become vacant.

G. Organization. At the first scheduled meeting of the Regional District School Committee after the annual election of all member towns, the Regional District School Committee shall organize in accordance with Massachusetts General Laws, Chapter 71, Section 16A, known as "Regional School Committee, Organization". In addition, the Regional District School Committee shall fix the times and place for its regular meetings for the new term, provide for the calling of special meetings upon written or electronic notice to all its members, and appoint appropriate sub-committees and other officers.

Section II. POWERS OF THE COMMITTEE

The Committee shall possess all of the powers conferred by law upon regional school district committees via G.L. Chapter 71, section 16 and otherwise, including but not limited to the power to acquire property and/or to enter into leases for land and/or buildings. During the period July 1, 2012 to June 30, 2013, the Committee shall have the power to perform all of the end of the year reporting functions that normally would have been performed by the Chatham School Committee and the Harwich School Committee.

Section III. QUORUMS, VOTES AND GOVERNANCE

- A. A quorum to conduct business shall consist of five (5) members, with no fewer than two members being present from each of the member towns. A number less than the majority may vote to adjourn, but shall not take any other action.
- B. On all issues requiring a vote of the Regional District School Committee, a simple majority vote (i.e., no fewer than 3.5 of the six (6) votes as spoken to in Section I, subsection B) shall

be required to pass all motions, except as specified elsewhere in this Agreement, or as required by statute and/or regulation.

- C. The Regional District School Committee shall annually elect officers at the first regularly scheduled meeting held after the last of the elections in the member towns. Such officers shall exercise the powers expressed and implied in G.L. Chapter 71, section 16A.
- D. A Chairperson and a Vice-Chairperson shall be elected from among the Regional District School Committee's membership. The Committee will have as standard practice that the position of Chairperson will rotate annually between the member towns. For example, in the first year that the District is in existence, the Chairperson will be elected without regard to where he/she resides. In year two, however, the Chairperson shall be elected from members who reside in the other town. This rotation sequence will then be maintained in future years. By a two-thirds (2/3) vote, and with at least one Committee member from each of the member towns voting in the affirmative, the Regional District School Committee may in any given year deviate from this standard practice. The Vice-Chairperson in any given year shall be drawn from the members who reside in the member town different from that of the Chairperson.
- E. The Regional District School Committee shall elect a Secretary who may or may not be a member of the Regional District School Committee's membership.
- F. The Regional District School Committee shall appoint a Treasurer who shall not be a member of the Regional District School Committee.
- G. Any action voted by the Regional District School Committee which directly and specifically affects the elementary school(s) in only one town will require that three of the four members of the Regional District School Committee from the town in which the affected elementary school(s) is/are located vote in support of that action.

Section IV. TYPE OF SCHOOL DISTRICT AND TRANSFER OF ASSETS

- A. The Regional School District shall provide educational programs for public school students who reside in the member towns and who are attending grades pre-kindergarten through and including grade 12. The Regional School District Committee, as established consistent with Section I (Membership of the Regional School District School Committee) above, is authorized in its discretion to establish and maintain other educational programs, including, but not limited to, vocational-technical educational programs consistent with G.L Chapter 74, and is authorized in its discretion to join or form educational collaboratives consistent with G.L. Chapter 40, s. 4E.
- B. The Regional School District may, at the Committee's discretion, include pre-kindergarten, and shall include all grades from K-12.
- C. The elementary schools shall serve students in grades K-4, and, at the Committee's discretion, pre-kindergarten.

D. The middle school(s)/high school(s) shall serve students in grades 5-12.

E. Where the term "preschool" is mentioned in this Agreement, it is done in order to permit the Regional District School Committee, at some future date, the discretion to provide "universal" preschool classes.

F. The Committee may in its discretion alter the elementary/secondary grade configuration spoken to above.

G. At the time of the creation of the District, any and all money held in so-called "revolving funds," in gift accounts, in grant accounts, or in student activity accounts/funds that are held by the member towns for the benefit of their respective school departments will be conveyed to the District to be utilized for educational and/or extracurricular purposes consistent with the purposes for which the revolving funds or accounts were created. Additionally, school-related equipment, material, and supplies that are owned by the school departments of the member towns at the time of the creation of the District will be conveyed to the District.

Section V. LOCATION AND OWNERSHIP OF SCHOOLS

A. All Regional District schools shall be located within the geographical limits of the District. The Regional District school buildings shall be located on sites owned by, or leased to, the District.

B. It is the intent of the member towns to seek to build a new high school and to renovate a middle school with all due alacrity.

C. There shall be no less than one elementary school in each member town. Students in the elementary grades shall attend schools in their towns of residence, except in special cases as defined by the Regional District School Committee.

D. Each member town shall retain ownership of its elementary school buildings and grounds that are in existence at the time of the formation of the District and shall lease the same to the District for the sum of one dollar per year. Each lease shall be for a term of up to twenty (20) years, with said term to be established by the District School Committee. The term shall commence on the date when the Regional District School Committee completes the transition period spoken to in Section XX and comes into full existence. The leases shall contain provisions for an extension of up to 20 years at the option of the Regional District School Committee. The leases shall contain provisions authorizing the District to repair, improve, alter, remodel and maintain the buildings or any part thereof, at the District's expense. Said leases shall not prevent the use of the buildings or premises by the respective owner towns, upon approval of the Regional School District Committee; such approval shall not be unreasonably withheld. Each lease involving a member town may include such other terms as may be agreed upon by the Selectmen of that member town and by the Regional District School Committee, who shall execute the lease for the member towns and the District, respectively.

E. The Town of Chatham shall lease to the Regional District School Committee the land and buildings (at the option of the Committee) presently known as the Elementary School, as well as the land and/or the buildings (at the option of the Committee) comprising the combined Middle School/ High School. The terms expressed in paragraph V, D shall apply equally to this paragraph.

F. The Town of Harwich, shall lease to the Regional District School Committee the land and/or buildings (at the option of the Committee) presently known as the Elementary School, as well as the land and/or the buildings (at the option of the Committee) presently known as the Middle School, and the land and/or the buildings (at the option of the Committee) presently known as the High School. The terms expressed in paragraph V,D shall apply equally to this paragraph.

G. The leases of all of the above-referenced school buildings should be signed by the date the District Committee completes the transition period spoken to in Section XX and comes into full existence.

H. At whatever point in time that land and/or buildings that are leased by a member town to the Regional District School Committee ceases to be needed by the District, the District School Committee shall vote to declare said land and/or buildings as surplus, and the custody and control of said land and/or buildings shall revert to the owner town.

I. Payments from future leases of Regional property shall be paid to the Regional School District.

Section VI. TRANSPORTATION

The Regional District School Committee shall set District transportation policy. School transportation shall be provided by the Regional School District, and the cost thereof shall be apportioned among the member towns as defined in Section IX.

Section VII. BUDGET

A. The Committee shall prepare an annual operating and maintenance budget using accounts itemized in conformance with the chart of accounts utilized and required by the Massachusetts Department of Elementary and Secondary Education or its successor.

B. The Regional School District's budgetary process, and the timing of and method of appropriation of funds in regard thereto, shall be governed by the provisions of G. L. c. 71 §16(m) and c. 71 §16B and other applicable provisions of G. L. c. 71 and any special laws or regulations relating thereto.

C. The Regional District School Committee shall prepare a budget on a fiscal year basis for the District in the following manner:

1. The Regional District budget process shall be initiated annually on or about October 1 and shall provide opportunity for the Selectman and Finance Committee of each

member town to have input into its preparation. On or about January 15th, the Regional District School Committee shall complete its proposed budget for the ensuing year. The Regional District School Committee shall have a Budget/Finance Subcommittee charged with, among other things, to develop a proposed budget. The Budget/Finance Subcommittee shall have four (4) members, two of which shall be from each member town. The Budget/Finance Subcommittee shall vote to approve a proposed budget by a majority vote with at least one member from each member town voting in the affirmative. Said proposed budget is subject to the approval by majority vote of the Regional District School Committee. Said proposed budget shall be posted in the Town Hall of each member town, shall be provided to each member town's public library, and shall be submitted to the Selectmen and Finance Committee members of each member town.

2. Said proposed budget shall contain a notice stating when and where a public hearing will be held. The public hearing shall be held in any District school building. The notice of the public hearing shall be posted in all member towns and published consistent with G.L. chapter 71, section 38N in a newspaper having general circulation in the region. Upon request of the Finance Committee and/or the Board of Selectmen of any member town, the Regional District School Committee shall arrange to meet with such Finance Committee and/or Board of Selectmen for the purpose of discussing the proposed budget. Said proposed budget shall be in reasonable detail, itemized at least as follows: central administration, expenses of instruction, transportation, operation of school plant, maintenance of school plant, capital outlay, and debt and interest charges. All non-recurring expenditures shall be itemized. Enrollment, staffing, total expenditures and assessments for the past five (5) years shall be included. The Finance Committee or the Board of Selectmen of a member town may request further information.
3. Consistent with G.L. chapter 71, section 16B the Regional District School Committee shall adopt by a two-thirds (2/3) vote of all its members a budget with such changes as may have resulted from conferences and/or the public hearing. Within thirty (30) days from the date on which the budget is adopted, the Treasurer of the District shall certify to the Treasurer of each member town that town's assessed share of such budget.
4. The budget and assessments shall be so constructed as to show debt service, transportation, operating, and capital costs. It shall also list all sources of revenue used to reduce operating costs as described in Section IX.
5. The process and the requirements for the approval or disapproval of the budget by the member towns will be consistent with the terms and conditions of chapter 71, section 16B, as well as 603 CMR section 41, et seq., as those terms and conditions may be amended.
6. The budget will be prepared net of School Choice revenue. School Choice revenue will be allocated to reduce each school's portion of the budget. The amount of school

choice revenue to be allocated to each school's portion of the budget will be calculated as follows:

- a. Using enrollment data reported to DESE on October 1st, the school's percentage share of the total number of students attending the district will be calculated for each of the previous three years.
- b. The average of these three percentages will be calculated.
- c. The estimate of the total school choice revenue for the budget year will be multiplied by each school's three year average to determine the amount of school choice revenue to be allocated to that school.

Section VIII. BUDGETARY DEFINITIONS

The budget for the operation of the District's Schools, including payments of principal and interest on bonds and other evidence of indebtedness issued by the District, shall be apportioned to the member towns via the method set out in Section IX and subject to the following definitions:

A. Budget

As defined by this document, the budget is the amount of money voted by the Regional District School Committee to finance the District schools and which will be assessed to the member towns.

B. The budget shall be comprised of various costs, each as herein defined as follows:

1. "Operating Costs" include all costs not included in capital costs, transportation costs, or debt service, as defined below, but operating costs include interest and principal on revenue anticipation notes. Operating costs include the net costs of evening, graduate and extension courses or any other types of courses, including vocational education programs, which are offered by the District to persons other than pupils attending a regular district school program in any of the grades K-12, inclusive.
2. "Capital costs" will include all capital outlay appearing in the 7000 DESE function codes and as defined below in Section IX.B.
3. "Transportation costs" include all costs associated with transporting the District's students to and from school.
4. "Debt service" includes all costs that are used for payment of principal and interest on bonds or other obligations issued by the District except revenue anticipation note.

Section IX. METHOD OF ASSESSING COSTS OF THE DISTRICT

A. Operating Costs. The District shall apportion operating costs via the following process:

1. Each member town will be assigned the minimum required local contribution to the District as determined by DESE.
2. Each member town's share of that portion of the District's operating costs that exceeds the total required local contribution for all member towns is allocated via the following series of calculations:
 - a. The District budget will be separated into three parts based on the following cost centers: the Chatham Elementary School cost center, the Harwich Elementary School cost center, and a combination of the Middle School, the High School, and the District cost centers. This final part of the budget will be known collectively as the "Regional" Cost Center. Each part of the budget will be considered net of general fund revenue and state aid apportioned by the district per Section IX, A. 3. Apportionment of Funds/Revenue.
 - b. The District's Foundation Enrollment as published by DESE will be segmented by member town and grade group (PreK-4 and 5-12).
 - c. An above minimum required local contribution for each cost center will be calculated by subtracting the cost center's portion of the minimum required local contribution from the cost center's part of the budget as presented in (a.) above. Each cost center's portion of the minimum local required contribution will be calculated as follows:
 - i. Each elementary school cost center's portion of the minimum required local contribution will be determined by the member town's minimum required local contribution multiplied by the percentage of that member town's foundation enrollment that is in grades prek to four.
 - ii. The Regional cost center's portion of the member town's minimum required local contribution will be determined as follows:
 - Each member town's minimum required local contribution will be multiplied by the percentage of that town's total foundation enrollment that is in grades five through twelve (including special education beyond grade twelve).
 - The sum of these figures for each member town will be the regional cost center's portion of the minimum local contribution.

- d. The above minimum required local contribution for each cost center will be apportioned as follows:
- i. Each member town will be apportioned 100% of its local elementary school cost center's part of the District budget above minimum required local contribution.
 - ii. Each member town will be apportioned a share of the Regional costs center's part of the budget above minimum local contribution as follows:
 - Using foundation enrollment data, the percentage of the total number of students in grades five through twelve (including special education beyond grade twelve) that reside in that member town will be calculated for each of the previous three years.
 - The average of these three percentages will be calculated. The three year average for each member town will be multiplied by the Regional costs center's part of the budget above minimum local contribution to determine that member town's share.
- e. Each member town's minimum required local contribution shall be added to its total above minimum required local contribution to determine its Annual Operating Assessment.

3. Apportionment of Funds/Revenue

- a. General fund revenues and state aid (excluding Regional Transportation Aid) will be applied to each cost center's part of the budget as follows:
- i. The portion of the revenue to be applied to each elementary school cost center's share of the budget will be calculated as follows:
 - Using foundation enrollment data, the percentage of the total foundation enrollment for both member towns that is in grades Prek to Grade four in each member town will be calculated for each of the previous three years.
 - The average percentage for these three years will be calculated for each member town.
 - That average percentage for each member town will be multiplied by the total general fund revenue and state aid to determine the amount to be applied to that member town's elementary school cost center's share of the budget.
 - ii. The portion of the revenue to be applied to the regional costs center's share of the budget will be calculated as follows:

- Using foundation enrollment data, the percentage of the total foundation enrollment for both member towns that is in grades five through twelve (including special education beyond grade twelve) will be calculated for each of the previous three years.
- The average percentage for these three years will be calculated.
- That average percentage will be multiplied by the total general fund revenue and state aid to determine the amount to be applied to the regional costs center's share of the budget

- b. All grant and all other District funds shall be apportioned to cost centers by the Committee at the Committee's discretion.

B. Capital Costs. Capital costs shall include all expenses in the nature of capital outlay including, but not limited to, the cost of acquiring land, the cost of constructing, reconstructing, or adding to a school building or buildings, the cost of remodeling or making extraordinary repairs to a school building or buildings, the cost of constructing sewerage systems and sewerage treatment and disposal facilities or the cost of the purchase or use of such systems with a municipality, and any other item of capital outlay for which a regional school district may be authorized to borrow, or which could be categorized as a capital expense in conformance with applicable law and regulation, including, without limitation, the cost of original equipment and furnishings for such school buildings or additions, plans, architects' and consultants' fees, grading and other costs incidental to placing school buildings and additions, sewerage systems and sewerage treatment and disposal facilities, and any premises related to the foregoing in operating condition. Capital costs shall also include payment of principal of and interest on bonds, notes and other obligations issued by the District to finance capital costs.

1. Capital costs attributable to the middle and high schools will be assessed to the member towns on the basis of the three-year rolling average of each member town's total foundation enrollment as follows:
 - Using foundation enrollment data, each member town's percentage share of the total foundation enrollment for the district will be calculated for the previous three years.
 - The average percentage for these three years will be calculated.
 - That average percentage for each member town will be multiplied by the total capital costs attributable to the middle and high schools to determine the amount to be assessed to each member town.
2. Capital costs attributable to the District's elementary schools will be assessed to the member town that owns that building.

C. Transportation Costs. Transportation costs will be assessed to the member towns based upon the number of students residing in each member town who attend the District's schools based on

the average of the most recent three years' enrollment figures as reported, **currently on October 1**, to DESE.

D. Debt Service. Notwithstanding the terms of subsection B above, debt service costs will be assessed to the member towns as follows:

1. Debt service costs attributable to the high school and the middle school will be assessed to the member towns using the three year rolling average of each member town's foundation enrollment as described in Section IX, A, 3a ii, above.
 2. All other debt service costs attributable to the elementary school school buildings will be assessed to the member town that owns the building
- E. The payment of the assessed share of costs by each member town, as computed by the Committee according to the methods specified in Section IX, shall be made by each member town's Treasurer by check or electronic transfer payable to the District in equal installments by the first business day of the month as set forth below:

Chatham: August, October, December, February, April, May, June

Harwich: July, September, November, January, March, May, June.

Section X. STABILIZATION FUND.

The Regional District School Committee may, consistent with the terms and conditions of G.L. chapter 71, section 16G½, establish and maintain a stabilization fund.

Section XI. ADMISSION OF ADDITIONAL TOWNS

By an amendment to this agreement adopted by each member town in accordance with Section XVII (Amendments) and in compliance with the provisions therein contained, any other town or towns may be admitted to the Regional School District upon adoption of such amendment, and also upon compliance with any statutory or regulatory requirement as may be applicable.

Section XII. WITHDRAWAL OF MEMBER TOWNS

In the event that a member town decides to seek to withdraw from the District, the following procedures and requirements will apply:

A. Vote Expressing Desire to Withdraw. Any member town seeking to withdraw from the District shall, by vote at an annual or special town meeting, request the Committee to formulate an amendment to this Agreement setting forth the terms under which the town may withdraw from the District. No withdrawal will take effect on other than July 1 of a given year, and the vote spoken of in the preceding sentence, as well as the notification to the District consistent with paragraph B below, as well as the submittal of a long range education plan consistent with paragraph C below, must all occur no less than two (2) years prior to the desired date of withdrawal.

B. Notice. The clerk of the town seeking to withdraw shall, within seven (7) days of the vote, notify the Committee chairperson as well as the District's superintendent in writing that the town has voted to request the Committee to formulate an amendment to the Agreement setting forth the terms for withdrawal. The clerk will provide a certified copy of the vote with the notification.

C. Long Range Education Plan. No less than two (2) full years prior to the desired date of withdrawal, the town seeking to withdraw, in addition to the other requirements spoken to in paragraph A above, will submit to the Commissioner of Elementary and Secondary Education (hereinafter "the Commissioner") and to the District a "Long Range Education Plan" consistent with 603 CMR 41.02(2). The Long Range Plan will address, in addition to any other factor required by the Commissioner, the following: the expected educational benefits of reorganization; the current and projected enrollments; an inventory of all educational facilities under the jurisdiction of the District; the proposed administrative structure; the fiscal ramifications of withdrawal upon the withdrawing town as well as the other member towns in the District; the geographical and physical characteristics of the area; and the effect that withdrawal will have on student transportation.

D. Requirements. In addition to other terms and requirements which the Committee may include in the amendment, the town seeking to withdraw will be responsible for the following: (1) payment of all operating costs for which it is liable as a member of the District; (2) continuing payments beyond the time of withdrawal to the District for the town's share of the indebtedness of the District which is outstanding at the time of such withdrawal, and for interest thereon, to the same extent and in the same manner as though the town had not withdrawn from the District; and (3) for the costs, including legal fees, that accrue to the District as a result of the withdrawal process.

E. Approval of Withdrawal. A request to withdraw shall become effective only if the amendment to the Agreement is approved by vote of the Committee, is approved by the Commissioner, and is approved by majority vote at an annual or special town meeting in the town seeking to withdraw and in each of the other member towns, and the withdrawal can become effective no less than one full year after the completion of these requirements.

F. In no event shall such withdrawal take place prior to ten (10) years from the effective date of this agreement as defined in Section XVIII (Effective Date and Jurisdiction).

Section XIII. ANNUAL REPORT

The Regional District School Committee shall submit to each member town an annual report containing a detailed financial statement and a statement showing methods by which the annual charges assessed against each town were computed, together with such additional information relating to the operation and maintenance of the schools as may be deemed necessary by the Regional District Committee or by the Selectman and/or the Finance Committee of any member town.

Section XIV. TEACHERS

In accordance with G.L. chapter 71, section 42B, teachers serving in the schools of a member town at the time that the District comes into existence and who have professional teacher status shall be employed by the District with that same status. Teachers who are serving in the schools of a member town at the time that the District comes into existence and who do not have professional teacher status shall be employed by the District if there is an available position which such person is certified to fill.

Section XV. INCURRING OF DEBT

The District School Committee may vote to incur debt consistent with the terms and conditions of G.L. chapter 71, section 16(n). At the time of taking action to incur debt, and except for the incurring of temporary debt in anticipation of revenue, the District School Committee may, by a **two-thirds** vote, choose to incur debt using the process that appears in subsection (d) of chapter 71, section 16.

Section XVI. REVIEW OF AGREEMENT

At least every five (5) years, the Committee will undertake a review of the terms of this Agreement. The first review of this Agreement shall occur no later than in the fifth fiscal year of the District's existence. Proposals for amendments to this Agreement will follow the procedure contained in Section XVII (Amendments).

Section XVII. AMENDMENTS

A. Amendments to this Agreement may be initiated by a three-quarters (3/4) vote (i.e., no fewer than 4.5 votes) of the District Committee or by a petition signed by ten percent (10%) of a member town(s) registered voters. Said signatures need to be certified by the Clerk of the respective town who must also certify the fact that the number of signatures represents at least 10% of the registered voters of the town. Such amendments to the agreement must receive a majority vote of approval by each member town at an annual town meeting, and all amendments are subject to the approval of the Commissioner.

B. No such amendment shall be made which shall substantially impair the rights of the holders of any of the District's bonds or notes of the District then outstanding, or the rights of the District to procure the means for payments thereof.

Section XVIII. EFFECTIVE DATE AND JURISDICTION

The full jurisdiction of the Regional District School Committee will commence on July 1, 2012 at the conclusion of the transition period established in Section XX.

Section XIX. SEVERABILITY OF SECTIONS

Consistent with G.L. Chapter 71, section 16I, if any provision of this Regional School District Agreement shall be held invalid in any circumstance, such invalidity shall not affect any other provisions or circumstances.

Section XX. TRANSITION PERIOD

As part of the approval of this Agreement, and of the Regional School District created by this Agreement, the member towns as well as the Commissioner will be taken to have approved a transition period, consistent with 603 CMR 41.03(5) which will extend from the date of voter approval of the District until the end of the fiscal year following the fiscal year in which the vote to approve the District was taken. During this transition period, the existing local school committees will continue in existence and will continue to operate the schools of the member towns subject to the restrictions spoken to in this Section XX (hereinafter "this section"). During this transition period, and prior to the seating of the Regional School Committee on July 1, 2011, an Interim Regional School Committee (hereinafter the "IRSC") will be formed consistent with this section which will exercise the powers expressed in this section. The IRSC will exist until midnight on June 30, 2011, at which time the Regional School Committee will be seated and will serve for the balance of the transition period and thereafter.

A. Composition of the Interim Regional School Committee. As soon as possible after the approval of this Agreement by the voters, the Interim Regional School Committee will be formed which will consist of eight (8) members, four (4) from each town. Two (2) of such members will be drawn from the members of, and elected by vote of, each of the two (2) local school committees. Each of these local school committees will also appoint two (2) additional citizens who reside in their respective towns and who are not members of the local school committee to serve on the IRSC. The votes of these members will be weighted, and the requirements for an affirmative vote will be the same, as is expressed in Section I, subsection B of this Agreement. During that part of the transition period when the IRSC is in existence, should any member on the IRSC resign from membership on the IRSC or become ineligible for continued membership on the IRSC (e.g., by leaving the membership of the local school committee or by moving from their respective town) the local school committee will vote a replacement. If the vacancy is caused by one of the members of a local school committee leaving the IRSC, then the replacement shall be chosen from among the remaining members of that local school committee. If the vacancy is caused by one of the citizens leaving the IRSC, then the respective local school committee shall appoint another citizen who is not a member of the local committee as the replacement.

B. Quorum. A quorum shall exist when a five (5) of the eight (8) IRSC members are present, with no less than two (2) present from each of the member towns. At a meeting where there is no quorum, the members present may vote to adjourn but shall not take any other action.

C. Election of Officers. The IRSC will elect officers consistent with Section III (Quorums, Votes, and Governance) except that the IRSC officers so chosen will serve throughout that part of the transition period that the IRSC is in existence.

D. Powers of the IRSC and the Regional School Committee During the Transition Period.

During the transition period, the IRSC (until June 30, 2011) and the Regional School Committee (from July 1, 2011 to June 30, 2012) shall possess all powers, subject to the availability of funds necessary for the exercise of such powers, necessary for the planning and implementation of the regional school district, including but not limited to the following:

1. The power to receive funds from the Commonwealth as well as appropriations, grants, and gifts from other sources. This is not intended to alter the fact that during the transition period other funds from the Commonwealth will continue to flow to the member towns and their individual school departments.
2. The power to establish and adopt policies for the regional school district.
3. The power to employ a superintendent, treasurer, chief financial officer, and director of Special education, as well as the power to authorize the superintendent to employ other personnel as needed.
4. The power to contract for and/or purchase goods and services, as well as the power to enter into lease and other agreements with the member towns, collaboratives, vendors, and other agencies and parties, with all the powers being able to be exercised on behalf of the regional school district.
5. The power to adopt budgets for the regional school district, and to assess the member towns for these budgets.
6. The power to negotiate and to enter into collective bargaining agreements, which will take effect no sooner than the inception of the Regional School District.
7. The power to appoint a regional School Building Committee.
8. The power to develop and adopt a strategic plan for the Regional School District.
9. The power to appoint subcommittees.

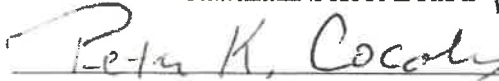
E. Relationship between the IRSC and the Local School Committees and Between the Regional School Committee and the Local School Committees During the Transition Period. During the transition period, the local school committees of the member towns may not make decisions that will financially obligate or legally encumber the regional School district without ratification by majority vote of the IRSC or, after June 30, 2011, by majority vote of the Regional School Committee. In addition, the local school committees shall comply with the following during the transition period:

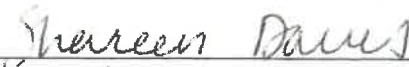
1. No building projects will be undertaken and no building closures will occur unless ratified by majority vote of the IRSC or, after June 30, 2011, by majority vote of the Regional School Committee.
2. Program offerings will remain substantially the same.
3. No school choice openings will be filled except with the approval by majority vote of the IRSC or, after June 30, 2011, by majority vote of the Regional School Committee.
4. The school administration of the local school districts shall cooperate with the Regional Administration in terms of information sharing and in terms of the transfer control during the transition period.
5. During the period July 1, 2011 to June 30, 2012, the Regional School Committee will assume responsibility for the transportation of the regular education students (i.e., not the special education students or the vocational students) who reside in Chatham and Harwich and who are enrolled in the Chatham or Harwich Public Schools. During 2011-2012, the Chatham School Committee and the Harwich School Committee shall pay an assessment to the Regional School Committee of an amount equal to the cost of said transportation for their respective regular students. The Regional School Committee will have the option of designating the Chatham School Department, the Harwich School Department, or both, as its financial agents(s) for purposes of processing invoices and payments for said transportation.

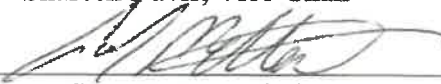
F. Termination of IRSC. The IRSC will exist until midnight on June 30, 2011, at which time the Regional School Committee will assume jurisdiction of the Regional School District for the balance of the transition period and thereafter. The Regional School Committee will be deemed to be the legal successor to the IRSC for purposes of all contracts, collective bargaining agreements, other agreements, and leases that have been entered into by the IRSC.

Dated this 25th day of May 2022.

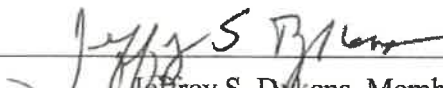
Chatham Select Board


Peter Cocolis, Chair


Shareen Davis, Vice-Chair


Cory Metters, Clerk

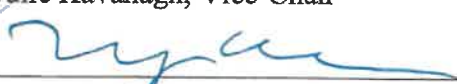

Dean Nicastro, Member


Jeffrey S. Dykens, Member

Harwich Board of Selectmen


Michael D. MacAskill, Chair


Julie Kavanagh, Vice-Chair


Mary E. Anderson, Clerk


Larry G. Ballantine, Member

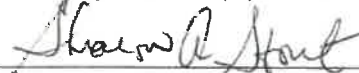

Donald F. Howell, Member

Monomoy Regional School Committee


Meredith Henderson (H), Chair


Tina Games (H), Member

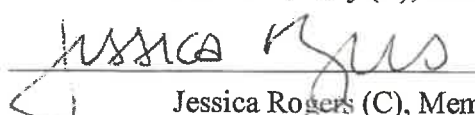

Terry Russell (H), Member


Sharon Stout (H), Member


Jackie Zibrat-Long (C), Vice-Chair


Nancy Scott (C), Member


Danielle Tolley (C), Member


Jessica Rogers (C), Member

MRSC New Member Overview of the School District's Regional Agreement

June 11, 2026

Updated from the July 24, 2025

MRSC Workshop



MONOMOY
REGIONAL SCHOOL DISTRICT



Chatham/Harwich, Massachusetts • www.monomoy.edu

Understanding Factors Underlying Our Regional Agreement



MONOMOY
REGIONAL SCHOOL DISTRICT



What brought the towns together to form Monomoy originally?



Harwich needed a new high school and was facing loss of NEASC accreditation if it did not address the state of its high school facilities. (Context: It was not just the high school that needed renovation or replacement – its middle school needed windows and HVAC improvements.)

Chatham needed more children to maintain a viable school system. (Context: Concurrent to Monomoy's regionalization discussions, Provincetown's School Committee voted in 2010 to phase out the high school due to declining enrollment with the Class of 2013 being its final graduating class. Low student enrollment leads to much higher per pupil costs.)

Factors behind Monomoy's assessment calculation



Definitions:

Foundation enrollment - a key factor in determining a school district's foundation budget and Chapter 70 state education aid. Foundation enrollment relies on a count of the students that a school district is financially responsible for on October 1st of any given year. Enrollment plays an important role not just because of the total number of pupils, but also because there are differences in the costs associated with various educational programs, grade levels, and student needs. Monomoy is financially responsible for all Chatham and Harwich resident students attending Monomoy's schools, those electing for school choice to another district, and those electing for charter schools – Monomoy is not financially responsible for homeschool students, private or parochial school students, or Cape Tech students living in either Harwich or Chatham.

Chapter 70 formula - the state's program for ensuring adequate and equitable K-12 education funding. It determines an adequate spending level for each school district (the foundation budget). It then uses each community's **local effort capacity** in its property values and residents' incomes to determine how much of the foundation budget should be funded from local property taxes. Chapter 70 state aid pays for the remaining amount.

Foundation budget - the state-set budget for each school district, representing the minimum spending level needed to provide an adequate education. The foundation budget is adjusted each year to reflect changes in the district's foundation enrollment; changes in student demographics (grade levels, economically disadvantaged status, and English language proficiency); inflation; and geographical differences in wage levels.

Factors behind Monomoy's assessment calculation

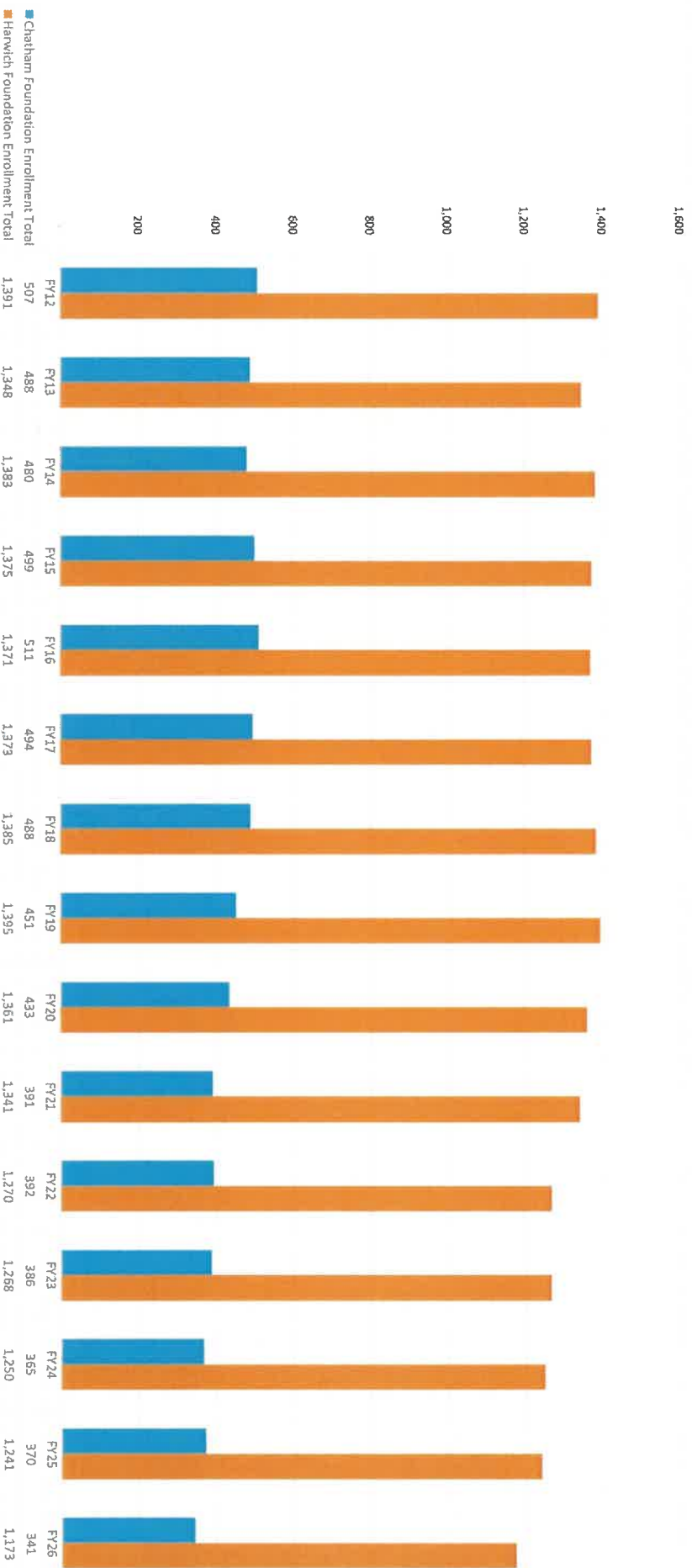


Target local contribution establishes an ideal goal for how much each city and town should contribute toward its foundation budget, based on the municipality's wealth. Two measures of municipal wealth are used: aggregate property values and aggregate personal income, with each given equal weight. The target is recalculated each year based on the most recent income and property valuations. The target calculations assume that local contributions in total should cover 59 percent of the statewide foundation budget (target local share), with state aid covering the remaining 41 percent (target aid share). The target local share and target aid share for any individual town will vary **in proportion** to the municipality's wealth. The target calculation also includes a **maximum local share of 82.5 percent**, thus ensuring that all communities will get some minimum amount of state funding. *[For Chatham and Harwich, the target contribution is the town's maximum local share because the value is always greater than 82.5%.]*

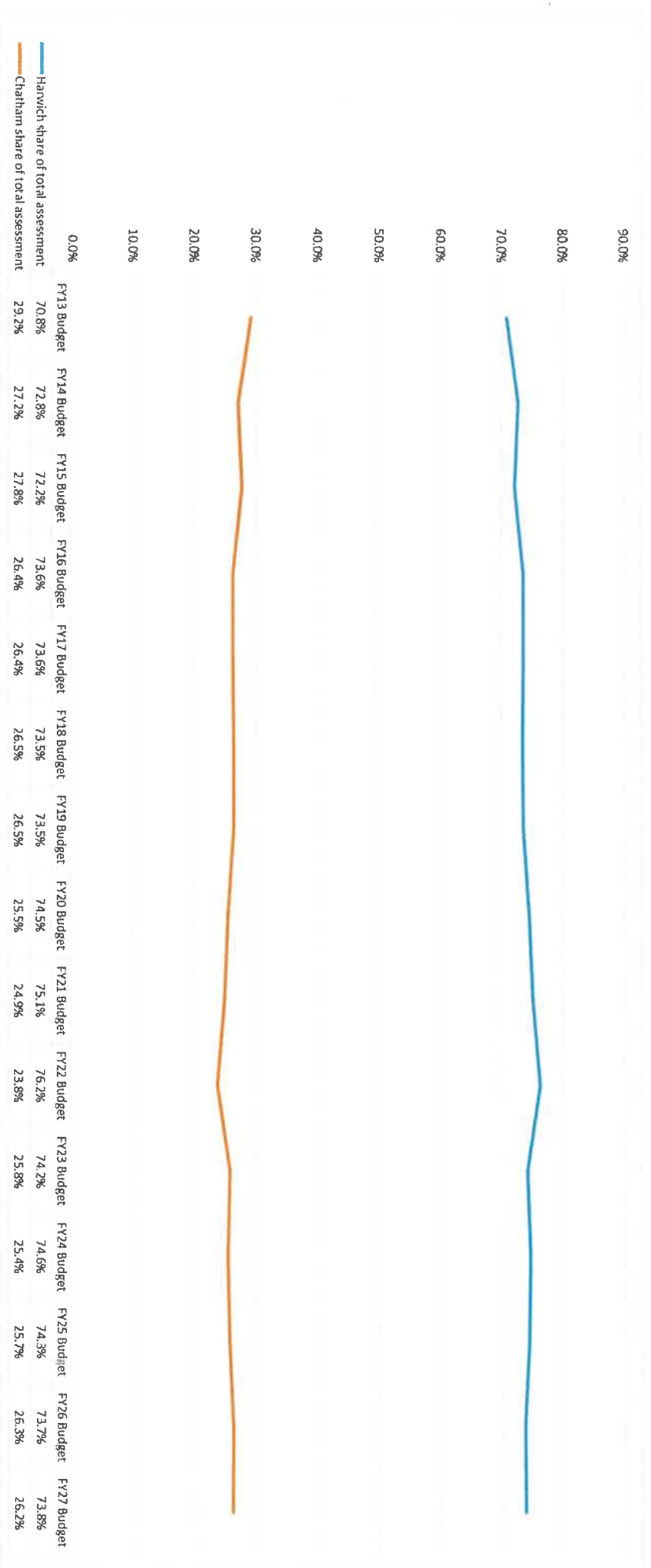
Municipal revenue growth factor - calculated by Massachusetts Department of Revenue (DOR) quantifies the most recent annual percentage change in each community's local revenues (such as the annual increase in the Proposition 2½ levy limit) that should be available for schools.

Required Local Contribution - based on the previous year's required Contribution that is then increased (or decreased) by the town's municipal revenue growth factor. Then there is a nearly unexplainable set of factors that the state employs in its final calculation of the required local contribution *[this is the superintendent's opinion]* - more often than not the required local contribution is the same as the target local contribution for our towns..

Trends in Foundation Enrollment



Share of Total Assessment



Chapter 70 Formula and the Calculation of Required Local Contributions for Harwich and Chatham

[Link to spreadsheet provided in the packet.](#)

Note:

There is a significant differential between property wealth (EQV), income wealth, and the combination of these two factors for our towns. This is most easily seen by comparing the CEY% (combined wealth divided by the foundation budget).

Required contributions for our towns are generally 82.5% of the state set Foundation Budget.

No general rhyme or reason between the change in municipal growth factor and the change (increase) in required contributions for our towns year after year.

The required contribution PER PUPIL is never the same between our two towns AND more often than not it is not in Harwich's fiscal favor.

How required local contribution potentially fuels tension between member towns



The School Finance: Chapter 70 Program document from DESE in September 2018 states that “the target local share and target aid share for any individual town will vary **in proportion** to the municipality’s wealth.” This doesn’t hold for regions, particularly those with Combined Effort Yield percents over 82.5%.

Rank Out of 351 MA Communities	Town	Combined Effort Yield % (as a percent of the foundation budget)
1	Provincetown	1360.30%
2	Chilmark	1296.00%
4	Chatham	806.60%
5	Turo	670.80%
6	Nantucket	562.20%
9	Orleans	459.20%
10	Wellfleet	453.80%
15	Manchester	397.30%
17	Eastham	312.60%
21	Dennis	282.40%
36	Harwich	213.70%
40	Falmouth	206.60%
41	Brewster	204.00%
42	Ott	203.50%
45	Mashpee	198.60%
60	Duxbury	156.80%
69	Bourne	145.40%
73	Essex	136.70%
77	Barnstable	131.30%
83	Sandwich	127.50%
95	Yarmouth	121.10%
103	Sandisfield	116.80%
147	Williamstown	94.40%
153	Plymouth	93.40%
227	Wareham	70.30%
234	Lanetborough	68.50%
	STATE	82.80%

Notes:

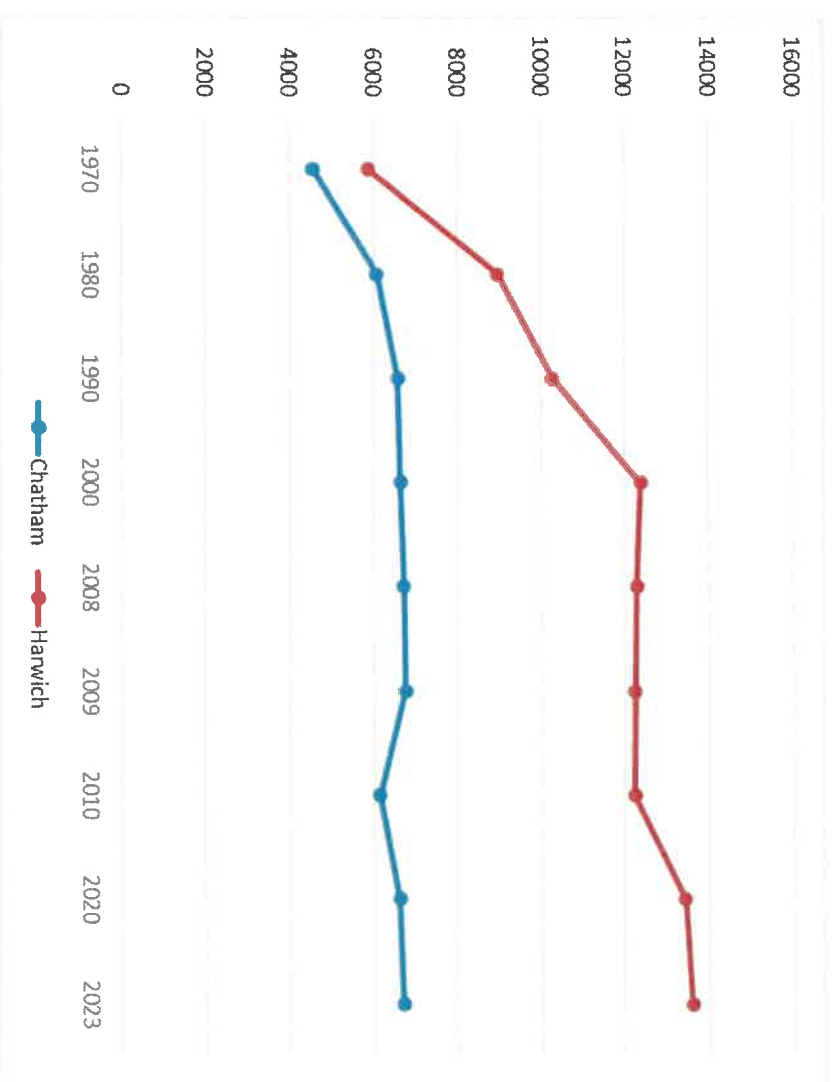
Figures are FY26 Preliminary Chapter 70 data.

Same colored towns are in regions that have tried to approach the assessment calculations in their agreements differently than with the “statutory formula”

Trends in Town Population (not enrollment)



MONOMOY
REGIONAL SCHOOL DISTRICT



The logic behind the change to the Regional Agreement in 2022 and impact to each town



In November 2020, the Superintendent wrote a paper entitled "Inequities in Monomoy's Elementary Per Pupil Spending and the Challenges with the Loss of Elementary Enrollment" and presented it to the School Committee.

In short, the paper discussed how the economic principle of Economies of Scale was creating an unforeseen inequity in the per pupil spending at the elementary level which was causing Harwich to subsidize the operations of Chatham Elementary under the existing Regional Agreement assessment formula. The Superintendent recommended in that paper that "the simplest and fairest way to deal with the dilemma of inequitable funding at the elementary level would be to have each town pay for its own elementary school."

The Monomoy Regional School Committee unanimously voted to approve and move forward to the Select Boards in Chatham and Harwich a recommendation to change the Regional Agreement in August 2021. This recommendation was presented to the Select Boards in November 2021 and approved at Town Meetings in May 2022.

Reviewing and amending our Regional Agreement



Section XVI. REVIEW OF AGREEMENT

At least every five years, the Committee will undertake a review of the terms of this Agreement...Proposals for amendments to this Agreement will follow the procedure contained in Section XVII.

Note: *After a lengthy review (that went on for years), the School Committee last voted to proposed an amendment in August 2021. Much of the conversation was to clean up obsolete language involving the regionalization mechanisms, plus an assessment change. The assessment change was viewed by the School Committee as most pressing need and focused this round of amendments on getting the assessment change passed. The obsolete language remains in the Regional Agreement.*

Section XVII. AMENDMENTS

Amendments to this Agreement may be initiated by a three-quarters vote (no fewer than 4.5 votes) of the District Committee or by a petition signed by ten percent of a member town(s) voters...Such amendments to the agreement must receive a majority vote of approval by each member town at an annual town meeting, and all amendments are subject to the approval of the Commissioner.

Reasoning behind the change to the Regional Agreement in 2021?

First, there was (and still is) a great deal of obsolete language in the existing Regional Agreement describing the process of bringing the regional district into existence. Ideally, the obsolete language should be removed for clarity purposes...(this may have unintended consequences, which is why this wasn't changed in 2021).

Second, the Superintendent had raised a concern of unintended fiscal inequity in how the language in the Regional Agreement handled assessment, where the Town of Harwich ended up subsidizing operational costs of a much smaller Chatham Elementary School. A new approach to assessing costs was recommended, which would find each town paying for its own elementary school; thereby mitigating the unintended elementary fiscal inequity.

The Average Town in MA Spends Half of the Municipal Budget on its Schools

Appendix B: Municipal general fund spending on education compared to total municipal spending

From DESE Local Contribution Study (December 2020)

<https://www.dese.mass.edu/research/reports/2020/22local-contribution-study.docx>

Cape, Towns Near the Bridges, and Nantucket

City/Town	FY07			FY19		
	Education Spending (\$ millions)	Total General Fund Spending (\$ millions)	Education % Total General Fund	Education Spending (\$ millions)	Total General Fund Spending (\$ millions)	Education % Total General Fund
Barnstable	\$61.60	\$121.35	50.80%	\$80.93	\$171.07	47.30%
Bourne	\$24.69	\$53.54	46.10%	\$32.02	\$76.99	41.60%
Brewster	\$15.40	\$33.52	45.80%	\$21.05	\$42.79	49.20%
Chatham	\$8.49	\$34.61	24.50%	\$9.36	\$43.97	21.30%
Dennis	\$14.70	\$42.13	34.90%	\$18.29	\$59.68	30.70%
Eastham	\$7.38	\$18.00	41.00%	\$9.72	\$31.41	31.00%
Falmouth	\$45.95	\$99.71	46.10%	\$60.62	\$156.96	38.60%
Harwich	\$17.93	\$48.57	36.90%	\$27.78	\$67.46	41.20%
Mashpee	\$21.59	\$46.58	46.40%	\$29.06	\$65.58	44.30%
Nantucket	\$21.89	\$68.72	31.80%	\$33.71	\$101.96	33.10%
Orleans	\$7.30	\$22.67	32.20%	\$9.96	\$38.68	25.80%
Plymouth	\$82.31	\$157.44	52.30%	\$127.43	\$262.12	48.60%
Provincetown	\$4.79	\$19.91	24.00%	\$6.22	\$38.76	16.10%
Sandwich	\$33.60	\$63.87	52.60%	\$47.77	\$92.23	51.80%
Tiree	\$3.95	\$13.03	30.30%	\$6.66	\$20.88	31.90%
Wareham	\$30.19	\$53.55	56.40%	\$46.77	\$79.16	59.10%
Wellfleet	\$4.24	\$14.32	29.60%	\$6.60	\$22.14	29.80%
Vermouth	\$22.18	\$53.89	41.20%	\$36.38	\$80.44	45.20%
State Avg			51.27%			50.03%

-1.23%

Enrollment Trends

Understanding the current and future impacts of Monomoy's shifting demographics



	2012	2025
Chatham Elementary (has dropped from 3 classes per grade level to only 1 or 2)	265	146 Down 45% As of 6/8/26 CES has 15 registered Chatham K residents for FY27 (15 children x 5 grades = 75)
Harwich Elementary (has dropped from 6 classes per grade level to only 4)	589	449 Down 24% As of 6/8/26 HES has 40 registered Harwich K residents for FY27 (40 children x 5 grades = 200)
Middle School (grades 5-7)	303 H 146 C 449 combined	395 Down 12%
High School (for comparison purposes in 2012 8th graders are included in HS counts: 109 H and 50 C)	422 H 224 C 646 combined	739 Up 14%
Total Chatham Public	635	n/a
Total Harwich Public	1314	n/a
Total Enrollment Both Towns Combined	1,949	1,146 H 351 C 1,728 combined Down 11%
Total Choice	154 H (only 6 from C) 199 C (112 from H) 235 combined (excluding C&H resident)	231 Down only 1.7%

Demographic Trends, Locally and Regionally

from DESE Enrollment by Selected Population Annual Report (District level)

<https://profiles.doe.mass.edu/statereport/selectedpopulations.aspx>

Monomoy (combining Harwich and Chatham data for the years prior to 2013)

Year	Enrollment	% White	% Low Income	% ESL	% ELL	% SPED
2024	1746	73.9	38.7	11.5	4.7	19.4
2014	1869	82.7	22.4	6.2	3.5	15.7
2004	2255	95.0	12	2.8	1.2	14.5
1994	2037	96.4	10.8	0.7	0.0	14.5

Barnstable Public

Year	Enrollment	% White	% Low Income	% ESL	% ELL	% SPED
2024	4817	50.1	53.3	35.7	23.4	17.9
2014	4900	77.7	35.7	12.6	6.5	14.7
2004	5586	85.7	25	6.4	4.2	11.8
1994	6557	89.8	17	2.6	1.3	13.8



Massachusetts

Averages		% White	% Low Income	% ESL	% ELL	% SPED
2024		51.5	42.1	27.2	13.9	20.6

Thought Question: Are demographic trends in Barnstable Public a projection of where Monomoy might be in a decade?

Demographic trends, locally and regionally – 1994 to 2024

Demographic Trends by School

from DESE Enrollment by Selected Population Annual Report and Enrollment Annual Report (School level)

% White					% Low Income				
Year	CES	HES	MS	HS	Year	CES	HES	MS	HS
2025	63.7	71.9	71.1	73.8	2025	41.1	37.9	40.0	35.4
2019	79.0	77.3	76.7	80.4	2019	35.8	23.9	25.2	22.9
2013	83.8	84.1	95.6 H	83.6 H	2013	20.5	22.4	29.7 H	19.3 H
			80.9 C	76.6 C				20.2 C	27.7 C
2007	91.9	84.5	95.4 H	94.6 H	2007	14.0	19.2	16.8 H	11.1 H
			87.9 C	93.2 C				20.5 C	12.1 C

% ELL					% High Needs				
Year	CES	HES	MS	HS	Year	CES	HES	MS	HS
2025	11.0	5.3	4.1	4.1	2025	52.7	49.9	50.6	43.5
2019	6.1	4.7	3.0	4.0	2019	45.0	38.5	40.3	34.6
2013	4.2	4.8	3.1 H	2.8 H	2013	31.7	35.3	36.9 H	30.1 H
			2.7	0.7				37.8 C	42.6 C
2007	2.6	0.1	0.0 H	0.0 H	2007	n/a	n/a	n/a	n/a
			0.9 C	1.4 C					

% SPED				
Year	CES	HES	MS	HS
2025	22.6	19.4	19.2	15.9
2019	17.5	15.1	15.5	14.2
2013	14.7	15.9	13.8 H	13.3 H
			20.2 C	24.1 C
2007	12.2	18.8	16.2 H	13.2 H
			12.5 C	10.1 C

Thought Question: Are demographic trends at our elementary schools a projection of where Monomoy secondary enrollment might be roughly six years later?

FY25 MRSD First Languages
Other Than English:

- 16 different languages
- Most frequent home languages other than English are Spanish, Haitian Creole, and Portuguese.
- Additional languages: Arabic, Bulgarian, French, Greek, Gujarati, Macedonian, Mandarin, Polish, Romanian, Russian, Serbian, Tagalog, Vietnamese

Demographic trends within Monomoy by School – 2007 to 2025

Capital Needs

Future Capital Needs

Item	Expected Useful Life	CES	HES	MRMS	MRHS
Boilers	20 years	28	1 is 22 y.o. 2 are 34 y.o.	28	12
Generators	20 years	29	22	29	12
Roof	20 years	29	22	28	12
Windows	20 years	29	22	28	12
Doors	20 years	29	22	28	12
Elevator	20 years	N/A	22	28	12
Hot water tank	15 years	4	22	7	12
Pumps	20 years	28	22	9, 14 and 7.	12
Auditorium	10 years	N/A	N/A	N/A	12
Turf Field	15-20 years	N/A	N/A	N/A	12
Track	15-20 years	N/A	N/A	N/A	12

Secondary Major Capital Needs in the Next 5-10 Years

Project	Estimate Cost	Project Start Year	Assessment Cost Center
Middle School siding/windows	\$11,507,030	In progress	District
Middle School roof	\$7,397,061*	FY27	District
Middle School boiler	\$5,320,444**	FY31	District
Middle School classroom flooring replacement	\$80,000	FY26	District
Middle School classroom flooring replacement	\$60,000	FY27	District
Middle School generator	\$350,000	FY29	District

Project	Estimate Cost	Project Start Year	Assessment Cost Center
Press Box - Accessibility	\$200,000	TBD	District
High School Field & Track	\$1,500,000	FY30	District
Facilities Truck	\$70,000	FY26	District
Network Switches	\$72,000	FY27-31	District
Classroom Furniture	\$200,000	FY28	District
Classroom Furniture	\$200,000	FY29	District

* Taxpayer estimate with MSBA reimbursement

** Estimate, likely no MSBA support if replaced in kind



Elementary Major Capital Needs in the Next 5-10 Years

Project	Estimated Cost	Project start year	Assessment Cost Center
HES Boiler Replacement	\$6,350,400 ^	FY28 / FY29	Harwich ES
HES Smoke Alarms	\$40,000	FY26	Harwich ES
CES & HES Wireless Access Points	\$80,000	FY27	Chatham ES / Harwich ES
HES Roof Top HVAC Unit	\$65,000	FY27	Harwich ES
HES Roof Top HVAC Unit	\$65,000	FY28	Harwich ES

Project	Estimated Cost	Project start year	Assessment Cost Center
CES Restoration: Siding, roof, and windows.	TBD	FY29 / FY30	Chatham ES
CES Boiler Replacement	\$2,872,390 ^	FY32	Chatham ES
CES Classroom Flooring Replacement	\$40,000	FY26	Chatham ES
CES & HES Wireless Access Points	\$80,000	FY27	Chatham ES / Harwich ES
CES Generator	\$350,000	FY30	Chatham ES
Classroom Furniture	TBD		

Elementary Major Capital Needs in the Next 5-10 Years

Project	Estimate Cost	Project Start Year	Assessment Cost Center
Elementary School Boiler	\$6,350,400*	FY28/29	Harwich ES
Smoke Alarms	\$40,000	FY26	Harwich ES
HES Wireless Access Points	\$80,000	FY27	Harwich ES
Roof top unit (HVAC)	\$65,000	FY27	Harwich ES
Roof top unit (HVAC)	\$65,000	FY278	Harwich ES
Classroom Furniture	TBD		Harwich ES

There are over \$22M in Capital Projects on these two lists.



Project	Estimate Cost	Project Start Year	Assessment Cost Center
Elementary School siding/windows	\$7,000,000**	FY29/30	Chatham ES
Elementary School roof	\$4,500,000**	FY29/30	Chatham ES
Elementary School boiler	\$3,800,000***	FY32	Chatham ES
CES School classroom flooring replacement	\$40,000	FY26	Chatham ES
CES Wireless Access Points	\$80,000	FY27	Chatham ES
Classroom Furniture	TBD		Chatham ES

* Estimate to replace the boilers in kind

** Estimate based on the MRMS project costs, scaled to sf of school, with a 20% inflation escalator

*** Estimate based on the HES project costs, scaled to sf of school, with a 20% inflation escalator

Is it time to consider Universal Preschool?

With the decline in enrollment in both elementary schools, we now have enough free classroom space to accommodate PreK (for at least 4 year olds) following a full-day, full school year model. In future years, we may soon be able to accommodate 3-year-olds too.

Context: Mashpee was the first town on the Cape to offer Universal PreK. It has a 5 day a week program for 4-year-olds and programs for 3-year-olds that are 2, 3, or 4 days a week. Provincetown and Truro now provide this service for families. Provincetown also has an infant toddler program.

Both Harwich and Chatham currently allocate \$10,000 in preschool vouchers for 4 year olds.

Concerns: Full-day, full-school year programming may not be what families need most – some may need full-day/full-year childcare. Wrap around programming would be needed for these families.

If public schools offer PreK, private or non-profit entities providing childcare or preschool for 3- and 4-year-olds may struggle to stay open.



Is it time to consider Elementary Consolidation within a single new building?



Given the enrollment trends, family wants, upcoming capital needs, and the potential cost savings (and educational benefits) of elementary school consolidation is it time to consider and potentially plan for consolidation of Monomoy's Elementary Schools into a single new building?

FYI: Nauset is currently wrestling with a similar issue in their district.

Monomoy Regional School District

Superintendent Transition and Entry Plan

Robin A. Millen, Ed.D.

Assistant Superintendent of Curriculum, Instruction, and Assessment
June 11, 2026



MONOMOY
REGIONAL SCHOOL DISTRICT



Where everyone
has a seat at the table



"Rooted in core values and designed to operationalize the 2024-2028 Strategic Plan."

Mission

Placing students at the center of an educational partnership to create a welcoming, innovative learning environment.

Vision

An exemplary district where students are creative/critical thinkers, communicators, and leaders.

Core Values

Knowledge (Growth) • **Dignity** (Voice) • **Caring** (Compassion) •
Stewardship (Responsibility) • **Courage** (Risk-taking)



Monomoy Regional School District: Strategic Plan is the Foundation



Transition & Entry Objectives

1. Operationalize the 2024-2028 Strategic Plan

Collaborate with the administration team to identify immediate, high-leverage action items to ensure continuity.

2. Systematic Diagnostic Review

Conduct a review through four leadership frames (structural, human resource, political, symbolic) to identify strengths and barriers.

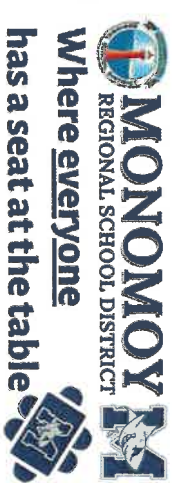
3. Accountability & Communication

Implement a multi-channel framework for transparency and celebrate student-focused successes.



Phase 1: Transition

January – July



Focus

Listening, Learning, and Relationship Building.

Superintendent Systems Review

Diagnostic review across leadership frames and MA DESE indicators.

Stakeholder Engagement

Meetings with town officials, union leadership, and drop-in "meet and greets" for community members.

Administration Team

Deepen trust and prepare for the FY27 year during administration retreat.



[Monomoy Regional School District: Superintendent Transition and Entry Plan](#)



Next Steps: Transition to Action



Including but not limited to:

- **School Committee Engagement:** Meet with each School Committee Member and attend “Charting our Course” with the Committee.
- **Professional Coaching:** Meet with my New Superintendent Induction Program (NSIP) coach.
- **Listening & Learning:** Continue the listening and learning tour.
- **Actionable Transition:** Move to Entry Plan action steps.



[Monomoy Regional School District: Superintendent Transition and Entry Plan](#)



Robin A. Millen, Ed.D.

Monomoy Regional School District Superintendent Transition Plan and Entry Plan

Transition and Entry Plan Objectives:

Objective #1:

Operationalize the 2024-2028 Strategic Plan by collaborating with the administration team to identify 3-5 immediate, high-leverage action items requiring Superintendent leadership, ensuring continuity of momentum, and maximizing impact from day one.

Objective #2:

Conduct a systematic diagnostic review with the Superintendent's lens across all four leadership frames (structural, human resource, political, and symbolic) to identify and confirm systemic strengths and barriers. Deepen relationships as Superintendent with key external and internal stakeholders (town officials, community partners, union leadership) to build key relationships and political capital.

Objective #3:

Develop a system of internal accountability to monitor strategic goals and implement a multi-channel communication framework that ensures transparency during and beyond the transition period, leveraging opportunities to celebrate district successes directly tied to student outcomes and strategic progress.

My pledge to our Monomoy community: I will norm a “no excuses” learning organization where we are transparent about our challenges, celebrate our successes, and foster a culture of continuous improvement in all areas, including but not limited to instructional leadership, management and operations, family and community engagement, and professional culture. Since the appointment to Superintendent will occur during my tenure as Assistant Superintendent, I will continue to put forth my full efforts in this current role and also use the time from January to July to begin the following transition plan. By July, I will transition to a full entry plan.

Thus, my transition plan will be rooted in my core values:

- **Data-Informed, Collaborative Inquiry:** I believe that it is necessary to collect information and model continuous learning as Superintendent of Monomoy by establishing and participating in collaborative inquiry cycles, utilizing both qualitative and quantitative data to inform evidence-based decision-making from the outset.
- **Culture of Purpose-driven Leadership Focused on High-Impact Learning:** I believe in setting high expectations to cultivate a learning organization that values personalization, recognizing that student, educator, school, and district

successes result from high-impact instruction, collective efficacy, and continuous growth across all members and roles.

- Culture of trust: I believe that an innovative learning environment is one where the community, both individually and as a group, is able to take risks, fail, and succeed, and members expect to give and receive honest, constructive feedback to drive our strategic goals: learning and academics, being and wellness, and implementation of the Portrait of a Graduate competencies.

This transition and entry plan will be outlined using a multi-phased, flexible approach and will include the following, among other action steps.

Phase 1: January – July; Transition Plan

Initial Superintendent Systems Review Phase

Focus: Conduct "Listening and Learning" interviews to facilitate the systemic diagnostic review that is explicitly focused on the four leadership frames (structural, human resource, political, and symbolic) and the four superintendent indicators outlined by MA DESE (instructional leadership, family and community engagement, facilities and operations, and professional culture). Prioritize external/political stakeholders, including but not limited to town selectboards, finance committees, the town administrator/manager, union leadership, and collect information from internal stakeholders (students, caregivers, faculty, and staff).

Actions:

- ☒ Schedule meetings with identified town officials and the administrator/manager
- ☒ Schedule initial union leadership meetings to collect information to inform transition activities
- ☒ Ensure a strong public presence at all town budget meetings, including selectboard presentations, financial committee presentations, and both town meetings
- ☒ Schedule and offer drop-in "meet and greets" with caregivers, students, educators, and community members
- ☒ Schedule initial check-ins with the school committee chair and vice chair to align expectations for the transition period from Assistant Superintendent to Superintendent and the first 100 days of the school year

Administration Team Transition: Deepen Trusting Relationships with the Administration Team

Focus: Align the system of "strategic check-in" meetings and communication structure with all principals, assistant principals, and central office administrators, by deepening the focus on strategic plan progress, accountability, and resource allocation. Identify key actions necessary to mitigate the impact of the two central office leadership transitions, and design an effective onboarding process for the new Assistant Superintendent of Curriculum, Instruction, and Assessment.

Actions:

- ☒ ~~Implement the hiring process for Assistant Superintendent for Curriculum, Instruction, and Assessment~~
- ☒ *Reorganize central office due to enrollment decline and budgetary constraints; reallocate job description of Assistant Superintendent position (new 5/2026)*

- ☐ ~~Define clear, measurable 90-day objectives for the incoming Assistant Superintendent related to the Strategic Plan to ensure an immediate, impactful start~~
- ☐ Design the administration retreat to include relationship and trust-building activities, as well as delving into systems of internal accountability and goal-setting for the immediate upcoming school year and beyond (see strategic plan acceleration below)

June-July Strategic Plan Acceleration

Focus: Accelerate strategic plan action steps and acquisition of goals by applying results of the FY26 schoolwide improvement plans, as well as the administration, professional learning community, and educator student learning and professional practice goals. Complete these internal accountability assessments at the end of the FY26 school year with our Monomoy Administration Team and other instructional leadership teams. Apply the findings and conclusions while developing the key action steps for FY27 during the July administration retreat's decision-making sessions.

Actions:

- ☒ Complete internal accountability assessment and data review prior to the July/August retreat
- ☐ Develop a plan and deliverable outcomes for the Summer 2026 Administration Retreat and school year Monomoy Administration Meetings (MAT)
- ☐ Create agreed-upon action steps and measurable goals for FY27 with the administration team at retreat and progress monitor at F27 MAT meetings
- ☐ Create a communication schedule for the dissemination of developed goals and opportunities for stakeholder feedback at the retreat

Phase 2: July – August; Entry Plan

Focus: Apply data and information collected in phase 1 to drive the following action steps.

Diagnostic and Document Reviews

Focus: A comprehensive review of documents, plans, data, and policies will be conducted through the lens of the responsibilities associated with this new role.

Actions:

- ☐ Document review to be completed by the end of July, including but not limited to updated district, state, and other assessments
- ☐ Complete safety review with both towns' fire and police chiefs, and any new public officers, along with the Director of Student Services, who leads the Monomoy Crisis Team; determine meeting schedule for crisis team and deliverable outcomes for this team this year
- ☐ Conduct a financial and operational review, including a review of the district's finances, facilities master plan, and long-term capital needs, with the Business Manager, the relatively new Director of Facilities, and appropriate town partners
- ☐ Conduct a technological asset review and collect projections for the long-term technology plan and AI integration and impact planning with the Director of Technology
- ☐ Develop a return on investment procedural framework for assessing all new budget requests, which includes a progress monitoring component and a communication procedure for transparency

Human Resources and Union Relationship

Actions:

- ☐ Meet with the union representatives from all units to review the entry plan, schedules, and goals
- ☐ Establish labor-management framework: Agree upon a formal, structured labor-management communication protocol with the union to ensure continuous, productive dialogue outside of formal bargaining
- ☐ Review any sunset MOU agreements with union representatives to determine extensions if needed
- ☐ Review the outcome of the FY26 PLC scheduling committee recommendations and the final job descriptions created by the identified

bargaining unit committees, and set a communication schedule for outcomes and any updates or further action steps

- ☐ Prepare a schedule for the FY28-30 union negotiations process
- ☐ Support the administration and human resources in the hiring process for any unfilled positions
- ☐ Collaborate with the Assistant Superintendent to support the planning and facilitation of new teacher orientation in August

Accountability & Goal Setting

Actions:

- ☐ Design and facilitate the July Administration Retreat to include measurable School Improvement Plan (SIP) goals for FY27 that are directly aligned with the 3-5 high-leverage action items identified in Objective #1
- ☐ Design and facilitate opening day event, including Convocation, to include communication of FY27 goals, objectives, and transition plans
- ☐ Create a calendar of opening day events to have visible public appearances and
- ☐ Develop a return on instruction/investment procedural framework for assessing all new budget requests, which includes a progress monitoring component and a communication procedure for transparency

Phase 3: September – October

Culmination and Communication: In September, a comprehensive report of information collected during entry plan will be presented to the School Committee and the community outlining the next steps for my Superintendent's transition plan. A "state of the schools" presentation will be included to set the context, findings, and frame FY27 budget development.

Actions:

- Set a schedule to tour classrooms and meet with students, including student leaders from clubs, sports teams, and class officers etc.
- Continue to host focus groups and create a structured schedule for additional one-on-one meetings with various stakeholder groups
- Collate, analyze, and make conclusions related to the information collected to date
- Present initial findings to the School Committee and broader community on the systemic strengths and potential barriers from the lens of Monomoy's superintendent, related to data collected from all four leadership frames (political, symbolic, human resources, and structural), and in accordance with the MA DESE's Superintendent indicators
- Plan and present an update to the school committee as the transition continues, and for a "state of the schools" presentation to support the budget process discussion in October
- Continue to develop a strong public presence at student events, including but not limited to sports events, fall plays, monthly SHARK events, Curriculum/Open House Nights, and other relevant activities
- Develop, in collaboration with the School Committee, measurable and ambitious short-term and long-term superintendent goals that reflect the strategic goals as well as the School Committee goals
- Develop a system of regular communication to inform stakeholders and celebrate individual and organizational successes

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*

Jacob Voelker
Treasurer

To: Monomoy Regional School Committee
From: Michael MacMillan
Date: 6/9/2026
Re: Community Use of Lithography Press

Monomoy Regional High School currently has a high-quality lithography press sitting in storage. It has been unused for several years, and prolonged storage poses a risk of the equipment falling into disrepair.

Recently, one of our high school art teachers began collaborating with the Town of Harwich's Director of Cultural Affairs to find a way to put this press back to use. Together, they have proposed placing the press in the 204 Cultural Arts Municipal Building where local artists, community groups and students can use it.

We have drafted a short inter-municipal agreement to provide structure to this change (attached), this includes:

- District retains ownership of the equipment at all times.
- There will be zero cost to the district for community use.
- The Town will provide insurance for the equipment while it is there.
- The equipment can be returned to the school when requested.

This is a good opportunity to see a piece of equipment be put to good use at the same time as strengthening community ties.

Michael MacMillan
School Business Manager

INTER-MUNICIPAL AGREEMENT

Between the Monomoy Regional School District and the Town of Harwich

For the Placement and Community Use of a Lithography Press

1. Purpose and Scope

The District is the owner of a professional-grade lithography press ("Equipment") currently located at Monomoy Regional High School. The parties desire to enter into this collaboration to make the Equipment available to community groups and local artists, thereby enhancing the cultural and educational offerings within the Town of Harwich while ensuring the preservation of a District asset.

2. Ownership and Location

Title: Ownership and title to the Equipment shall remain exclusively with the District at all times.

Placement: The Equipment shall be housed at the 204 Cultural Arts Municipal Building as designated by the Town's Director of Cultural Affairs.

3. Logistics and Transportation

Transfer: The Town shall be solely responsible for all logistics, labor, and costs associated with moving the Equipment from the High School to the Town's designated site.

Standard of Care: Given the precision and weight of the Equipment, the Town agrees to utilize professional riggers or qualified personnel to ensure the Equipment is moved without damage to the press or the High School facility.

4. Maintenance and Consumables

Operating Costs: The Town shall bear all costs for "consumables" required for the operation of the press, including but not limited to inks, stones, and chemicals. No District-funded supplies shall be used for community purposes.

Routine Maintenance: The Town is responsible for the cost and scheduling of all routine maintenance, "tuning," and safety inspections to keep the Equipment in good working order.

Repairs: In the event of damage beyond ordinary wear and tear, the Town shall be responsible for the full cost of restoring the Equipment to its prior condition.

5. Liability and Insurance

Indemnification: To the extent permitted by law, the Town shall indemnify and hold the District harmless from any claims, injuries, or damages arising out of the Town's use, storage, or transportation of the Equipment.

Insurance: The Town shall maintain adequate liability insurance covering the use of the Equipment by community members and shall provide the District with a Certificate of Insurance naming the Monomoy Regional School District as an "Additional Insured."

6. Right of Recall

The District retains the right to reclaim the Equipment if it is determined by the Superintendent that the press is required for the High School instructional program. The District shall provide the Town with a minimum of sixty (60) days' written notice in the event of a recall.

7. Term and Termination

This Agreement shall commence upon execution and remain in effect for a period of three (3) years, unless extended by mutual written agreement. Either party may terminate this Agreement without cause upon ninety (90) days' written notice.

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

Jacob Voelker
Treasurer

To: MONOMOY REGIONAL SCHOOL COMMITTEE
From: Michael MacMillan
Date: June 11, 2026
Re: Student Activity Account: MRHS Key Club

MOTION

To approve the donation of \$1000 from the Monomoy Regional High School Key Club to the Sharing Kindness - Suicide Awareness Walk.

BACKGROUND

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities.

The Massachusetts Department of Elementary and Secondary Education recommends that School Committee approval is required for charitable donations from student activity accounts.

The funds were raised from a town hall bake sale. The donation supports the mission of Sharing Kindness and their work with suicide prevention.

Michael MacMillan
School Business Manager

Jennifer Police
Principal
jpolice@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
Fax 508-430-7223

Karen Guillemette
Director of Athletics
kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

May 20, 2026

Sharing Kindness- Suicide Awareness Walk

940 Main Street
South Harwich, MA

Dear **Sharing Kindness Organizers** ,

Enclosed please find a check in the amount of **\$1000 (One Thousand Dollars)** from the **KEY CLUB** of Monomoy Regional High School to help with your Suicide Awareness Fundraising. We raised money most recently at a town hall bake sale fundraiser and are adding more money from our funds to increase the donation.

Thank you so much for all you do,

Elizabeth Howe, Advisor

& Natalie Sims, Abrielle Long, McKenna Carchedi, Maeve Kelleher (Club Officers)

KEY CLUB
MRHS
75 Oak Street
Harwich, MA 02645

Monomoy Regional High School (MRHS) is a community of learners of all ages focused on building knowledge, positive character, and resiliency in a safe, creative, and challenging environment.

Purchase Order

Monomoy Regional School District
Business Office
425 Crowell Road
Chatham MA 02633

No. 262595

MAIL INVOICES TO THE ADDRESS ABOVE
DO NOT EXCEED PURCHASE ORDER TOTAL

Tax Exempt # 451 833 513
PRICE CHANGES REQUIRE PRIOR APPROVAL
BY
THE BUSINESS OFFICE

P.O.# must be on ALL documents
MSDS sheets must accompany all products

P.O. Date: 05/29/2026**Questions ?** Accounts Payable (617) 848-0617**Ext:****Account:****P.O. Issued To :****Ship To:**

Sharing Kindness
940 Main Street
PO Box 111
South Harwich MA 02661

Monomoy Regional High School
Attn: Beth Howe
75 Oak Street
Harwich MA 02645
(617) 848-0617

Contact: Kim Meal-Walters**Location:** Monomoy Regional High School**Phone:** (508) 246-1555**Fax:** (508) 240-3031**Project:** Undesignated**Req#** 62767**Reference:****Date Required:** 06/04/2026**Award Number:**

Line	Qty	Unit	Part#	Description	Account Number	Unit Price	Extended	Tax	Freight
1	1	EA		Donation to Sharing Kindness from MRHS Key Club	8900.22.3520.385.611.000.0000 SA Agy MRHS Otr Std Acts Key	1,000.00	1,000.00	0.00	0.00

APPROVAL SIGNATURES:

**Sub-Total:** 1,000.00**Freight:** 0.00**Tax:** 0.00**Total Amount:** 1,000.00**NOTES:****Order Via:**

Email

ENTITY COPY

Friday, May 29, 2026

Page 1 of 1

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*

Jacob Voelker
Treasurer

To: MONOMOY REGIONAL SCHOOL COMMITTEE
From: Michael MacMillan
Date: June 11, 2026
Re: Student Activity Account: MRHS Sandscript Club

MOTION

To approve the donation of \$100 from the Monomoy Regional High School Sandscript Club to the Cape Cod Museum of Art.

BACKGROUND

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities.

The Massachusetts Department of Elementary and Secondary Education recommends that School Committee approval is required for charitable donations from student activity accounts.

The donation supports the work of the museum for artists of all ages.

Michael MacMillan
School Business Manager

Jennifer Police
Principal
jpolice@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
Director of Athletics
kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

May 21, 2026

Ms. Erica Strzepek, Education and Program Manager
Cape Cod Museum of Art
60 Hope Lane, PO Box 2034
Dennis, MA 02638

Dear Erica,

Enclosed please find a check in the amount of \$100 (One Hundred) to support the great work you folks do for artists of all ages and for welcoming us in April to your wonderful museum. Thank you so much. The students enjoyed the visit, and I hope you enjoyed the magazine we sent which has some of the museum pieces in it.

Sincerely,

Lisa Forte Doyle, *English Teacher and Sandscript Advisor*
& Sandscript Members
Monomoy Regional High School

Purchase Order

Monomoy Regional School District
Business Office
425 Crowell Road
Chatham MA 02633

No. 262591

MAIL INVOICES TO THE ADDRESS ABOVE
DO NOT EXCEED PURCHASE ORDER TOTAL

Tax Exempt # 451 833 513
PRICE CHANGES REQUIRE PRIOR APPROVAL
BY
THE BUSINESS OFFICE

P.O.# must be on ALL documents
MSDS sheets must accompany all products

P.O. Date: 05/29/2026**Questions ?** Accounts Payable (617) 848-0617**Ext:****Account:****P.O. Issued To :****Ship To:**

Cape Cod Museum Of Art Inc
P.O. Box 2034
Dennis MA 02638

Monomoy Regional High School
Attn: Lisa Forte Doyle
75 Oak Street
Harwich MA 02645
(617) 848-0617

Contact: Michael Rabideau**Location:** Monomoy Regional High School**Phone:** (508) 385-4477**Fax:****Project:** Undesignated**Req#** 62770**Reference:****Date Required:** 06/05/2026**Award Number:**

Line	Qty	Unit	Part#	Description	Account Number	Unit Price	Extended	Tax	Freight
1	1	EA		Donation of \$100 from MRHS Sandscript Club for allowing group to visit and to support the great work done for artists of all ages	8900.22.3520.385.561.000.0000 SA Agy MRHS Otr Std Acts Field Ts	100.00	100.00	0.00	0.00

APPROVAL SIGNATURES:

**Sub-Total:** 100.00**Freight:** 0.00**Tax:** 0.00**Total Amount:** 100.00**NOTES:****Order Via:**

Email

ENTITY COPY

Friday, May 29, 2026

Page 1 of 1

Monomoy Regional School District

Scott Carpenter, Ed.D.
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Melissa Maguire
Director of Student Services



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

Jacob Voelker
Treasurer

To: Monomoy Regional School Committee
From: Michael MacMillan
Date: 06/09/2026
Re: Rates for Substitutes and Other Non-Union Positions

MOTION

To approve the rates for substitutes and other positions as noted in the memo provided to the School Committee for this meeting, new rates to be effective July 1, 2026.

BACKGROUND

The district employees staff in a number of positions that are not covered by collective purchasing agreements. These include substitute positions and summer work. The school committee is asked to approve the rates for these positions for FY27.

The proposed rates for FY27 are attached. There are only two changes to the current rates:

- A Certified Nursing Assistant position is required for the Extended School Year program, at \$30 an hour.
- A temporary IT support assistant has been added to the list of rates at \$21 an hour. This position will provide support for the IT department during the summer.
- The substitute custodian rate is increased by \$1 per hour, for each step.
- The hourly rate for student workers is increased by \$1.50 to \$17.50 an hour.

Athletic rates have been added to this list, although the rates have not been changed.

Michael MacMillan
School Business Manager

Substitute and other non-contractual rates.

Substitute/Other Rates	Hours Per Day	Current Rate	Proposed Rate	Notes
Extended Year & Other Summer Programs				
- Teacher	Varies	\$50	\$50	Plus 1 hour a week for prep
- Instructional Assistant	Varies	\$25	\$25	
- Certified Nursing Assistant	Varies		\$30	
- Specialists	Varies	\$51.50	\$51.50	Plus 1 hour a week for prep
Instructional Assistant Substitutes				
- Day to day	6.5	\$115 / day	\$115 / day	
- Step 1 – Non-Certified	6.5	Contract Rate	Contract Rate	Appointed or >20 days in the same position
- Cafeteria Monitor		\$18.46	\$18.46	
Teacher Substitutes				
- Day to day	7	\$130 / day	\$130 / day	
- Days 11-20	7	\$130 / day	\$130 / day	In the same position
- Bachelor Step 1*	7	Contract Rate	Contract Rate	Appointed or >20 days in the same position
Other Substitute Positions				
Nurse	7	\$180 / day	\$180 / day	
Clerical	Varies	\$19	\$19	
Cafeteria Worker	Varies	\$19	\$19	
Custodian – Step 1	Varies	\$17	\$18	
Custodian – Step 2	Varies	\$18	\$19	
Custodian – Step 3	Varies	\$19	\$20	
Athletics				
Timekeepers	N/A	\$35 / game	\$35 / game	
Site Administrator	N/A	\$100 / game	\$100 / game	
Game security	N/A	\$50 / game	\$50 / game	
Officials	N/A	MIAA rate	MIAA rate	Set by MIAA
Other Positions				
Students		\$16	\$17.50	
IT Support Assistant (temp)			\$21	First used in FY27 summer (i.e. July 2026)

* Based on experience and education may be placed higher than step 1, after posting.