



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, December 22, 2022 at 6:30PM
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. Public Comment: Speakers are limited to three minutes; additional time at the discretion of the Chairperson

C. Approval of Minutes

- i. December 8, 2022

D. Reports and Discussions

- i. Review Subcommittee Assignments - updated version
- ii. MRHS Open Campus Program - Vote Required
- iii. Approval of MRHS Animal Welfare Club donation to The NE Society of Abandoned Animals - Vote Required
- iv. MRSD Budget Projection - 5 Year Plan
- v. Adjustment to the January 2023 School Committee meeting dates

E. Subcommittee, Representatives, Liaison Report

- i. Finance Subcommittee - reporting out

F. Superintendent's Report

- i. Recognition of Donations, Grants, and other Acknowledgments

G. Action Items - Vote Required

- i. Approval of MRHS Animal Welfare Club donation to The NE Society of Abandoned Animals
- ii. MRHS Open Campus Program
- iii. Second Reading- Policy File AC: Nondiscrimination Policy
- iv. Second Reading- Policy File JB: Equal Educational Opportunities
- v. Second Reading- Policy File JL: Student Welfare
- vi. Second Reading- Policy File IJLA - Library Resources
- vii. Second Reading- Policy File JKAA: Physical Restraint
- viii. Second Reading- Policy File DN: Sale of Surplus Equipment

H. Presentation of the Warrants

I. Adjournment

'22 DEC 20 PM 3:47:17

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, December 08, 2022 at 6:30PM
Monomoy Regional High School Library - 75 Oak Street, Harwich, MA 02645

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

Members present: Jackie Zibrat-Long, Chair; Meredith Henderson, Vice Chair; Terry Russell; Jessica Rogers; Betty Gray; Tina Games; Danielle Tolley (joined at 6:35)

Members attending remotely: Sharon Stout

Administrators present: Scott Carpenter; Michael MacMillan; Melissa Maguire; Marc Smith; Jim Birchfield; Joy Jordan

- A. Call to Order:** The meeting called to order at 6:31 by Chair Jackie Zibrat-Long
- B. MRHS Jazz Band performance** - Volunteer Director Wayne Naus introduced the MRHS Jazz Band and noted that this is an extracurricular activity for the students. The Jazz Band played for school committee members for approximately ten minutes and was thanked by the committee for their performance.
- C. MRHS Student Representative** - MRHS Student Representative Samantha Goode shared updates on happenings around the school, including Credit for Life Fair, fall sports playoffs, start of winter sports, fall play, active clubs, congressional debate, SHORE program activities, and the student internship program.
- D. Public Comment:** None
- E. Approval of Minutes**
- i. November 3, 2022**
- MOTION:** Meredith Henderson moved to approve the meeting minutes of the November 3, 2022 MRSC meeting. The motion was seconded by Jessica Rogers.
- ROLL CALL VOTE:** Sharon Stout: abstain, Tina Games: aye, Betty Gray: abstain, Jessica Rogers: abstain; Terry Russell: aye; Meredith Henderson: aye; Danielle Tolley: aye, Jackie Zibrat-Long: aye.
- The Motion passes** with 5 ayes and 3 abstentions.
- F. Reports and Discussions**
- i. Welcome New MRSC Member - Betty Gray**
- Jackie Zibrat-Long introduced Betty Gray, the new Chatham representative to the Monomoy Regional School Committee.
- ii. Class of 2023 - Open Campus Pilot Program - update**
- Class of 2023 officer Jack Yuskaitis shared results of parent survey which was generally positive though there was a low response rate. Class Officer Christie Beckley shared draft parameters, similar to initial presentation with adjustments as requested. Jack Yuskaitis discussed the liability form, which was adopted from the one

used in the internship program. The students and MRHS Principal Jennifer Police then answered clarifying questions from committee members. The students were asked to clean up the document and bring back a final version to the next meeting on December 22, 2022. Principal Police noted that they will send the survey out again to try to get more parent/caregiver feedback.

iii. Subcommittee assignments

With the addition of new MRSC member Betty Gray, Chair Jackie Zibrat-Long revisited the 2022-2023 subcommittee assignments. A summary of the changes are as follows:

Tina Games asked to take the Westgate assignment from Jessica Rogers. Betty Gray will join the Policy Subcommittee to replace Danielle Tolley. Betty Gray has also been assigned to the Finance Subcommittee. Danielle Tolley joined the Negotiation Subcommittee and has asked to leave the District Wellness committee as she couldn't make it to meetings. Betty Gray has joined Wellness in her place.

Jackie Zibrat-Long will create a new list of subcommittee assignments from this discussion which will be brought for review and consensus agreement at the December 22, 2022 MRSC meeting.

iv - ix Policy Files AC: Nondiscrimination Policy, JB: Equal Educational Opportunities, JL: Student Welfare, JLA - Library Resources, JKAA: Physical Restraint, DN: Sale of Surplus Equipment were presented for a first reading. No modifications or edits were suggested therefore the policies will come back for a second reading and approval vote at the December 22, 2022 MRSC meeting.

x. Discontinuing Policy File IJL: Media Center Materials and Adoption - Vote Required

MOTION: Danielle Tolley moved to discontinue policy file IJL: Media Center Materials and Adoption. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout: aye; Danielle Tolley: aye; Tina Games: aye; Betty Gray: aye; Jessica Rogers: aye; Terry Russell: aye; Meredith Henderson: aye; Jackie Zibrat-Long: aye.

UNANIMOUS the motion passes.

xi. FY23 Qtr 1 Finance Report - Vote Required

Michael MacMillan, Business Manager, presented the report.

MOTION: Meredith Henderson moved to approve the FY23 budget transfers as listed in the memo presented to the School Committee including \$76,023 transferring from teachers major account to guidance and counseling and \$25,000 from pupil services to instructional leadership. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout: aye; Danielle Tolley: aye; Tina Games: aye; Betty Gray: aye; Jessica Rogers: aye; Terry Russell: aye; Meredith Henderson: aye; Jackie Zibrat-Long: aye.

UNANIMOUS the motion passes.

xii. FY24 Draft Budget Presentation

MRSD Business Manager Michael MacMillan presented a high-level overview of the FY24 budget, including assumptions about increases and decreases, ESSER funding, and potential additions to the budget, noting that much of it will change in the coming months; next steps will be to continue to review priorities and requests from principals and update figures as more information becomes available; see detailed presentation included in packet

xiii. Approval of MRHS Culture Committee donation to Global Giving - Vote Required

MRSD Business Manager Michael MacMillan shared the student activity funds that they would like to donate to a charity.

MOTION: Meredith Henderson moved to approve a donation in the amount of \$164 from the MRHS Culture Committee to Global Giving. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout: aye; Danielle Tolley: aye; Tina Games: aye; Betty Gray: aye; Jessica Rogers: aye; Terry Russell: aye; Meredith Henderson: aye; Jackie Zibrat-Long: aye.

UNANIMOUS the motion passes.

G. Subcommittee, Representatives, Liaison Report - none

H. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

- i. Accepting Donation from the Harwich Garden Club - 90 year celebration involved planting 90 trees in town and would like to donate 20 trees to HES to be placed around the playground. Will work with the town to place the trees

Dr. Carpenter continued in his report noting that the POG Development Team meetings continue apace discussing the qualities the group would like to see our students have.

I. Action Items

i. Discontinuing Policy File IJL: Media Center Materials and Adoption - Vote Required

MOTION: Danielle Tolley moved to discontinue policy file IJL: Media Center Materials and Adoption. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout: aye; Danielle Tolley: aye; Tina Games: aye; Betty Gray: aye; Jessica Rogers: aye; Terry Russell: aye; Meredith Henderson: aye; Jackie Zibrat-Long: aye.

UNANIMOUS the motion passes.

ii. FY23 Qtr 1 Finance Report - Vote Required

MOTION: Meredith Henderson moved to approve the FY23 budget transfers as listed in the memo presented to the School Committee including \$76,023 transferring from teachers major account to guidance and counseling and \$25,000 from pupil services to instructional leadership. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout: aye; Danielle Tolley: aye; Tina Games: aye; Betty Gray: aye; Jessica Rogers: aye; Terry Russell: aye; Meredith Henderson: aye; Jackie Zibrat-Long: aye.

UNANIMOUS the motion passes.

iii. Approval of MRHS Culture Committee donation to Global Giving - Vote Required

MOTION: Meredith Henderson moved to approve a donation in the amount of \$164 from the MRHS Culture Committee to Global Giving. The motion was seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout aye, Danielle Tolley aye, Tina Games aye, Betty Gray aye, Jess Rogers aye, Terry Russell aye, Meredith Henderson aye, Jackie Zibrat-Long aye

UNANIMOUS the motion passes.

iv. Presentation of the Warrants

Accounts Payable and Payroll warrants were presented for School Committee member signatures

J. Adjournment

MOTION: Danielle Tolley moved to adjourn, seconded by Jessica Rogers.

ROLL CALL VOTE: Sharon Stout aye, Danielle Tolley aye, Tina Games aye, Betty Gray aye, Jess Rogers aye, Terry Russell aye, Meredith Henderson aye, Jackie Zibrat-Long aye

UNANIMOUS: the meeting adjourns at 9:43 p.m.

Respectfully submitted,

Joy Jordan
Recording Secretary



Monomoy Regional School Committee

2022-2023

Subcommittee, Representative and Liaison Assignments

Subcommittees Small group of the school committee (less than a quorum) tasked with bringing recommendations for committee action (* Chair)	Representatives A school committee member who is a member of a larger committee requiring school committee representation (i.e. Cape Cod Collaborative; Wellness Committee; etc.)	Liaisons A school committee member who is responsible for being the communication link between the MRSC and another group or committee
Superintendent Evaluation 1. Jackie Zibrat-Long 2. Danielle Tolley 3. Meredith Henderson 4. Jessica Rogers	Westgate Foundation 1. Tina Games	Special Education PAC 1. Meredith Henderson
Finance 1. Betty Gray 2. Jackie Zibrat-Long 3. Terry Russell 4. Sharon Stout	Sick Bank 1. Jackie Zibrat-Long	Select Board & Finance Committees (2) Chatham: 1. Jackie Zibrat-Long (2) Harwich: 1. Tina Games 2. Terry Russell
Negotiations 1. Danielle Tolley 2. Meredith Henderson 3. Tina Games 4. Terry Russell	Cape Cod Collaborative 1. Jessica Rogers	Regional Agreement Working Group 1. Jackie Zibrat-Long 2. Danielle Tolley 3. Tina Games 4. Meredith Henderson
Warrant and Payroll 1. Jackie Zibrat-Long 2.	District Wellness Committee 1. Betty Gray	Legislation 1. Tina Games
Policy Subcommittee 1. Betty Gray 2. Sharon Stout 3. Tina Games 4. Jessica Rogers	Housing Advisory Committee 1. Tina Games 2. Jessica Rogers	Strategic Plan Steering Subcommittee 1. Danielle Tolley 2. Sharon Stout 3. Jessica Rogers

MEMORANDUM

To: Monomoy Regional School District School Committee,

From: Jennifer L. Police, MRHS Principal

Date: December 22, 2022

Subject: Open Campus Lunch Pilot

In collaboration with the Class of 2023 Officers, Class Advisors, and School Administration Team, I like to submit our student's final proposal for the Open Campus Pilot Program. You will notice that we added all recommendations and suggestions in red, including appropriate actions and consequences for poor attendance.

It would be our request that the committee vote on the proposal at the upcoming December 22nd meeting, with the idea that we can take steps toward implementation after the holiday break. Additionally, we will attempt to survey senior parents a second time with the hopes of a higher participation rate and more valid data. Shuttle bus transportation will also continue to be investigated.

Lastly, it is our expectation to return at a later date in an effort to provide the committee with data regarding our soft launch, as well as recommendations and adjustments.

Sincerely,

Jennifer L. Police, MRHS Principal

Monomoy Regional High School

Open Campus Pilot Parameters



Open Campus Parameters

- The Open Campus Pilot will be held during Day 1 Jawsome Advisory (once every seven school days). It will be held for the entire duration of the Jawsome Hour (12:09 - 1:03 and 11:42 - 12:36 on early release days). It will be offered exclusively to seniors. Students must sign up for the Open Campus Jawsome offering using MyFlexLearning. **Students will be required to sign out/in with a designated administrator as they exit and re-enter the building. This will be managed from the rear Community Entrance.**
- Students should be passing all classes to participate in open campus.
- Students must have consistent attendance. **Students will have their Open Campus privileges revoked for four months if they exceed 4 unexcused tardies in a quarter.**
- Students may **not** walk anywhere on campus other than to and from the vehicles they will be using for transportation. All participating students must be in a vehicle. **Designated faculty and SRO will oversee the exit and re-entry of all participating students.**
- Students may drive other students, but **only** if they are off the Passenger Restriction of their Junior Operators License (JOL), or if the passenger is over 18. **Any reported motor vehicle moving citations or JOL infractions, while on Open Campus, will result in the loss of open campus privileges.**
- Students who come back to school after the designated end time of Jawsome will have their open campus revoked and/or will face consequence(s) determined by the school administration.
- Any violations of school rules during open campus will result in appropriate disciplinary action by the school, as outlined in the School Handbook.
- Open Campus may be revoked for any reason as seen fit by the school administration (ex: inclement weather, school assemblies, etc.)

*****Below are some of the places that are within close proximity to the school. We will be reaching out to these small businesses in our community should open campus be approved.**

- | | | |
|-------------------------|-------------------------------|------------------------------|
| ● Dunkin' Donuts Mobil | ● Ruggies Breakfast and Lunch | ● J-Bar; Cape Cod Juice Bar |
| ● Pizza Shark | ● Cumberland Farms | ● Cape Roots Market and Cafe |
| ● The Seal Pub and Cafe | ● Harwichport House of Pizza | ● Hot Stove |

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Jeffery Sylvia
Assistant Principal
jsylvia@monomoy.edu



**MONOMOY REGIONAL HIGH
SCHOOL**

75 Oak Street
Harwich, MA 02645
Phone 508-430-7200

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

December 6th, 2022

New England Society of Abandoned Animals
Box 626
Osterville, MA 02655

To Whom It May Concern,

Enclosed please find a check for \$475.00 (Four Hundred and Seventy Five Dollars) for your wonderful organization to use to help animals. The money was recently raised at a bake sale hosted by our school's Animal Welfare Club at the Stop & Shop in Harwich, Mass.

If you would please send us a brief acknowledgement for our records, we would greatly appreciate it.

Thank you for all you for the Cape's voiceless,
Sincerely,

Beth Howe and Lisa Forte-Doyle
Co-Advisors
Animal Welfare Club
Monomoy Regional High School

FY24 Budget

FIVE YEAR OUTLOOK

12/20/2022



Why look ahead?

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

Major items with possible budget impact



* - Possible

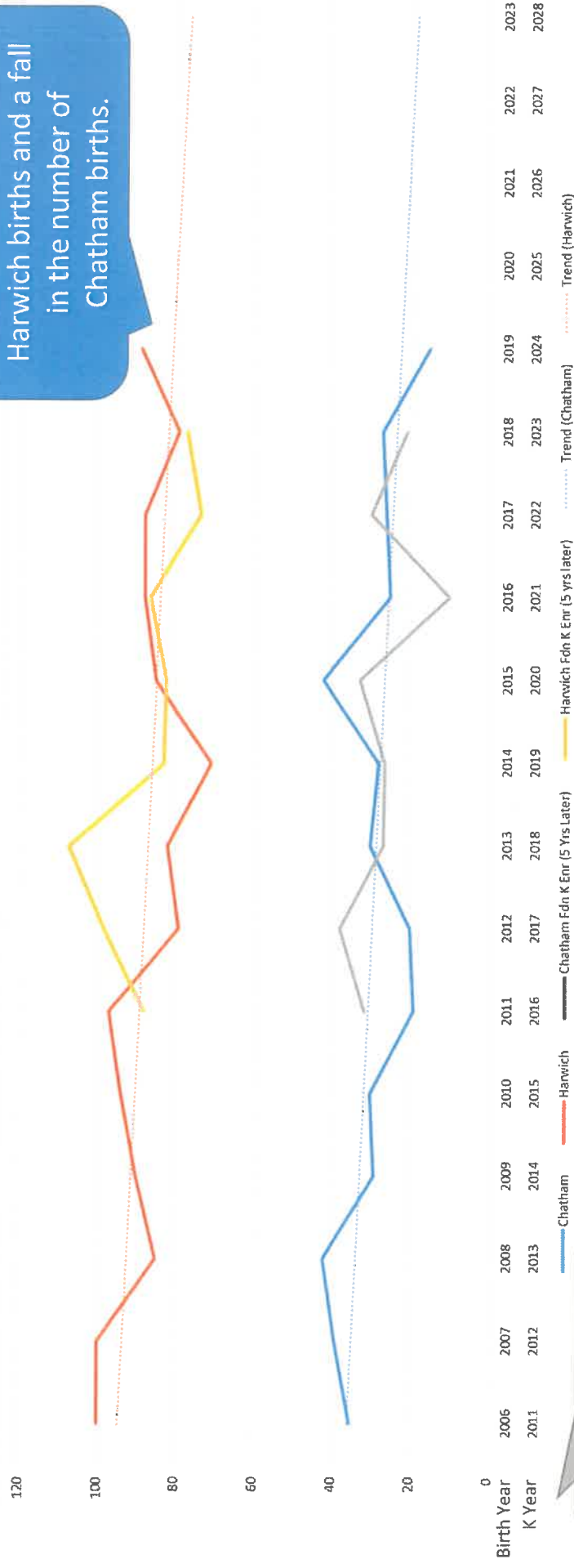
Enrollment Projections

- Assumptions:

- FY23 October 1 data is the baseline.
- Each year, all classes progress to the next grade.
- Each class progression is amended by the average change from 2016 to 2023. For example, the Harwich foundation enrollment grew, on average 4% from grade 5 to grade 6 in that period. In the projection, a 4% increase was applied to the class in grade 5 as it moved to grade 6 for each of the projected years.
- Prekindergarten enrollment is the average of the preceding 4 years' enrollment.
- Kindergarten enrollment is assumed to increase in FY24 and then fall – Chatham by 0.5 students per year, Harwich by 1 student per year.

Birth rates are not a direct predictor of kindergarten enrollment but possibly indicate a broader trend.

In 2019 there was an increase in the number of Harwich births and a fall in the number of Chatham births.

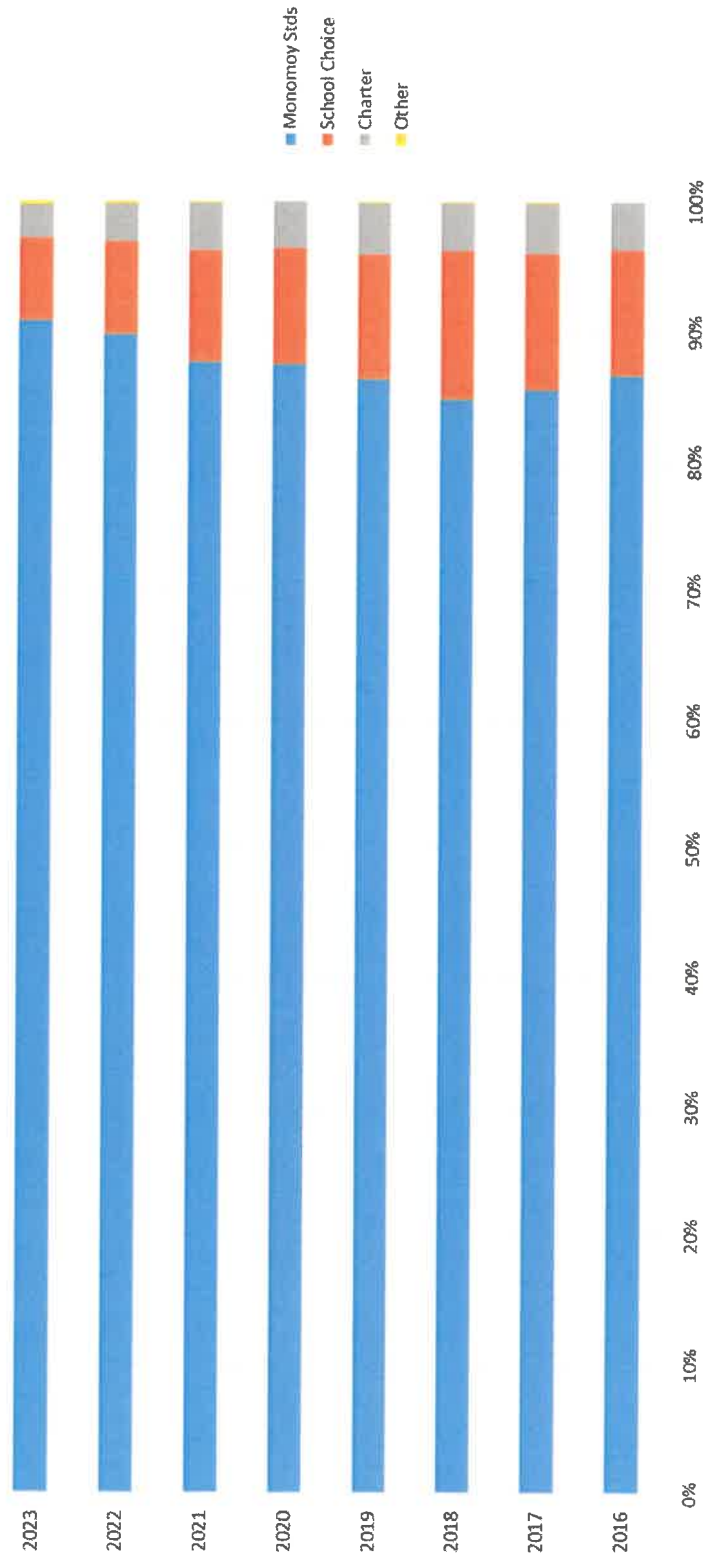


Birth years are calendar years, whereas K years are school years so not there is not a direct match.

Enrollment Projection Summary: the historic trend suggests that there will be reductions in all enrollment types in the next five years. However, the scale of the reduction may be overstated due to the influence of the COVID 'drop' in the enrollment trends, also the further out the projections the bigger the impact of kindergarten enrollment estimates which are difficult to predict.

Figure	Forecast	% change from FY23 to FY29	Impact
Harwich Foundation Enrollment	The older grades have higher enrollment figures, and as they graduate, we expect to see a gradual reduction in enrollment. Currently, the three largest grades are G5, G8, and G10.	10% reduction	Annual enrollment determines the minimum local contribution, set by the state. The MLC and the three-year average foundation enrollment significantly impact each town's assessment.
Chatham Foundation Enrollment	The elementary grades have lower enrollment than the middle school, the average enrollment is 26 students per class in K-4, and 32 students per class in 5-12.	19% reduction	
Harwich MRSD Enrollment	Although the younger grades have lower enrollment figures than the top half of the school, grades 11 and 12 have relatively low enrollment. Enrollment is likely to increase from FY23 to FY25, followed by a decline.	14% reduction	These figures determine the town assessments of transportation costs, and have an impact on the district's need for staffing and resources.
Chatham MRSD Enrollment	The highest enrollment grades are in the middle grades. The average enrollment in grade span is: K-G4: 24.5, G5-G8: 34, G9-G12: 24.8.	21% reduction	
School Choice Enrollment – IN	The older grades have significantly higher enrollment, the average enrollments are K-G6:15, G7-G12:24. In part, this reflects greater opportunity and propensity for students to school choice in older grades.	16% reduction	The number of school choice students impacts the districts needs for resources, however, the district is compensated through state funding - \$1.5m in FY22.
School Choice Enrollment - OUT	As with school choice 'in', the highest enrollment numbers are in the older grades – averages - K-G6:4, G7-G12:13.	28% reduction	The district is assessed a payment by the state for students who choice out - \$741K in FY22.

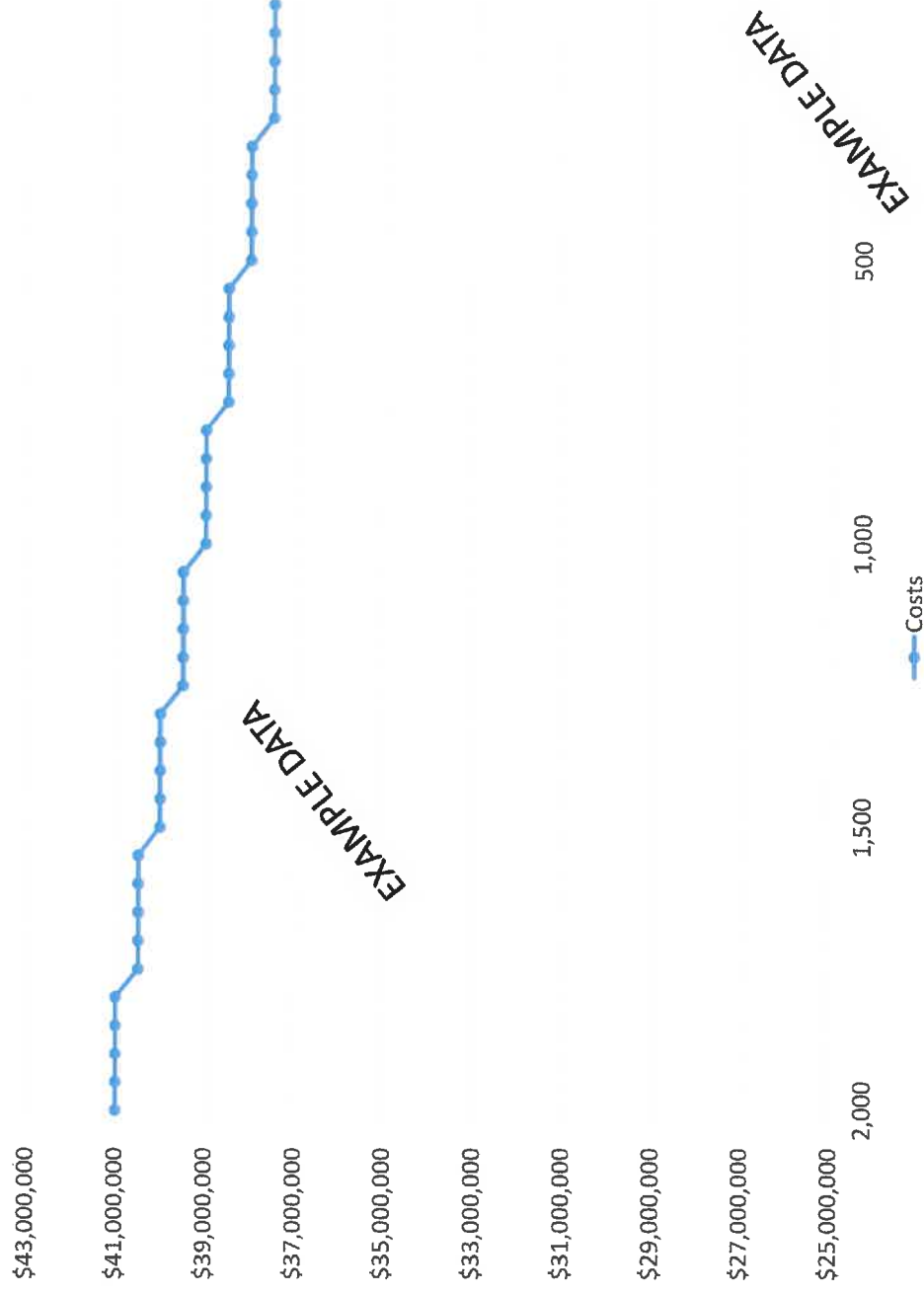
Since FY16 the share of Chatham and Harwich resident students educated in Monomoy Regional Schools has been increasing.



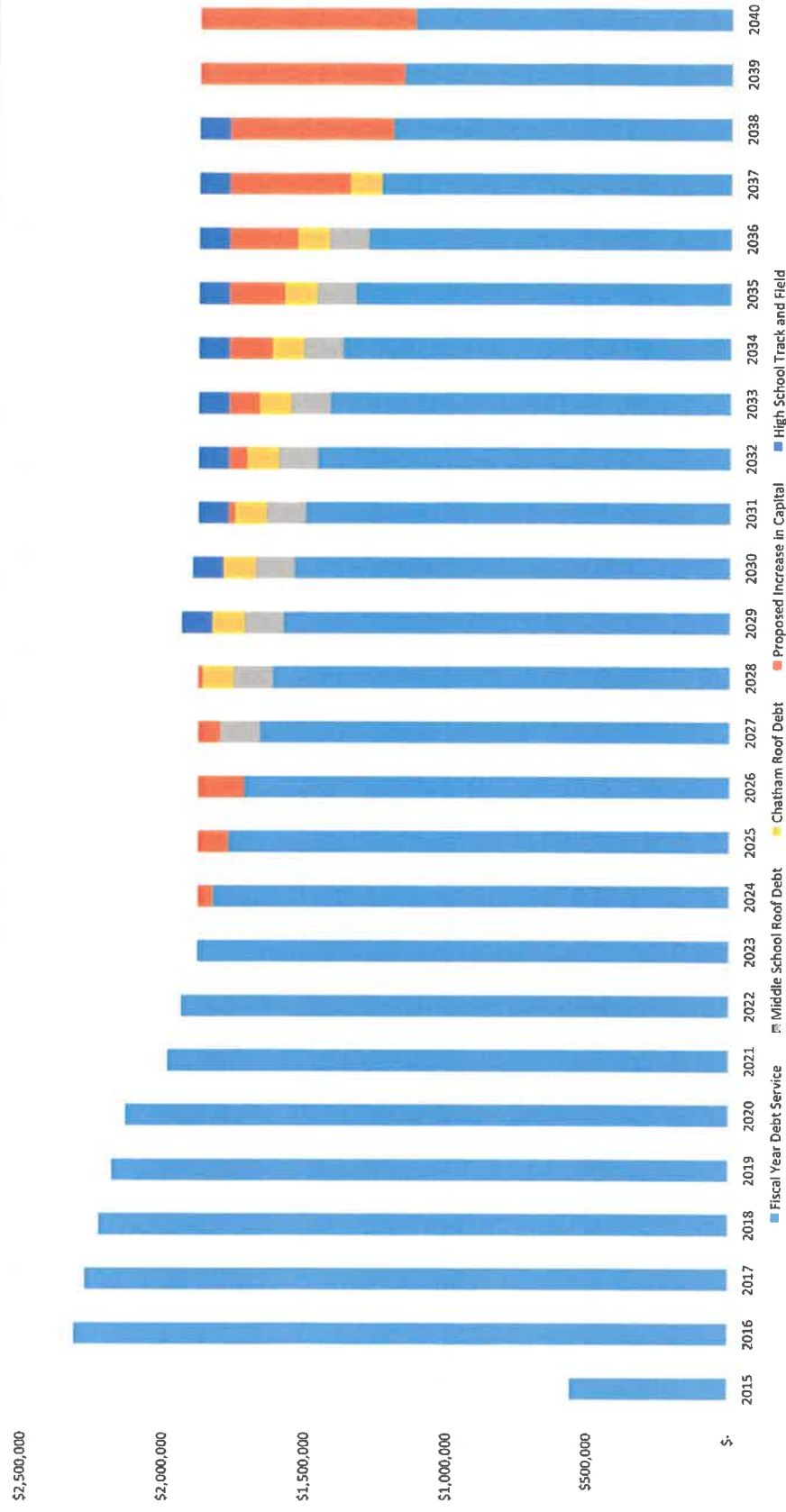
Fixed costs vs Variable costs

Most of the district's budget is made up of 'quasi-fixed' costs. Quasi fixed costs are linked to enrollment but not directly. For example 50 fewer students throughout the district does not result in a need for fewer teachers. However, a significant fall in enrollment or a fall concentrated in a particular grade can reduce some costs.

Quasi – Fixed Costs



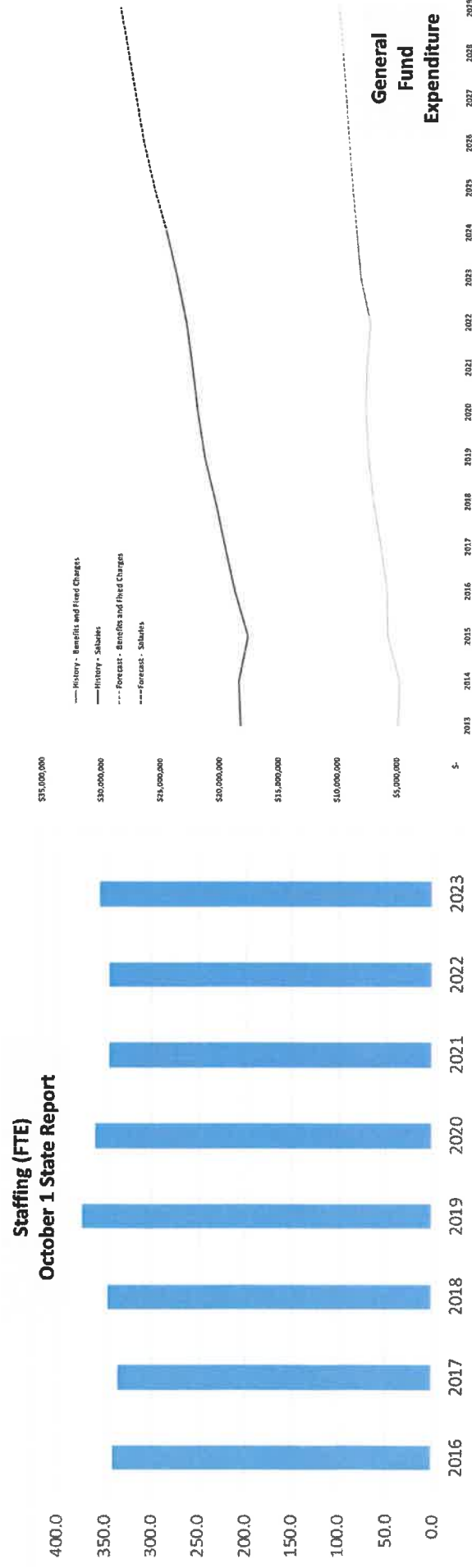
Debt – debt payments on high school reducing each year until the final payment of \$1.12m in FY40. The district is likely to increase debt payments for MRMS and CES roof projects. The difference between current debt levels and future levels, where positive, should be invested in capital improvements.



Capital: it is at least 20 years since the last major renovation at CES, HES, and MRMS. Over the next 5-10 years, there is likely to be a greater need for capital investment.

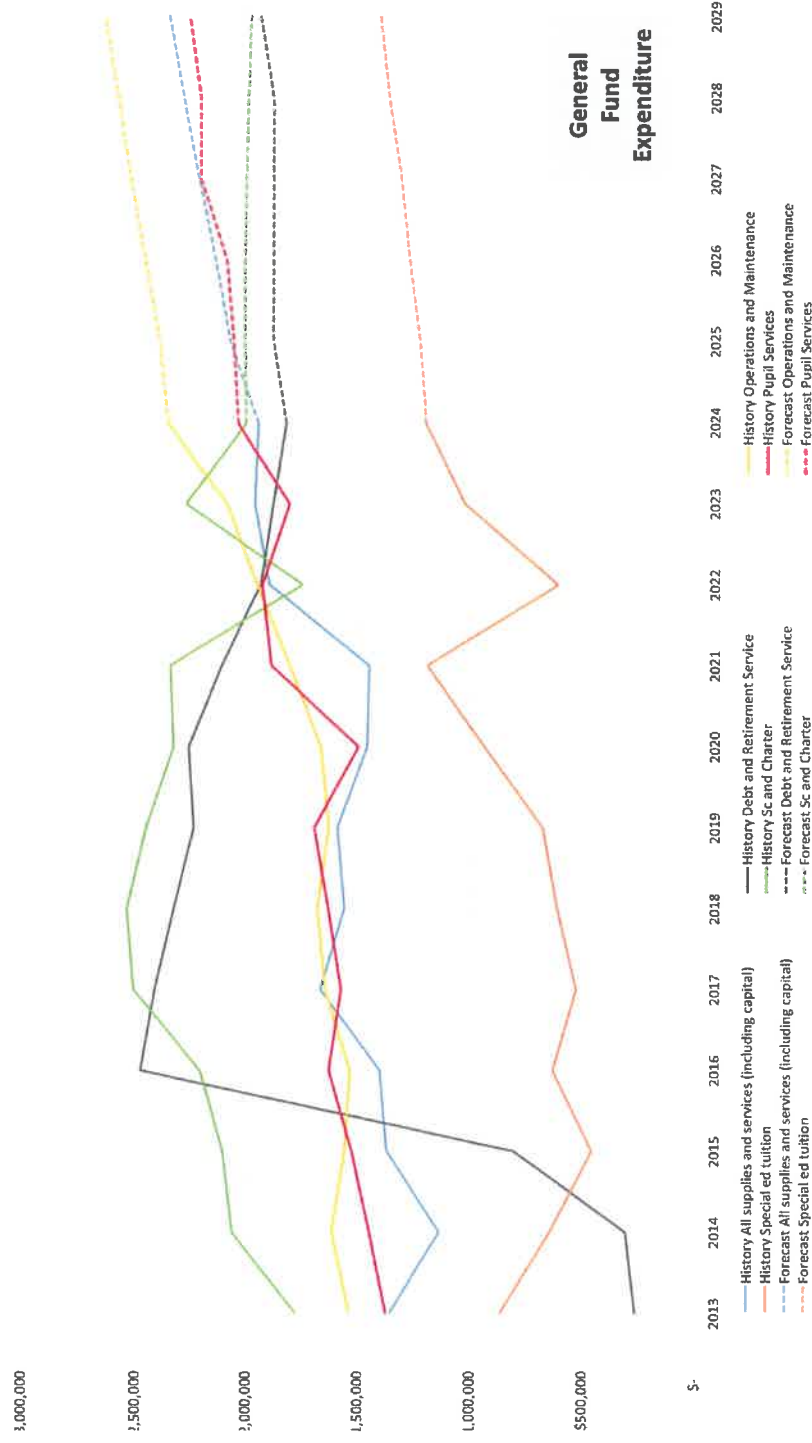
Item	Expected Useful Life	CES	HES	MRMS	MRHS
Boilers	20 years	26	1 is 20 y.o. 2 are 32 y.o.	26	10
Generators	20 years	26	20	27	10
Roof	20 years	27	20	26	10
Windows	20 years	27	20	26	10
Doors	20 years	27	20	26	10
Elevator	20 years	N/A	20	26	10
Hot water tank	15 years	2	20	5	10
Pumps	20 years	26	20	2 are 7-12 y.o. 2 are 5 y.o.	10
Auditorium	10 years	N/A	N/A	N/A	10
Turf Field	15-20 years	N/A	N/A	N/A	10
Track	15-20 years	N/A	N/A	N/A	10

Staffing: In the short term, there will be significant pressure on salaries. Looking further ahead there is likely to be a reduced demand for staff overall. After declining since FY19, staffing increased from 2022 to 2023, largely due to ESSER funded positions.



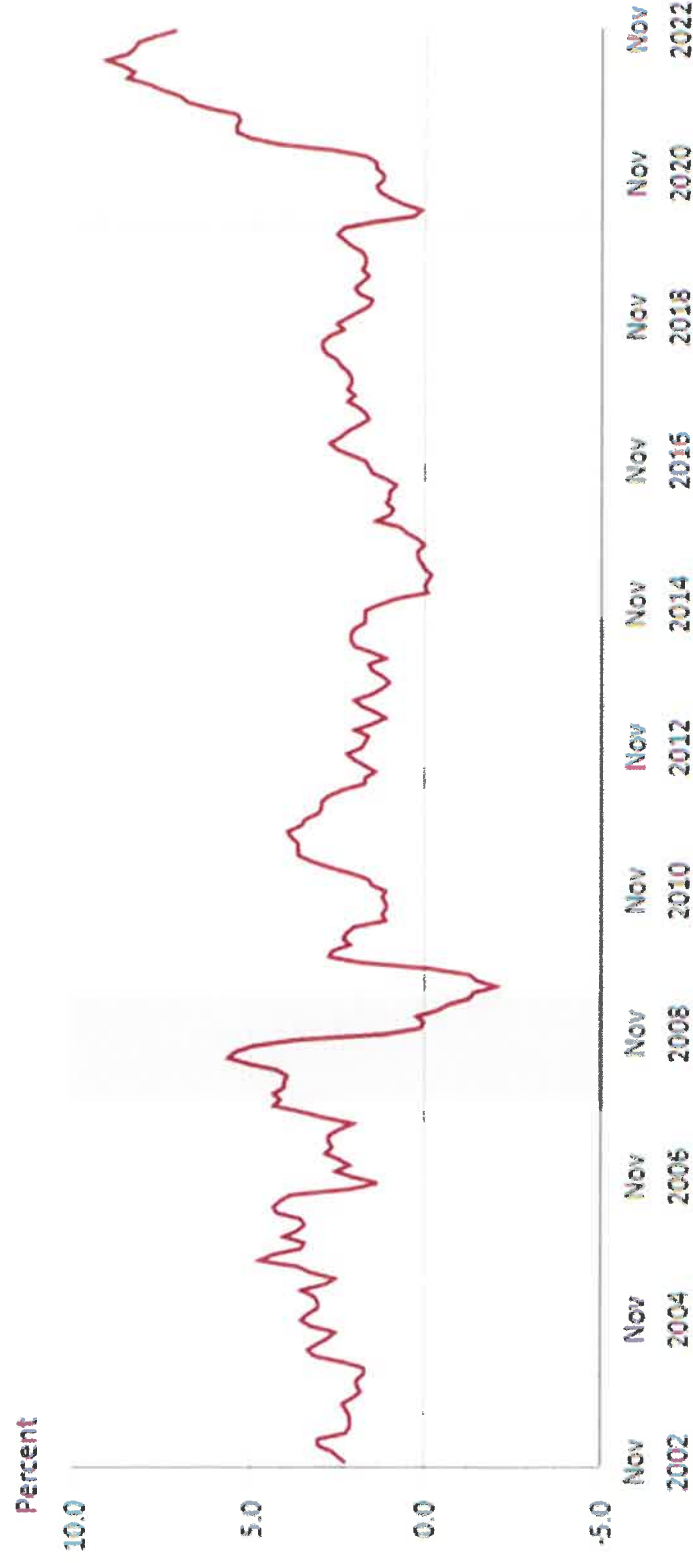
Although enrollment figures are expected to decrease, student needs, particularly special education needs, have increased recently and are driving demand for staff.

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



- Operations and maintenance:** The cost of maintaining district HVAC and other building components is increasing, due to the age of the buildings. The district is also seeing an increase in the cost of specialized contract services (and lower availability).
- All other supplies and services:** This category was recently expanded to include technology purchases. An above-trend increase in expenditure is forecast for this category due to the recent changes in inflation.
- School Choice and Charter Tuition:** Expected to stay relatively steady as increases in per pupil tuition cost is offset by a reduction in the number of student.
- Pupil Service:** This includes transportation which is susceptible to changes in gas prices and recruitment pressures driving up wages.
- Debt payments:** As the high school debt 'rolls off' it will be replaced by new debt projects and additional investment in capital improvements (see slide above).
- Special education tuition:** This expenditure is very difficult to estimate, although lower overall enrollment would suggest a reduction, the level and intensity of student needs are increasing.

12-month percentage change, Consumer Price Index – all items.



Hover over chart to view data.

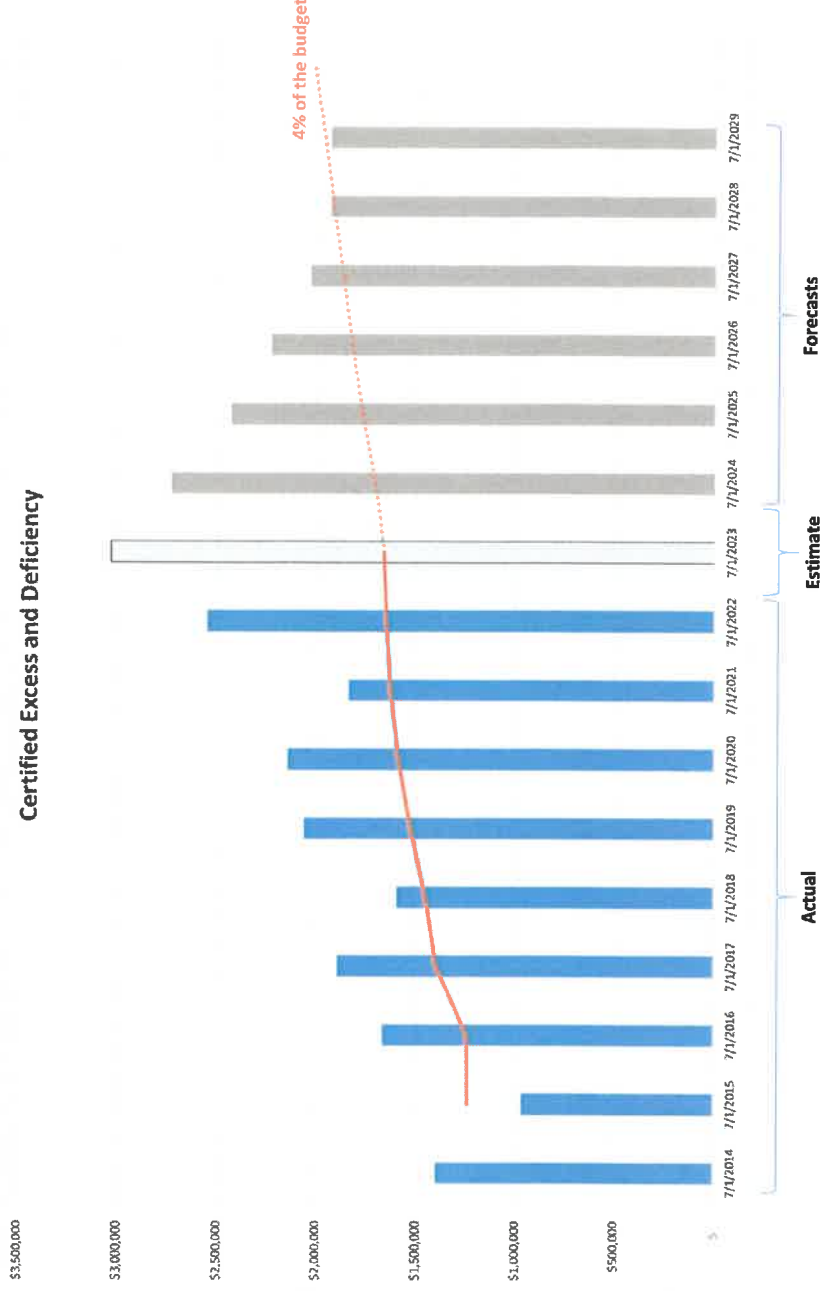
Note. Shaded area represents recession, as determined by the National Bureau of Economic Research

Source: U.S. Bureau of Labor Statistics

Excess and Deficiency:

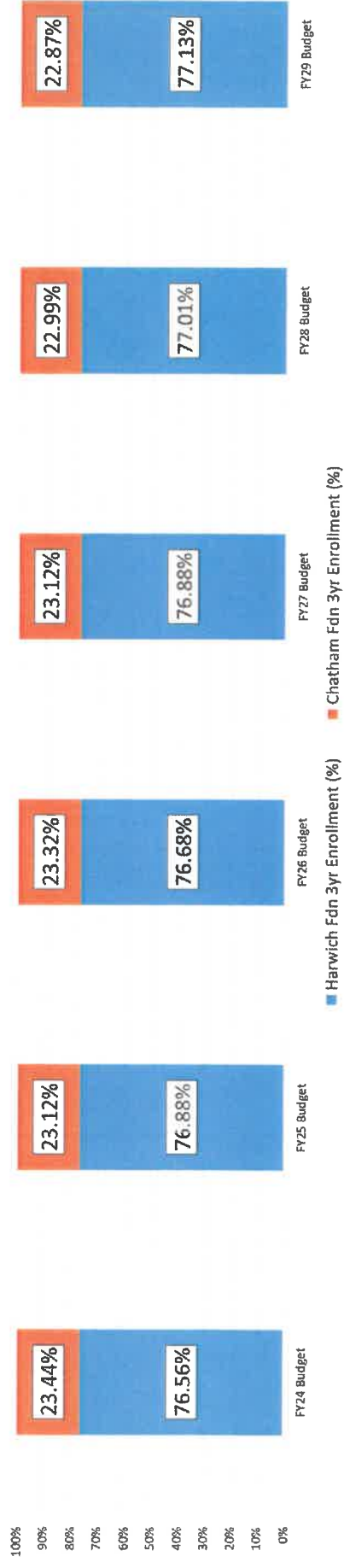
In recent years, the COVID-related restrictions on activities and staffing turnover have led to an increased Excess and Deficiency at the end of FY21 and FY22.

The district's plan is to slowly reduce the end-of-year E&D to 4% of the budget, while minimizing the impact on the budget year to year.



Assessments

- Difficult to forecast as town property valuation and income both impact the calculation.
- Each town's share of enrollment will impact the assessment for that year.



For review
Monomoy Regional School District
Student Welfare - Supervision and Safety of Students

Supervision of Students

1. School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.
2. In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.
3. During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Notification to school personnel of reporting requirements for child abuse and neglect

The Monomoy Regional School Committee shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for filing under section 2A of chapter 148.

A. Duties of Mandated Reporters Under G.L. c. 119, §51A

1. Mandated reporters have a duty to report certain information to the Department of Children and Families ("DCF") or if they are a member of the staff of a school, they may instead notify the person or designated agent in charge of such school who becomes responsible for notifying DCF.
2. The duty to report under G.L. c. 119, §51A is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from:
 - a. abuse, which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse;
 - b. neglect, including malnutrition;
 - c. physical dependence upon an addictive drug at birth;
 - d. being a sexually exploited child; or
 - e. being a human trafficking victim as defined by section 20M of chapter 233.

B. The definition of "mandated reporters" in G.L. c. 119, § 21 includes, among others:

1. Public and private school teachers, nurses, educational administrators, guidance counselors, psychologists, school attendance officers, social workers, child care workers, physicians, emergency medical technicians, and certain court and public safety officials, such as police officers.

2. In schools, mandated reporters must fulfill their mandatory reporting duty under G.L. c. 119, §51A by:
 - a. Immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; or
 - b. Immediately notifying the person in charge of the school (or that person's designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.
 - c. A mandated reporter who works for a school may also choose to immediately notify both DCF and the person in charge of the school.

C. Definitions

1. DCF defines **abuse** as the non-accidental commission of any act by a caregiver which causes or creates a substantial risk of physical or emotional injury or sexual abuse to a child; or the victimization of a child, by a caregiver or non-caregiver, due to sexual exploitation and/or human trafficking. This definition is not dependent upon location. Abuse can occur while the child is in an out-of-home or in-home setting.
2. DCF defines **neglect** as failure by a caregiver, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, education, emotional stability and growth, or other essential care; or to prevent malnutrition; or failure to thrive. A neglect determination cannot result solely from inadequate economic resources. Similarly, a neglect determination cannot be due solely to the existence of a parent's/caregiver's disability or limited physical condition
3. DCF defines **caregiver** as a child's parent, stepparent or guardian, or any household member entrusted with responsibility for a child's safety and well-being; or any other person entrusted with responsibility for a child's safety and well being whether in the child's home a 1 2 3 4 5 12/6/21, 3:54 PM Joint DESE/DCF Advisory Regarding Mandated Reporting Responsibilities of School Personnel in Cases of Suspected Child Abuse and Neglect - Education Laws and Regulations <https://www.doe.mass.edu/lawsregs/advisory/child-abuse.html> 3/7 person entrusted with responsibility for a child s safety and well-being, whether in the child s home, a relative's home, a school setting, a child care setting (including babysitting), a foster home, a group care facility, or any other comparable setting. The term "caregiver" includes, but is not limited to, schoolteachers, babysitters, school bus drivers, and camp counselors. The "caregiver" definition should be construed broadly and inclusively to encompass any person who at the time in question is entrusted with a degree of responsibility for the child. This specifically includes caregiver who is a child such as a babysitter under age 18.
4. **"Reasonable cause to believe"** means a collection of facts, knowledge, and/or observations which taken together tend to support or are consistent with the allegations and when viewed in light of the surrounding circumstances and the credibility of the persons providing the information, would lead a reasonable person to conclude that a child has been abused or neglected.

D. Reports of students possessing or using dangerous weapons on school premises

1. Any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.
2. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee.
3. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.
4. School department personnel and school resource officers, as defined in section 37P, shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including:
 - a. immigration status;
 - b. citizenship;
 - c. neighborhood of residence;
 - d. religion;
 - e. national origin;
 - f. ethnicity; or
 - g. suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report.
5. Nothing in this paragraph shall prohibit the sharing of information:
 - a. for the purposes of completing a report pursuant to section 51A of chapter 119;
 - b. upon the specific, informed written consent of the eligible student, parent or guardian;
 - c. to comply with a court order or lawfully issued subpoena;
 - d. in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

D. District and School Crisis Teams:

- e. The district has a Crisis Team that meets regularly to ensure the Emergency Operation Procedures (EOP) is kept updated.
- f. Each school has a crisis team that responds to emergencies

E. Transferred students' school records

1. A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Student Safety Related to Courses with Machinery or Equipment

1. Instruction in courses in industrial arts, science, family and consumer science, art, physical education, health, and safety will include and emphasize accident prevention.
2. Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

1. The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:
 - a. A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
 - b. Instruction of students in the proper use of equipment;
 - c. Supervision of both organized and unorganized activity.

Fire Drills and Reporting

1. The District shall cooperate with appropriate fire departments in the conduct of fire drills.
2. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department.
3. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services.
4. The Principal must file this report whether or not the fire department responded.

Legal references:

MGL 71:37L; 148:2A

Adopted by the MRSC March 27, 2013

Revised

**Monomoy Regional School District
LIBRARY RESOURCES - DRAFT**

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

A. Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

B. Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

1. Needs of the individual student
 - a. Based on knowledge of students
 - b. Based on requests of parents/guardians/caregivers and students
2. Needs of the individual school
 - a. Based on knowledge of the curriculum of the school
 - b. Based on requests from the professional staff
3. Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
4. Provision of materials of high artistic quality.
5. Provision of materials with superior format.
6. Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

C. Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

D. Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

1. Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
2. Some materials contain factual material that is no longer accurate nor current.
3. Some materials intended for recreational reading have become dated, have lost their appeal to readers or are no longer in demand.
4. Some materials have become worn out, damaged or physically deteriorated.
5. Some materials have been superseded by newer items in a superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

1. Made available to be used as resource or supplementary material by teachers.
2. Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
3. Contributed to appropriate charitable or educational agencies.
4. Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community.

SOURCE: MASC October 2016

Approved:

Revised:

**Monomoy Regional School District
Equal Educational Opportunities**

1. In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, religion, gender identity, national origin, sexual orientation homeless status, or physical and intellectual differences.
2. To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs.
3. The law reads as follows:
No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of genetic information, ancestry, military status, housing status, race, color, sex, religion, national origin, sexual orientation, gender identity, disability, 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.
4. This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.
5. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

Legal references:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

Board of Education Chapter 622 Regulations Pertaining to Access to Equal

Educational Opportunity, adopted 6/24/75, amended 10/24/78

Board of Education, Chapter 766 Regulations 10/74 - amended through 3/28/78

603 CMR 26:00

Cross references:

AC, Nondiscrimination

CROWN Act (Create a Respectful and Open World for Natural hair) July 26, 2022

Adopted: March 27, 2013

Revised:

**Monomoy Regional School District
Nondiscrimination Policy**

1. Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The District will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:
 - a. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
 - b. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
 - c. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
 - d. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
 - e. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
 - f. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
2. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business.
3. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, genetic information, ancestry, military status, race, color, sex, religion, national Origin, housing status, sexual orientation, gender identity, or disability, 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.
4. If someone has a complaint or feels that they have been discriminated against because of their age, genetic information, ancestry, military status, race, color, sex, religion, national origin, housing status, sexual orientation, or disability, 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. Complaints should be registered with the Title IX compliance officer.

Legal references:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011 M.G.L.76:16 (Chapter 622 of the Acts of 1971)

603 CMR 26:00

603 CMR 28.00

Cross references:

ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity/Affirmative Action Plan

JB, Equal Educational Opportunities

CROWN Act (Create a Respectful and Open World for Natural hair) July 26, 2022

Adopted: March 27, 2013

Revised: April 26, 2018

Monomoy Regional School District
Sale of Surplus Equipment (Under the Aegis of the School Committee)

The District Business Manager will oversee the disposal of surplus supplies and equipment.

No surplus supplies or equipment owned by Monomoy Regional School District having a resale or salvageable value shall be sold or otherwise disposed of except upon the written recommendation to the School Business Manager. The written recommendation shall include a specific description, including serial number if any, of the item(s) that are under consideration for disposition. When possible, a photograph should be attached to the recommendation. The written recommendation is also to include justification/reason for the request.

Any such supplies or equipment considered to currently have a monetary unit value of less than \$1,000, may be disposed of in the best manner possible upon written approval from the Monomoy Regional School District Business Manager.

School Committee approval is required for the disposal of supplies or equipment considered to have a monetary unit value of \$1,000 or more. For such items, the School Committee, by a majority vote, shall determine:

1. What equipment and supplies constitute surplus;
2. The disposition to be made thereof;
3. In each instance, the manner or procedure to be adopted for such disposition.

Prior to the disposal of any surplus equipment with a current value considered in excess of \$1,000, it must be advertised to the local communities and they must be given 14 days to respond.

Disposition shall be in accordance with applicable state and federal regulations.

Interpretation of applicable state and federal regulations shall be by counsel to the School Committee.

Legal references:

M.G.L. 30B:15; 71:16

Adopted: March 27, 2013

Revised:

**Monomoy Regional School District
Prevention of Physical Restraints and Requirements if Used**

I. General Information (46.01)

1. Monomoy Regional School District provides a safe environment for both students and staff and shall abide by the provisions of 603 CMR 46.00, which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. Monomoy Regional School District has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents.
2. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the District.
3. Physical restraint shall be used only in emergency situations of last resort, and with extreme caution 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; and
 - b. To prevent or minimize any harm to the student as a result of the use of physical restraint.
4. A person performing physical restraint shall discontinue such restraint as soon as the student is no longer an immediate danger to himself or others; or if the student indicates trouble breathing or is in severe distress such as sustained or prolonged crying or coughing.
5. 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 imminent, serious, physical harm; and
 - b. To prevent or minimize any harm to the student as a result of the use of physical restraint.
6. Regulation - 603 C.M.R. 46.01(3)(a) & (b)
 - a. Further nothing in 603 C.M.R. 46.00, Monomoy Regional School District Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in 603 C.M.R. 46.00,
 - b. Monomoy Regional School District Policy and/or Administrative Procedures and Guidelines does not preclude any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. 603C.M.R. 46.01(4).
 - c. In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Principal or designee will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

II. Definitions (46.02)

As used in 603 CMR 46.00, the following terms shall have the following meanings:

1. **Commissioner** shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.
2. **Consent** shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.
3. **Department** shall mean the Department of Elementary and Secondary Education.
4. **Mechanical restraint** shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
5. **Medication** restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
6. **Parent** shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
7. **Physical escort** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
8. **Physical restraint** shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
9. **Principal** shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.
10. **Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
11. **Public education programs** shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services

provided within the Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

12. ***School Working Day*** shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.
13. ***Seclusion*** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.
14. ***Time-out*** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

III. Use Of Restraint (46.03)

1. Prohibition
 - a. Mechanical restraint, medication restraint, and seclusion shall be prohibited.
 - b. Prone restraint shall be prohibited except on an individual student basis, and only under the following circumstances:
 - i. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
 - ii. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
 - iii. There are no medical contraindications as documented by a licensed physician;
 - iv. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
 - v. MRSD has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
 - vi. MRSD has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.
 - c. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
 - d. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.
2. Physical restraint shall not be used:
 - a. As a means of discipline or punishment;
 - b. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
 - c. As a response to property destruction, disruption of school order, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

- d. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. **Physical restraint is an emergency procedure of last resort.**
- 3. Limitations on use of restraint. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- 4. Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:
 - a. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
 - b. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
 - c. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

IV. Use of Restraint (46.04)

1. Procedures

A. Methods For Preventing Student Violence, Self-Injurious Behavior, And Suicide, Including Individual Crisis Planning And De-Escalation Of Potentially Dangerous Behavior Occurring Among Groups Of Students Or With An Individual Student.

a. School-Level Supports

- i. Each school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.
- ii. The school-level crisis team will participate in professional development focused on preventative measures to prevent student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.
- iii. The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (SST) and/or leadership team meeting to plan interventions and supports for students. The monthly meetings will include school counselors, school nurse, administration and if necessary the school psychologist as a resource to plan appropriate interventions and supports for the students.
- iv. Each school has a crisis team, which includes the administrative team, school counselors, nurse(s) and school psychologist when necessary.
- v. All members of the school's crisis team are trained in SOLVE - Strategies of Limiting Violent episodes.
- vi. For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint, a safety/behavior intervention plan or crisis plan will be developed.

- vii. The plan will include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments.
 - viii. A functional behavioral assessment (FBA) or Safety Assessment can be requested
 - ix. Referral to outside agencies can be made if needed.
 - x. School staff can access the clinical teams in the buildings as well as consulting clinicians (BCBA, LICSW, MHC) to help students who are exhibiting aggressive behavior.
- b. District Level Support
- i. Staff can access the following district level clinical supports:
 - ii. BCBA
 - iii. LICSW
 - iv. Mental Health Coordinator
 - v. Director of Student Services
 - vi. District Crisis Team - includes first responders, administrators, nurses, counselors, and administrators
- c. General De-Escalation Guidelines
- A. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:
 - a. Remain calm - To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
 - b. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
 - c. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
 - d. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.
 - e. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

B. Methods For Engaging Parents/Guardians And Youth In Discussions About Restraint Prevention And Use Of Restraint Solely As An Emergency Procedure.

- 1. The Principal will provide all families and students with information about behavior supports and restraint prevention efforts that are utilized within their school annually.

2. The Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring.
3. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters.
 - a. The Principal will immediately notify the family following the restraint and discuss the incident and the plan
 - b. If the parent is not available, notification will be sent home and followed up within 24-hours
4. The school counselor also should follow up with the student and their family regarding behavioral supports.

C. Alternatives to Physical Restraint and Method of Restraint In Emergency Situations.

1. There are a variety of appropriate responses to student behavior that may require immediate intervention.
2. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student.
3. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include but are not limited to, the following:

1. Active listening
2. Collaborative Problem Solving
3. Use of a low non-threatening voice
4. Movement break
5. Quiet space
6. Limiting the number of adults providing direction to the student
7. Offering the student a choice
8. Not blocking the student's access to an escape route
9. Suggesting possible resolutions to the student
10. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)
11. Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
12. Full or partial physical cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task. See Physical Redirection and Physical Escort below.
13. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
14. Physical Redirection - A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.

15. Time-Out - A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

D. Procedure For The Use Of Time-Out

1. Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.
2. During time-out, a student must be continuously observed by a staff member.
3. Staff shall be with the student or immediately available to the student at all times.
4. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.
5. Time-out shall cease as soon as the student has calmed.
6. Approval must be sought by the Principal or designee if time-out is to exceed 20 minutes
7. The following documentation will be kept:

G

Date	Student's First and Last Name	Reason(s) for Use of Time-Out Room (e.g., behavior prior to use)	Name of Person Initiating Use of Time-Out Room	Alternative Behavioral Management Strategies Attempted Prior to Use of Time-Out Room	Time when Time-Out Room Use Started	Time when Time-Out Room Use Ended	Name(s) of Staff Calming and Observing the Student During Time-Out Room Use	List of Strategies Used to Calm the Student During Time-Out Room Use	Observation of the Student Response to Use of Time-Out Room	Name of Principal Authorizing TimeOut over 30 minutes	Reason(s) for the Extension of Time-Out	Date and Time of Notice(s) to Parent(s)
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E. The use of inclusionary time-out as a behavioral support strategy

1. The definition of time-out includes the practice of inclusionary time-out, i.e., when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom, and exclusionary time-out (see #2 below), i.e., the separation of students from the rest of the class either through complete visual separation or from actual physical separation.
2. The use of inclusionary time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom.
3. Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled off "time-out" rooms located within the classroom; use of those is considered to be an exclusionary time-out -see #2 below).
4. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

F. The use of exclusionary time-out in educational settings

1. Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
2. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm
3. When a student is separated from the learning environment in an exclusionary time-out, s/he must be in a safe and calming environment.
4. Exclusionary time-out as a staff-directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
5. Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.
6. During an exclusionary time-out:
 - a. The student must be continuously observed by a staff member;
 - b. Staff must be with the student or immediately available to the student at all times, unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting:
 - i. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed.
 - ii. In order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed.
 - c. The space used for exclusionary time-out must be clean, safe, sanitary, and appropriate for the purpose of calming;
 - d. Students must never be locked in a room.
 - e. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.
7. Exclusionary time-out must cease as soon as the student has calmed.
8. Extended time-out - For any exclusionary time-out that may last longer than 30 minutes, staff will seek approval from the principal for the continued use of time-out.
 - a. The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified.
 - b. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies will be attempted.

G. Seclusion

1. 603 CMR 46.02 defines seclusion as: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
2. The key elements of this definition are two factors considered together,
 - a. the student is alone with no staff present or immediately available;

- b. the student is prevented from leaving the area. The use of seclusion is prohibited in Massachusetts.

2. Required training for all staff

A. Procedure

- a. Each building principal has identified staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint.
- b. These staff members have participated in an in depth training program in the use of physical restraint.
- c. The District shall satisfy all training requirements and monitor all incidents of physical restraint, with program staff reporting incidents in compliance with local policy and DESE reporting requirements and state regulations.
- d. Only school personnel who have received training pursuant to 603CMR 46.00 may administer physical restraint on students.
- e. Whenever possible, the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint.
- f. A person administering physical restraint shall only use the minimum amount of force necessary to protect the student or others from imminent injury or harm.
- g. In addition, each staff member is trained regarding the school's physical restraint policy. The principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of the commencement of employment.
- h. Training includes the following information
 - i. The role of the student, family, and staff in preventing restraint;
 - ii. The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
 - iii. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
 - iv. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
 - v. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
 - vi. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

B. Content of in-depth training. In-depth training in the proper administration of physical restraint includes the following, but not limited to:

- a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and,

- f. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

V. Proper Administration Of Physical Restraint

1. All physical restraints, including prone restraint, where permitted, shall be administered in compliance with 603 CMR 46.05.
2. **Trained personnel.** Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
3. **Use of force.** A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
4. **Safest method.** A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
5. **Duration of restraint.** All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

VI. Safety requirements. Additional requirements for the use of physical restraint:

1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
2. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
3. If a student is restrained for a period longer than 20 minutes, program staff will obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
4. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
5. After the release of a student from a restraint, the following procedures will be implemented:
 - a. Reviewing the incident with the student to address the behavior that precipitated the restraint
 - b. Reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed
 - c. consideration of whether any follow-up is appropriate for students who witnessed the incident.

VII. Reporting Requirements

1. Staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

2. Informing the principal.

- a. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day.
- b. The written report shall be provided to the principal for review of the use of the restraint.
- c. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent for review.
- d. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

3. Informing parents.

- a. The principal or designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event
- b. shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint.
- c. If the school customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language.
- d. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

4. Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

- a. The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- b. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- c. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- d. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- e. Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

5. Individual student review.

- a. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week.
- b. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs.
- c. The assessment shall include at least the following:
 - i. review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
 - ii. analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

- iii. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
 - iv. agreement on a written plan of action by the program.
 - d. If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion.
 - e. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.
- 6. Administrative review.**
- a. The principal shall conduct a monthly review of school-wide restraint data.
 - b. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint.
 - c. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
- 7. Report all restraint-related injuries to the Department.**
- a. When a physical restraint has resulted in an injury to a student or program staff member, the school shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint.
 - b. The school shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.
 - c. The Department shall determine if additional action by the school is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).
- 8. Report all physical restraints to the Department.**
- a. Every school shall collect and annually report data to the Department regarding the use of physical restraints.
 - b. Such data shall be reported in a manner and form directed by the Department.

VIII. COMPLAINT PROCEDURES

A. Informal Resolution of Concern about Use of Physical Restraint

- a. Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school.
- b. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school.
- c. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously.
- d. If the student and/or his/her parent/guardian/caregiver are not satisfied with the resolution, or if the student and/or his/her parent/guardian/caregiver does not choose informal resolution, then the student and/or his/her parent/guardian/caregiver may proceed with the formal complaint process detailed below.

B. Formal Resolution of Concern about Use of Physical Restraint

- a. A student or his/her parent/guardian/caregiver, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent.
- b. The student and/or his/her parent/guardian/caregiver should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian/caregiver's receipt of the written report from the school.
- c. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.
- d. The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint.
- e. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint.
- f. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different.
- g. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible.
- h. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

C. Other Complaint Processes also Available

- a. It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, gender, ancestry, national origin, ethnicity, religion, age, disability, marital status, sexual orientation, homelessness, gender identity or genetic information 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.
- b. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Monomoy Regional School District Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

Legal references:

M.G.L. 71:37G; 603 CMR 46.00

Adopted by the MRSC March 27, 2013

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