



MONOMOY
REGIONAL SCHOOL DISTRICT



Staff Handbook

2022-2023

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Mission Statement

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

Staff Handbook Introduction

This handbook is to serve as a guide to issues common to most staff needs and/or responsibilities. It is important to recognize that this document does not address all staff issues.

- [Issues related to district policy can be found in the District Policy Manual, available on the district website.](#)
- [Issues related to the Collective Bargaining Agreements for staff in Units A, B, C, and the SEIU can be found in those documents, also available on the district website.](#)

Monomoy Regional School District Central Office

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School Contact Information

Chatham Elementary School

147 Depot Road
Chatham, MA 02633
phone: (508) 945-5135
fax: (508) 945-5138
Principal: Dr. Jennifer Kelly
Faith Caswell – Principal's Administrative Assistant, POs
Deb Gebhardt – Administrative Assistant

Harwich Elementary School

263 South Street
Harwich, MA 02645
phone: (508) 430-7216
fax: (508) 430-7232
Principal: Christie Cutone
Assistant Principal: Allyson Joy
Annalise Yurgelan – Principal's Administrative Assistant, Substitutes/POs
Betsy Robinson – Administrative Assistant, Attendance
Laura Kavanaugh – Administrative Assistant, PickUp Patrol

Monomoy Regional Middle School

425 Crowell Road

Chatham, MA 02633

phone: (508) 945-5140

fax: (508) 945-5110

Principal: Adam O'Shea

Assistant Principal: Abigail Dudley

Roberta Simmons – Principal's Administrative Assistant, POs

Wendy Fisetto – Administrative Assistant, Special Education/Guidance

Monomoy Regional High School

75 Oak Street

Harwich, MA 02645

phone: (508) 430-7200

fax: (508) 430-7223

Principal: Jennifer Police

Assistant Principal: David Alexander

Assistant Principal: Jeffery Sylvia

Katie Kelly – Principal's Administrative Assistant, POs

Janet Ferro – Administrative Assistant, Attendance/Special Ed

Claire Hooper – Administrative Assistant, Substitutes

Betsy Casey – Administrative Assistant, Guidance

Absences

If a staff member is not in school due to an absence, personal day, professional day, field trip, etc., they are to log onto [Absence & Substitute](#) to report the absence and if needed, request a substitute. All absences, no matter the reason, must be recorded in the Absence & Substitute portal. If for any reason you are unable to log into the system, please contact the Administrative Assistant and/or building administrator in your school. Personal appointments should be scheduled after the close of school and not on staff meeting dates. Application for personal or professional days must be submitted at least 24 hours in advance. ([Per Article 9, #2B – Unit A Contract, Article 6, #2B – Unit B Contract](#))

Family Medical Leave Act

The FMLA entitles eligible staff of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the staff had not taken leave. Eligible staff are entitled to twelve workweeks of leave in a 12-month period for:

- The birth of a child and to care for the newborn child within one year of birth;
- The placement with the staff of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- To care for the staff's spouse, child, or parent who has a serious health condition;
- A serious health condition that makes the staff unable to perform the essential functions of his or her job;
- Any qualifying exigency arising out of the fact that the staff's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible staff is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

Massachusetts Parental Leave Act

An Act Relative to Parental Leave expands the current maternity leave law, G.L.c.149, §105D, which is enforced by the Massachusetts Commission Against Discrimination (MCAD). Currently, Massachusetts law requires employers with six or more staff to provide eight weeks of unpaid maternity leave for the purpose of giving birth or for the placement of a child under the age of 18, or under the age of 23 if the child is mentally or physically disabled, for adoption. The new law went into effect on April 7, 2015, and expands the leave law in the following ways:

- The parental leave law is now gender neutral. Both men and women are entitled to parental leave.
- If the employer agrees to provide parental leave for longer than 8 weeks, the employer must reinstate the staff at the end of the extended leave unless it clearly informs the staff in writing before the leave and before any extension of that leave, that taking longer than 8 weeks of leave shall result in the denial of reinstatement or the loss of other rights and

benefits. The law clarifies that the right to leave applies to staff who have completed an initial probationary period set by the terms of employment, but which is not greater than 3 months.

- The law expands the notice requirements, mandating that employers keep a posting in a conspicuous place describing the law's requirements and the employer's policies as to parental leave.
- The law provides that if two staff members of the same employer give birth to or adopt the same child, the two staff are entitled to an aggregate of 8 weeks of leave.
- The law clarifies that a staff member seeking leave must provide at least 2 weeks' notice of the anticipated date of departure and the staff's intention to return, but also permits the staff to provide notice as soon as practicable if the delay is for reasons beyond the staff's control.
- The law clarifies that a staff on parental leave for the adoption of a child shall be entitled to the same benefits offered to a staff on leave for the birth of a child.

Massachusetts Small Necessities Leave Act Advisory

- Purposes for which the leave may be taken: The 24 hours of leave may be taken by an eligible staff for any of the following purposes:
 - to participate in school activities directly related to the educational advancement of a son or daughter of the staff, such as parent-teacher conferences or interviewing for a new school;
 - to accompany the son or daughter of the staff to routine medical or dental appointments, such as check-ups or vaccinations;
 - to accompany an elderly relative of the staff to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing at nursing or group homes.
- [Small Necessities Advisory](#)

Advertising or Promotions within the School

The advertising of commercial products or services will be permitted in school buildings or on school grounds or properties upon approval of the school committee. Publications of the school system will not contain any advertising. However, this will not prevent advertising in school publications that are published by student organizations subject to administration controls or the use of commercially sponsored, free teaching aids if the content is approved by the administration. Solicitation of sales or use of the name of the school system to promote any product will not be permitted.

Affirmative Action and Equal Opportunity

The Monomoy Regional School District will provide equal employment opportunities through a positive and effective affirmative action program. These opportunities will be granted to a

candidate by the school department regardless of the candidate's race, national origin, color, religion, gender, sexual orientation, gender identity, age, marital or parental status, and disabilities, provided the disability does not preclude performance of bona fide requirements of the position with or without reasonable accommodations. Decisions for employment will be based on the qualifications of an applicant to perform a specific assignment.

- For the entire District policy on Affirmative Action and Equal Opportunity, please see [School Committee Policy Manual Section G](#)

Arriving and Leaving School Grounds

Teachers are expected to be present 10 minutes before the beginning of the school day, and are expected to remain 15 minutes after dismissal to perform necessary professional tasks, including dismissal duties, extra help, make-up work, and evaluation of students, and to meet with parents, unless excused by the principal. The work day for teaching assistants shall be six-and-a-half (6.5) hours per day with a half hour unpaid lunch for a total of seven (7) hours per day. Teachers are required to attend faculty meetings as well as PLC meetings. If a staff member needs to leave the school grounds during the school day and during a free period, he/she is expected to sign out in the main office of your designated building before leaving, and to sign back in upon return. ([Per Article 7, Section 2 – Unit A Contract](#))

Building Use

If you are planning an activity that requires use of the building during the regular school day or outside the regular school day, you are expected to use [SchoolDude](#), our online calendar, giving at least two weeks' notice if possible, in order to avoid booking conflicts (the submittal password for SchoolDude is Monomoy1).

Bullying

[File JICFB](#)

Monomoy Regional School District Bullying Prevention and Intervention Plan

The Monomoy Regional School District expects that all members of the school community will treat each other in a civil manner and with respect for differences. The Monomoy Regional Schools are committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Acts of bullying and cyber-bullying are prohibited:

- a. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used

- by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and;
- b. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, cyber-bullying, harassment, retaliation or teasing.

I. Definitions

Aggressor is a student or a member of a school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to extra-curricular or paraprofessional who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or members of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Monomoy Regional School District absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students or staff who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

II. Leadership

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the District will develop the plan in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents/guardian/caregiver. Consultation will include public notice and a public comment period before the Plan is adopted by the School Committee. All interested parties will be invited to review the policy by either attending scheduled policy sub-committee meetings, input through email, or through a survey mechanism.

B. Assessing needs and resources. At least once every four years, the District will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department of Elementary and Secondary Education. An annual report will also be provided to the school committee.

C. Planning and oversight. The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged

aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

III. Training and Professional Development

A. Annual staff training. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and district wide professional development will be informed by research and will include information on:

- i. developmentally (or age-) appropriate strategies to prevent bullying;
- ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- iv. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- v. information on the incidence and nature of cyberbullying; and
- vi. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Written notice to staff. Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents/guardian/caregiver, in age-appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school. Relevant sections of the bullying prevention and intervention plan relating to the

duties of faculty and staff shall be included in the school employee handbook. The bullying prevention and intervention plan shall be posted on the Monomoy Regional Schools website.

IV. Access To Resources And Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed.

A. Counseling and other services. Based on the needs counseling or referral to appropriate services for student aggressors, targets, and family members of those students will be provided. Additional services or supports will be assessed based on the students needs. This may include additional instruction, social skills groups, or other appropriate supports and services.

B. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

C. Referral to outside services. If additional supports and services are needed, the school will refer the family to appropriate community agencies to support the needs of the student and family.

V. Academic and Non-Academic Activities

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research. The curriculum will include addressing the aggressor, target, and bystander (if applicable). Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

VI. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents/guardian/caregivers or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents/guardians/caregivers or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents/Guardians/Caregivers, and Others

The district expects students, parents/guardians/caregivers, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall also be subject to disciplinary action. Students, parents/guardians/caregivers, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation

1. Safety: Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation in order to protect anyone who reports bullying, provides information relating to an investigation of bullying, or witnesses and/or provides reliable information regarding an act of bullying, as necessary.

2. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

C. Obligations to Notify Others

1. Notice to parents/guardians/caregivers. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/guardians/caregivers of the target and the student aggressor of this, and of the procedures for responding to it. The principal or designee will contact the parents/guardians/caregivers prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

2. Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Monomoy Regional School District or designee will notify local law enforcement if/he believes that criminal charges may be pursued. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

3. Reporting to Administrator of Another School District or School: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49,00.

C. Investigation

1. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

2. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

a. Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

b. Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have

information about the events, when the events occurred (date, time of day), and where the events occurred.

i. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself

c. Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

d. Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

D. Determinations. School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Or. 1991).

E. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved.

F. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation;

1. Holding parent/guardian/caregiver conferences;
2. Transferring student's classroom or school;
3. Limiting or denying student access to a part, or area, of a school;
4. Enhancing adult supervision on school premises;
5. Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. Providing relevant educational activities for individual students or groups of students.

Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.

7. Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in

creating an action plan that involves a reporting process that works for that particular student.

8. Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)

9. Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

G. Closing the Complaint and Possible Follow-Up: School staff will promptly provide notice to the parent/guardian/caregiver of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents/guardian/caregiver unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

1. If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

H. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

I. Taking Disciplinary Action: If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

1. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

J. Promoting Safety for the Target and Others: The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

K. Within a reasonable period of time following the determination and the implementation of intervention strategies and/or disciplinary action, the principal or designee will contact

the target as well as any individuals who reported, witnessed, or provided information relative to an incident of bullying to determine whether there has been a recurrence of the prohibited conduct or if there has been any incidence of retaliation or intimidation. If so, the principal and appropriate support staff will determine whether additional corrective or supportive measures are needed and, if necessary, will work with appropriate school staff to implement them immediately.

VII. Collaboration with families:

A. The District has a representative trained annually through MARC – Massachusetts Aggression Reduction Center on Bullying prevention.

B. Parent/Guardian/Caregiver education and resources.

1. The district will offer education programs for parents/guardians/caregivers that are focused on the parental/guardian/caregiver components of the anti-bullying curricula and any social competency curricula used by the district. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

C. Notification requirements.

1. Each year the district will inform parents/guardians/caregivers of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety.

2. The school or district will send parents/guardians/caregivers written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy.

3. All notices and information made available to parents/guardians/caregivers will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents/guardians/caregivers.

4. The district will post the Plan and related information on its website.

VIII. Problem Resolution System

A. Any parent/guardian/caregiver wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

IX. Relationship to Other Laws

A. Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or

sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

B. Massachusetts Prohibits Bias-Related Bullying and Harassment in Schools

The Massachusetts Anti-Bullying Law (G.L. c. 71, § 37O) and Student AntiDiscrimination Act (G.L. c. 76, § 5) require schools to take steps to prevent bias-related bullying and harassment by students and respond effectively when it occurs. Bullying and harassment are similar, but not identical, types of misconduct. Bullying generally includes any repeated, targeted behavior that harms a student or disrupts the school environment. Although not all bullying is bias-related, bullying often stems from or involves bias, prejudice, or hate. Harassment is conduct that creates, or contributes to the creation of, an intimidating or hostile environment for a student because of their race, color, religion, national origin, sex, gender identity, or sexual orientation. Like bullying, harassment can take many forms, including verbal statements, online or social media activity, graffiti, and violent or threatening physical conduct. Unlike bullying, harassment does not have to be repeated or targeted at a particular victim. A single, severe hate incident may create an intimidating or hostile environment—so too may a series or pattern of incidents.

C. Response to Hate and Bias Incidents Involving Students

The district will take prompt and effective action to address hate incidents involving students. When a school receives notice of an alleged hate incident, it has a legal responsibility to investigate and to respond to any bullying or harassment that is found to have occurred. Because hate incidents may involve bullying, harassment, or both bullying and harassment, the district will ensure that the response complies with both the Anti-Bullying Law and the Anti-Discrimination Act. If the district determines that a hate incident does not rise to the level of bullying or harassment, the behavior that violates its code of conduct or other disciplinary rules will be addressed. The legal obligations imposed by the Anti-Bullying Law and the Anti-Discrimination Act are not limited by the physical boundaries of the school campus. Schools are responsible for addressing incidents that occur at school or school-related events, including activity on school buses to and from school or school-related events.

A. The district will also evaluate whether a hate incident has created or contributed to an intimidating or hostile school environment. Some misconduct that does not qualify as bullying—for example, because it is not repeated—may still qualify as harassment that creates or contributes to an intimidating or hostile environment. Further, some misconduct that qualifies as bullying may also trigger responsibilities under the Anti-Discrimination Act. And a school's responsibilities under the Anti-Discrimination Act may differ from its obligations under the Anti-Bullying Law.

E. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or

collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

LEGAL REF.: Title W, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission Title IX of the Education Amendments of 1972 603 CMR 26.00 M.G.L. 71:370; 265:43,43A; 268: 13B; 269-.I 4A
Anti-discrimination Act and Title VI

REFERENCE: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

Adopted: May 2013

Revised: May 27, 2021; April 28, 2022

Care of Rooms

All staff members are responsible for the condition of his/her teaching and work station, as well as common work space. Please encourage the students to maintain a clean and safe environment. Please use the [SchoolDude link](#) for any classroom maintenance issues.

Cell Phones

Cell phones and portable communication devices (PCDs) play an important part in staff and student safety and communications. Designated staff who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school business/events. Staff who own a personal cell phone and/or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the staff. Staff must take proactive steps to ensure that the cell phones do not ring during their instructional hours or school-related meetings. If a student is using a cell phone inappropriately, the staff member may confiscate the phone and place it in the office for parent pick-up at the end of the school day.

Collection of Money

For collection of money, in the event of a field trip, fundraiser, or club activity, please use the form provided by the administrative assistant in your specific building, and submit monies collected with the form to that administrative assistant in your building. For more information, please see [School Committee Policy Manual Section D](#).

Conflict of Interest/State Ethics

The school committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students,

parents, coworkers, and officials of the school system. All staff of the district must provide evidence to the Superintendent of completion of the online training course required by the State Ethics Commission.

- [Conflict of Interest/Ethics Training](#)
- [FAQs on the Conflict of Interest Law](#)
- [Disclosure Forms](#)

DCAP – District Curriculum Accommodation Plan

The [District Curriculum Accommodation Plan \(DCAP\)](#) documents the ways in which Monomoy educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed.

Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

Drugs and Alcohol

No person shall possess, use, or sell drugs, counterfeit drugs or paraphernalia, or alcohol on school premises, including school buses, on field trips, and in cars parked on school grounds.

Field Trip Procedures

Field trips can bring the school and the community closer together, and can result in real-life experiences that enrich the curriculum for students, as an integral part of the instructional programs in the schools.

The Superintendent will establish procedures to assure that:

1. All students have parent/guardian permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

Please complete the [Field Trip Request form](#) and submit it to your building principal. All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. The [Travel Disclosure form](#) must be completed and returned to the Superintendent

prior to seeking School Committee approval. Fundraising activities for such trips will be subject to approval by the appropriate administrator (see below for more information on fundraising).

Fingerprinting – State Compliance Laws

On January 10, 2013, Massachusetts signed into law a bill that requires fingerprint-based criminal background checks on public and private school Staffs in Massachusetts. (Chapter 459, Acts of 2012, H.B. 4307 Mass.2013). Our district has been implementing the Statewide Applicant Fingerprint Identification Services (SAFIS) program requirement for fingerprint based criminal history record checks of all school Staffs and volunteers. The fee is \$55.00 for licensed educators and \$35.00 for all other school Staffs. Fingerprinting is a mandatory condition of employment. The nearest locations can be found [on the website here](#).

Fundraising Activities

Principals will inform the Superintendent of ongoing fundraising activities. The [Fundraising Approval form](#) must be completed and approved before any fundraising activities begin. In general, the School Committee disapproves of fundraising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items. No money collections of any kind may be held in the schools without the specific consent of the Principal. See Collection of Money.

Grading System

The district utilizes a Student Information System (SIS) for attendance at all buildings, and for lunch counts for grades K-4. Staff in the middle and high school are expected to utilize the SIS for grading reporting. Every effort should be made to have grades posted within ten (10) school days of the date collected. Longer projects and writing assignments may take more time to grade.

Grading language for student handbooks

Modified grades are available for all students across the district that may have special circumstances that require their grades to be modified. Modified grades are offered based on the unique needs of the student and will be signified on the report card.

Harassment/Non-Discrimination

Monomoy Regional School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender identity or expression, age, national origin (ancestry), disability, marital status, sexual orientation, military status, housing status, genetic information, or traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles (protective hairstyles includes but is not limited to braids, locks,

twists, bantu knots, hair coverings, and other formations), in any of the district's activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, families, community members, volunteers, subcontractors, and vendors.

The District expects all members of the school community, including but not limited to, administrators, teachers, staff members, students and vendors, to conduct themselves in an appropriate and professional manner and with concern for fellow members of the school community. Paramount is the maintenance of a safe and civil environment in which adults can work and students can learn and achieve high core academic standards. All persons are to be treated with dignity and respect.

Harassment in any form will not be tolerated. Harassment is any behavior which has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or behavior that creates a hostile work or educational environment. It may be verbal, non-verbal, written, physical, or psychological in nature. Such behaviors may include, but are not limited to:

1. Unsolicited remarks, including threats, intimidation, rumors, and name-calling
2. Unwelcome or intimidating gestures
3. Display or circulation of written materials or pictures of a derogatory nature
4. Unwelcome touching, cornering, or other physical contact
5. Deliberate social exclusion
6. Cyberbullying, the use of electronic information and communication technologies to threaten, harass, or intimidate a person or group of persons (including, but not limited to, e-mail messages, instant messaging, text messaging, cell phone communication, internet blogs, internet chat rooms, social networking websites).

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions;
- Such conduct interferes with an individual's job duties, education, or participation in extracurricular activities; or
- The conduct creates an intimidating, hostile, or offensive work or school environment.

Under certain circumstances, harassment (particularly sexual harassment) may constitute child abuse under M.G.L. Chapter 119, Section 51A. The District shall comply with state law in reporting suspected cases of child abuse.

The Superintendent of Schools shall appoint a district Title IX/Section 504 of Rehabilitation Act Chapter 622 Coordinator to communicate the requirements of the law relative to harassment

and the contents of this policy. The Superintendent or his/her designee shall establish a district grievance procedure for reporting and investigating allegations of harassment.

Individuals who believe that they have been subjected to harassment or discrimination may file their complaint with the Coordinator, Building Principal, or Superintendent. Any teacher who receives a complaint from a student or parent is expected to immediately refer the complaint to the Coordinator, Building Principal, or Superintendent. This will allow the school department to quickly investigate and resolve complaints. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of harassment and to take corrective action with allegations that have been substantiated. The results of the investigation shall be made known to the complainant and the alleged harasser as soon as possible.

An individual who believes that they have been subjected to harassment or discrimination of any type may also choose to contact and/or file a formal complaint with the appropriate state and/or federal governmental agencies responsible for enforcing the laws prohibiting harassment:

Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
1-800-669-4000

Massachusetts Commission Against Discrimination (MCAD)
The John McCormack Building
One Ashburton Place
Room 601
Boston, MA 02108
617-994-6000

U.S. Dept. of Education, Office of Civil Rights (OCR)
33 Arch Street, Suite 900
Boston, MA 02110-1491
617-289-0111

Each Administrator, in conjunction with the Coordinator, shall be responsible for enforcing this policy to assure compliance with Federal and State laws and district policy governing harassment within their respective schools or areas of responsibility.

Adult members of the school community shall lead by example and enforce this policy among the student population. Student-to-student harassment will not be tolerated.

Where an allegation of discrimination or harassment has been substantiated, the District shall act promptly to address the matter and with the intent to prevent any future occurrence. Any

Staff, student or other individual in the school community found to have engaged in harassment may be subject to discipline, including but not limited to verbal warning, written warning, reprimand, suspension, expulsion (students), or termination (Staffs) subject to applicable procedural requirements. The severity of the disciplinary action shall be based upon the circumstances, nature of the infraction, prior discipline, or any other factors deemed relevant by the administration.

Individuals who engage in harassing behavior should also be aware that their conduct may subject them to private legal action under state or federal law by the individual complainant.

The District also prohibits any retaliation against those who make a complaint of harassment. Any individual who retaliates against a complainant, or any person who testifies, assists or participates in the investigation, proceeding or hearing will be subject to discipline. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Any individual who deliberately files an untrue complaint or knowingly provides false information in the context of an investigation, hearing, or other proceeding will also be subject to disciplinary action by the school district.

Persons who have been subject to harassment will be provided with support and assistance as appropriate in meeting their needs within the school environment, and will be aided in seeking further assistance if they so desire through referral to appropriate sources.

Notice of this policy shall be circulated to all the schools in the District and incorporated annually in staff and student handbooks. It shall be posted in the main office of each school and in all faculty lounges.

Training sessions on this policy and prevention of harassment shall be held annually for all staff members and students in an age-appropriate format.

Legal References:

Title VII of the Civil Rights Act of 1964

Title IX of the Education Amendment of 1972

Section 504 of the Rehabilitation Act; Title II of the ADA

M.G.L. c. 151B and c. 151C

M.G.L. c. 76, section 5

M.G.L. c. 119, section 51A

M.G.L. c. 71B, section 1 Revised: 101712009

Homework

The purpose of homework is to provide students an opportunity to practice, reinforce, and apply previously taught skills and acquired knowledge and prepare for future lessons, and is directly

tied to classroom assignments. Assignments should be clearly stated, taking into consideration the time allotments stated in the student handbooks.

Identification Badges

All staff are required to wear photo identification badges on school grounds when school is in session. Temporary badges will be provided to substitute staff and visitors. Staff will direct adults not wearing badges to report to the office.

Lesson Plans

It is the responsibility of each teacher to maintain a plan for instruction. Principals may request to view a lesson plan at any time. An emergency folder of plans should be available for an emergency absence.

Lunch Fees for Staff

[Lunch Fees](#), menus, and other information can be found on the Monomoy Food Services website.

Mandated Reporting

The staff of the Monomoy Regional School District is mandated by law to report promptly any suspected case of child abuse or neglect to the Department of Children and Families at 508-394-1325. Mandated school reporters include teachers, educational administrators, guidance or adjustment counselors, psychologists, attendance officers, social workers, day care providers, and health care professionals.

MRSD Reporting Procedures:

- All cases of suspected abuse will be reported to the Principal or designee who will immediately notify the appropriate personnel/designee to report to DCF.
- The building designee has the ultimate responsibility to notify all required authorities and to generate written reports.
- The reporter's name, alone, appears as the School System's representative.
- Please be aware that in the case of a crime being committed the proper authorities will be notified but the district must still interview individuals.

Mandated Trainings

Please refer to the [District website page for Professional Development](#) for information on mandated trainings for staff. (Time will be provided for staff to complete these trainings).

1. Civil Rights
 - a. Chapter 199 gender
 - b. Title IX
 - c. Title VI
 - d. EEOC
 - e. Harassments
 - f. 504
 - g. FERPA
 - h. Title II – ADA
 - i. Title X – McKinney -Vento
2. Bullying
3. Medical Emergency Response Plans
4. Crisis Plans
5. IDEA
6. Suicide Prevention – 2 hours (use SOS training)
7. Restraint/TO/Seclusion – Use DESE PowerPoint and include policy
8. Student Records
9. Mandated Reporting including school fires
10. Conflict of Interest – state training
11. ESSA – replaced NCLB
12. Allergies

Physical Restraint – For staff who have been trained

The purpose of Massachusetts Regulation 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent serious, physical harm
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Professional Development/Course

Reimbursement

In order to attend a Professional Development opportunity, appropriate paperwork must be completed in advance, which consists of a [Conference Request Form](#), [Leave Request Form](#), and supporting documentation regarding the conference content, registration fees, etc.

To be eligible for a reimbursement, staff must submit a completed [Course Reimbursement Form](#) to the building principal, as far as possible prior to the commencement of the workshop or other PDP professional pursuit. You will be notified when the approval sheet has been returned. It is your responsibility, within at least two school days of your absence, to verify that a substitute has been obtained for your scheduled absence. If you have attended a workshop, you will be expected to share the information that you received at a staff meeting. It is an expectation that the course is relevant to the staff member's assignment.

All District PD is recorded through [SmartPD](#). Please contact Faith Rushnak, Administrative Assistant (508-945-5130) if you have any questions.

See Contract MREA Unit A, Article 6/Unit B, Article 14

Purchasing

Utilizing the established purchase order approval process, purchases must only be made from vendors who are approved to do business with the Monomoy Regional School District. If a vendor that you wish to use is not currently an approved vendor, you should contact the Business Office (508-945-5148) and request a vendor addition form. Once we have received all of the pertinent information for the new vendor, it will be entered into our system, allowing you to purchase goods from that vendor with a purchase order. If you purchase an item without utilizing the established purchase order procedure, you will not be reimbursed for your expenditures. You should not be making purchases on your own and then submitting a request for reimbursement, nor should we be receiving invoices from vendors without a purchase order already in place. This is applicable to all personnel of Monomoy Regional School District.

Safety Drills

Safety drills will be conducted throughout the year. In most cases, the drills will not be announced. ALL adults must leave the building during a fire drill, including volunteers who may be in your room. Under the direction of the teacher, students are to leave the building as quickly as possible following the exit plan posted in each room. Unless otherwise instructed, students are to stay with their teacher/class at all times throughout the fire/emergency drill.

If you have a child who is unable to negotiate the stairs, remain with that child during the drill and assign your class to a teacher near you. You should agree upon a location with the principal/designee. The lift/elevator should not be used for these students, since there could be a power outage during a real fire.

[PLEASE REFER TO THE BLUE EMERGENCY PREPAREDNESS MANUAL LOCATED IN EACH CLASSROOM](#)

Salaries and Payments

Staff members' annual salary will be divided into twenty-six equal payments. With adequate written notice by August 1, staff may elect to receive the summer payments at the end of the following June or will otherwise receive them biweekly over the summer.

Movement from one salary column to another will become effective either at the start of the contract year or at the salary midpoint of the year. In order to advance at the start of the contract year, staff must notify the Superintendent in writing prior to June 15 that they are likely to be advancing at the start of the new contract year, and they must submit transcripts or grade reports or supporting documentation of all completed course work relative to this advancement on or prior to August 31. In order to advance at the salary midpoint, staff must notify the Superintendent in writing prior to September 15 that they are likely to be advancing at the salary midpoint, and they must submit transcripts or grade reports or supporting documentation of all completed course work relative to this advancement on or prior to January 15.

- [MRSD Finance Portal](#)
- [Pay Dates](#)

School Calendar

The [school calendar](#) is approved every spring by the school committee. The current academic year calendar can be found at the link below. The work year of staff will begin no earlier than the Wednesday before Labor Day and end no later than June 30.

School Closings

Information regarding school closings will be broadcast on local TV and radio stations, beginning about 6:30 a.m. All staff and school families will receive a Mass Notifications message from the Superintendent. School closing notices will also be posted on the district's website. Staff are encouraged to sign up for texting services offered from local stations.

Smoking/Smokeless Tobacco

The use of any tobacco products, clove products, as well as e-cigarettes/vapor pens, is prohibited within the school buildings, facilities, and school grounds, on school buses, and during field trips, school-sponsored events, and in vehicles parked in the school lots.

Social Media Guidelines

The lines between public and private, personal and professional are blurred in the digital world. Staff should be aware that private postings intended for just friends are potentially seen by others in the district, including parents and community members. Ultimately, staff are responsible for adhering to the School Committee's policy on Staff Conduct ([file GBEB](#)). All staff "will conduct themselves in a manner that not only reflects credit to the school systems but also sets forth a model worthy of emulation by students."

Staff Guidelines:

When contributing online, do not post confidential student information. Teachers serve as online moderators when content is contributed by students in the course of an assignment. No addresses or phone numbers should appear on school-based social media. When uploading digital pictures or avatars that represent yourself, make sure you select an appropriate image. Images reflect on your professionalism.

All communication between staff and students should be on a professional basis. Extracurricular advisors and/or coaches wishing to establish a social media platform must do so by using a Monomoy Regional School District email address. In such cases, the password will be provided to the district in a manner it prescribes. All contact and messages by extracurricular advisors and/or coaches with group/team members shall be sent to more than one member (i.e., captains, officers), except messages concerning medical or academic privacy matters, in which case the messages will be copied to the school principal and/or the athletic director. Before posting photos and videos, parental authorization must be obtained. Authorization to utilize a colleague's image must also be obtained.

Staff Evaluation

The Educator Evaluation System process and protocols can be found on the [Monomoy Regional School District website under Professional Development](#). All staff are to utilize their TeachPoint accounts for completing required forms during the evaluation process. Staff have the option to upload evidence into TeachPoint.

Staff Medications

Staff are encouraged to take medications at home, just as students are. Any medications needed at school should be kept secure. Staff may not share medication with students. Tylenol and Ibuprofen are available to staff in the Nurses' Offices.

Standards of Conduct

All faculty and staff serve as role models for the students with whom they work and as leaders in the community. Administrators are authorized to interpret this policy and their interpretations shall be given deference.

All staff members in the Monomoy Regional School District have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them. In the area of personal conduct, the district expects that teachers and other staff members will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students. All staff members will be expected to carry out their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be expected of all personnel:

1. Respectful interactions with students, colleagues and other constituents.
2. Faithfulness and promptness in attendance at work.
3. Support and enforcement of policies of the school committee and their implementing regulations and school rules in regard to students.
4. Diligence in submitting required reports promptly at the times specified.
5. Care and protection of school property.
6. Concern for and attention to their own and the District's legal responsibility for the safety and welfare of students.
7. Adherence to ethics as set forth by each staff

[See School Committee Policy Manual Section G](#)

Student Confidentiality & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information contained in a student's educational record. FERPA applies to all schools (K-12 and postsecondary institutions) that receive funds under various programs from the US Department of Education.

FERPA defines educational records as "records containing information in any medium (paper, electronic, microfilm, etc.) that directly relate to a student and are maintained by an educational institution or by a party acting for the institution." The information listed below is not considered

part of an educational record and thus is not regulated by FERPA. However, the information may be regulated or protected by other federal and state laws.

Items not considered part of an educational record include:

1. Records kept in sole possession of the maker that are not accessible or revealed to any other person except as a temporary substitute;
2. Certain law enforcement records;
3. Employment records that relate exclusively to the individual as staff;
4. Records that contain only information about an individual after they are no longer a student.

Anyone who handles personal information about students or other staff members has the obligation to maintain strict confidentiality. Records must be treated confidentially and professionally. They may be discussed only with individuals authorized to have access to such records.

Student Medications

Students are not to bring medication to school, including over-the-counter medicines. If you are aware of this happening, inform your building principal immediately. All medications require a pharmacy label, doctor's order, and a parental permission slip in order to be taken by students at school. Such medications are to be left by an adult in the health office to be administered by appropriate personnel only. Medications for students should not be discussed in the classroom setting. This is confidential information, and the rights of the students are to be respected. No student should be held responsible for reminding another student to take their medication

Substitute Teachers

Lesson plans should be clear and informative for the substitute. In addition to the plan and materials needed to carry out the lesson, the substitute should have the following information available: your duties for the day, safety drill procedures, class lists and seating plans, and pertinent student medical information, that will help the substitute. Plans can be included online when using the online substitute tool.

Teacher Web Pages

Teaching staff are expected to create or update a web page on the district website. Web pages will be created using a district-provided template. All information shall be updated at least annually. New teachers will create a web page as a part of the new teacher orientation/induction process. All teachers will be provided time annually during a faculty meeting to update their web pages with support provided by the district. Teacher web pages should include at least the following:

- A personal introduction;
- A description of the course(s) or class/grade taught;
- Student expectations for learning, which may include behavior and preparation/required materials;
- Pertinent information and/or links to other learning resources used like apps, external websites, etc.;
- How parents can best contact you.

Technical Support

If you are having computer problems and need assistance, you can contact the technology department via the Technology Help Desk, which is located [on our website](#). Site-specific technicians:

- Chatham Elementary – ceshelp@monomoy.edu – Patrick McGovern
- Harwich Elementary – heshelp@monomoy.edu – Alan Hagberg
- Middle School/Central Office – mshelp@monomoy.edu – Kathy Coyne
- High School – mhshelp@monomoy.edu – Dan Cogswell
- All other – help@monomoy.edu – Assigned to appropriate technician

Textbooks

Textbooks represent a large expense in the budget of the District and proper care and accounting of them is imperative in order to support the District's investment. Staff is expected to record the assignment of textbooks using a number and/or letter system and to maintain a record of student assigned textbooks. All textbooks are expected to be returned to the classroom at the end of the school year. All uncollected texts should be reported to the building principal.

Time Sheets/Time Cards

[Time Sheets](#) are to be used for any additional before- and/or after-school hours that have previously been approved by administration and/or appointment.

Time Cards are to be submitted biweekly by all custodians to the payroll office via the Lead Custodians and/or District Facilities Director.

Tutoring

The conflict of interest law places some restrictions on teachers tutoring students in their own districts, but does not forbid it. The following are the types of situations that may violate the law, as explained further below:

- A teacher recommends that one of her own students receive private tutoring, and then is paid to do the tutoring.
- A teacher privately tutors her current students.
- A teacher conducts a private tutoring business after hours in his public school classroom.
- A teacher is paid by her own district in a second job to provide tutoring.
- A teacher is paid to provide services that the district has found to be necessary for a child, for instance under an IEP.
- A teacher tells one of his students that he is available for private instruction over the summer.

Visitors to the School Campus

The School Committee welcomes visitors to our schools, and feels strongly about protecting the safety and security of our students and staff. Therefore, all visitors and outside school personnel must enter the building through the main entrance, report to the main office, sign the visitor's log book, and receive a visitor's badge. All school staff should report the presence of any unidentified person to the main office. Staff are to keep exterior doors closed if exiting the building for recess, outside physical education, or general exiting. [See School Committee Policy Manual Section K.](#)

Volunteers

If you need assistance in gathering volunteers for an event or project, [please complete this form](#). The MRSD Community Engagement Coordinator, Joy Jordan, will work to help you get the help you need!

All volunteers should have an updated CORI. Any CORI questions should be directed to your school's administrative assistant(s).

Workmen's Compensation

If you are injured at work, you should obtain an Incident Form from your school nurse. If you need to seek medical attention, you should go to the nearest urgent care center or hospital. You should not use your medical insurance but report your injury to your health care provider as a "work-related injury."

You should obtain the Incident Form from the nurse or school office, fill it out completely, have your supervisor sign it, and send it to Central Office immediately so that a claim may be initiated. Our provider's information:

Massachusetts Education & Government Association (MEGA)

100 Quannapowitt Parkway
Suite 201
Wakefield, MA 01880
Phone (781) 683-1000
Fax (781) 246-3425

Please send all medical bills to Central Office for payment. Should you require time out of work, please let your supervisor and Central Office know that it is related to the "work injury" so that time is recorded correctly.

If you are disabled more than five (5) days, please complete additional forms provided by Central Office.

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Signature Page

My signature indicates that I have received a copy of the Monomoy Regional School District Staff Handbook. I understand that it contains important information on the general personnel policies and practices of the District and of the privileges and obligations of being an Staff of the District.

I understand that this handbook does not constitute a contract and makes no guarantees of employment, compensation, or benefits.

Print Name: _____

School: _____

Signature: _____ Date: _____