



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, January 12, 2023 at 6:00PM
Monomoy Regional High School Library - 75 Oak Street, Harwich, MA 02645**

This meeting will take place PARTIALLY REMOTELY pursuant to the law signed by Governor Baker on February 16, 2022-An Act Further Extending Certain COVID-19 Measures Adopted During the State of Emergency, which includes an extension, until July 15, 2022, of the remote meeting provisions of his March 12, 2020, Executive Order Suspending Certain Provisions of the Open Meeting Law.

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. Adjournment to Executive Session**
Roll Call Vote to adjourn to Executive session pursuant to G.L. c. 30A, sec. 21(a)(3) to discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares (MREA Unit A Evaluation Responsibilities)

Coming out for regular open session at approximately 7:00 PM.

- C. Public Comment:** Speakers are limited to three minutes; additional time at the discretion of the Chairperson

- D. Reports and Discussions**
 - i. Treasurer's Report - presented by Paul Donlan
 - ii. Strategic Plan Update - presented by Marc Smith
 - iii. Preschool and Elementary Programs Report - presented by Melissa Maguire
 - iv. Housing Partnership
 - v. Updated 2022-2023 Subcommittee Assignments
 - vi. Annual Approval of Student Activity Funds Vote Required
 - vii. FY24 Draft Budget Vote Required
 - viii. First Reading: Policy File DFA - Investment Policy
 - ix. First Reading: Policy File JICK - Harassment of Students
 - x. Discontinuation of Policy File JBA: Student to Student Harassment Vote Required

- E. Subcommittee, Representatives, Liaison Report**

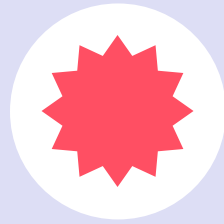
- F. Superintendent's Report**
 - i. Recognition of Donations, Grants, and other Acknowledgments

- G. Action Items - Vote Required**
 - i. Annual Approval of Student Activity Funds
 - ii. FY24 Draft Budget
 - iii. Discontinuation of Policy File JBA: Student to Student Harassment

- H. Presentation of the Warrants**

- I. Adjournment**

'23 JAN 10 PM 3:17:52



Strategic Plan Update

Bridging the Gap



Where did we leave off?

■ Four Objectives

Strategic Objective 1: Expand Community Engagement and Partnerships by focusing on families' equity of access, increasing community involvement, and further embedding service learning within the curriculum

Strategic Objective 2: Strengthen Social and Emotional Well-Being through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum.

Strategic Objective 3: Close the Achievement Gap by developing and implementing targeted instruction and supports to improve outcomes for the largest and most persistent achievement gaps.

Strategic Objective 4: Improve Curriculum, Instruction and Assessment for All Learners by ensuring our collective practices are focused on students, preparing them for college, career, and life as members of both a local and global community.

■ Time line

Original objectives Established through June 2022
School Committee determined to extend current plan while MRSD undergoes Portrait of a Graduate work

This Summer

Leadership team got hard to work to establish priority areas of focus:

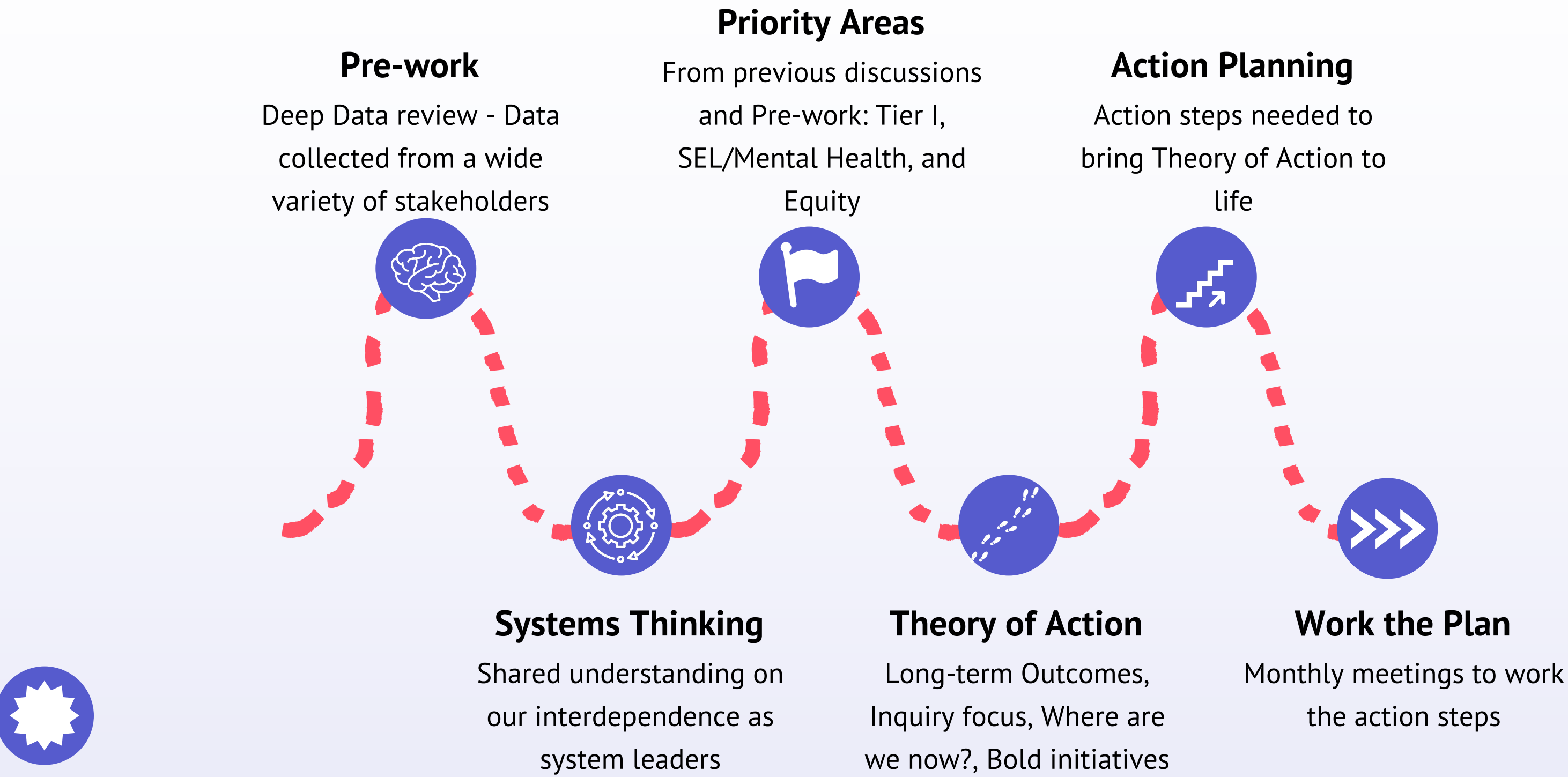
1. What work from Strategic Plan was accomplished?
2. What work from Strategic Plan was left undone?
3. What work from Strategic Plan is no longer relevant?
4. What new challenges have arose that need to be addressed to meet the needs of our students?



What was the Process?



What did we do and how did we do it?

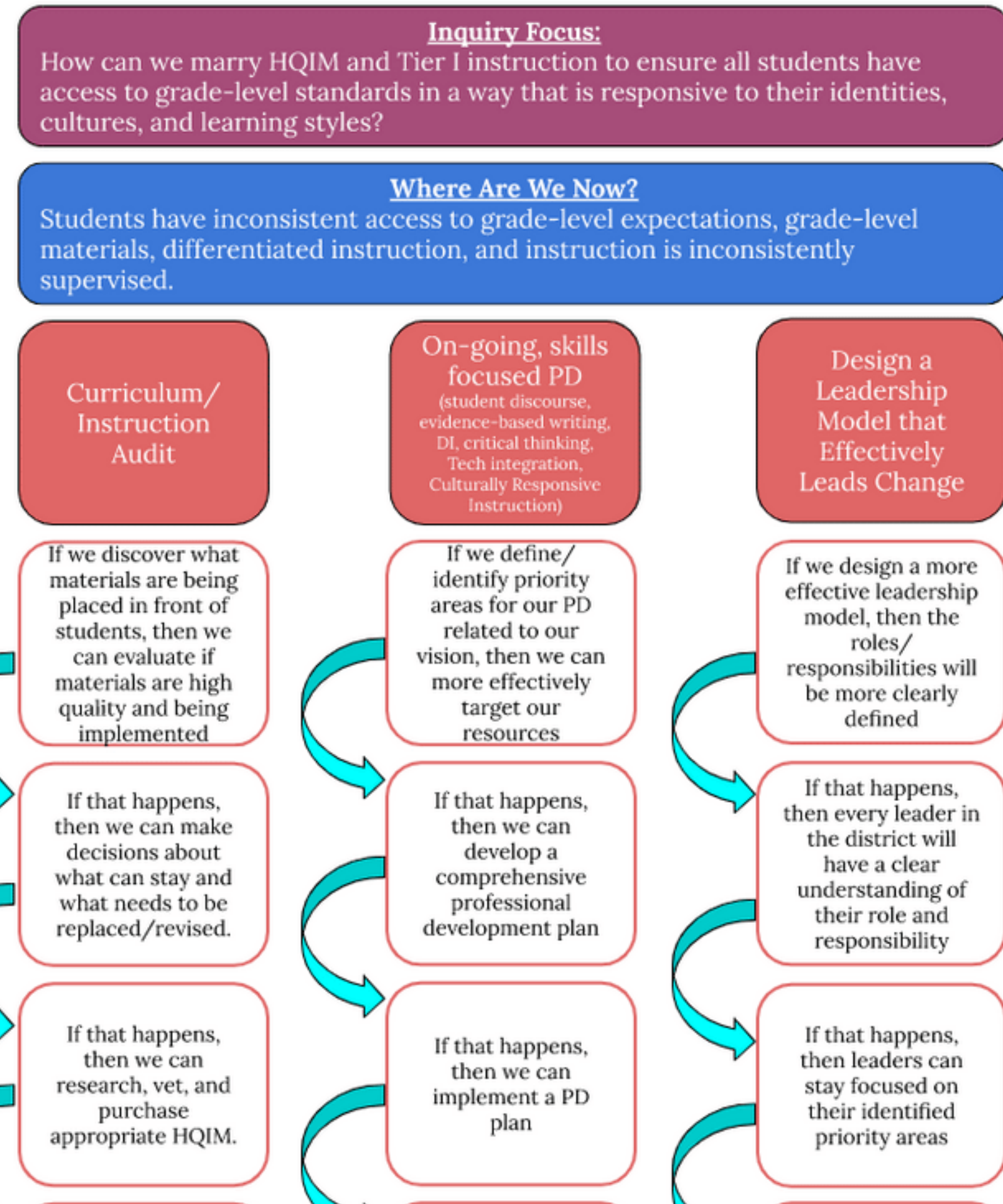


Vision

- **Tier I Vision Statement:** “Within the next five years, MRSD will ensure that every student, in every classroom is being instructed with High Quality Instructional Materials (HQIM) and that those HQIM are being supported by quality instruction. To support this, we will develop a structure that provides continued support and supervision of quality instruction.
- **SEL/Mental health Vision Statement:** “Within the next 5 years, MRSD will clearly establish goals and priorities for SEL integration across the district as well implement a plan for shared ownership that ensures a comprehensive multi-tiered system of mental health supports for students in MRSD.”
- **Equity Vision Statement:** “Within the next 5-10 years, MRSD will be a place where all students feel like they belong and all students are successful. Demographics will no longer be a predictor of success in this district.”



THEORY OF ACTION



ACTION STEPS

MAT - Strategic Actions

How can we marry HQIM and Tier I instruction to ensure all students have access to grade-level standards in a way that is responsive to their identities, cultures, and learning styles?

Action Step	Timeline	Lead/Facilitator	Included Persons
Map out our Current Leadership Model Existing Org Chart 2021	September	Marc	Strategic MAT - Graphic Organizer completed at buildings
Determine Scope of Curriculum Audit - Options	September	Marc/Jen P	Ed Council
Define tasks that need to be done to support Tier I instruction	October	Abby/ Allyson	MAT Strategic Ed Council?
Determine if we have the internal capacity to conduct the Curriculum Audit	September/October	Marc/Principals	
Research other leadership models	September-December	Dave, Scott, Michael, Jen P	MAT Strategic
Describe and Define and effective leadership model	November-December	Dave, Scott, Michael, Jen P	MAT Strategic
Time Audits for key leadership positions	Semester 1	Joy, Jen K, Karen	MAT Strategic Principal Admin Assistants
Define which positions are on the leadership team	January/ February	Marc, Joy Current Org Chart - Vertical / Horizontal	MAT Strategic

Equity as a Throughline

■ Long-term Outcome

"All students feel like they belong in Monomoy and all students are successful, demographics are no longer a predictor of success"

■ POG Connection

Will help to give us a more well-rounded definition of "success" for all students



Questions

Marc J. Smith

Director of Curriculum, Instruction, and Assessment





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Preschool and Elementary Programs Report to the Monomoy Regional School Committee January 2023



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Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) services are designed for young children (aged 3-5) with disabilities who need specially designed instruction or related services and whose disability(ies) causes the children to be unable to participate in developmentally appropriate typical preschool activities.

School districts are required by law to ensure that developmentally appropriate ESCE programs and services are available. ECSE programs and services ensure that all children with disabilities have a free and appropriate public education (FAPE) that is designed to meet their unique needs and enable them to make progress in acquiring knowledge and skills, improving social relationships, and learning to take action to meet their needs within the general education program.

A young child who is deemed eligible for special education receives services in the least restrictive environment (LRE), which can include his/her home, a child care setting, or a public school, as determined by the child's Individualized Education Program (IEP) Team. Services are provided at no cost to families through ECSE programs in public school districts throughout Massachusetts. Processes for referral for evaluation and determination of eligibility are the same as those for older, school-aged children with disabilities.

Vision (eCSE)

The vision for Early Childhood Special Education (ECSE) in Massachusetts is to ensure that children with disabilities and their families receive individualized services and resources, so that all children enter the K-12 system with the competencies and supports they need to access and participate in the general curriculum and in all aspects of the school.

Mission (ECSE)

The mission of ECSE is to provide a coordinated early childhood system and use data systematically for program improvement to maximize family engagement, coordinate transitions between Early Intervention and Preschool Special Education, and improve student level outcomes. The shared statewide values and beliefs which inform our work include:

- We believe all young children with disabilities and their families have a right to high expectations, dignity, respect, and opportunity in an educational program that is geared to their unique and individual needs.
- We believe agencies serving young children should work together to achieve a unified system of support and services.
- We believe every child communicates, and can learn and grow.
- We believe in self-determination and that education should be child/family-driven to the fullest extent. Research and our experiences show that the more children and their families are involved in their own future, the better that future is likely to be.
- We believe each child's experience of disability is unique.
- We believe our work is urgent, and early access to services and interventions is critical.
- We value the unique and necessary expertise that parents and families have about their children.
- We believe that a well trained and well prepared early childhood workforce is able to individualize instruction to meet the needs of all children, including those with special needs.
- We believe that technology and social networking can be a valuable way to connect families with other families, families with professionals and professionals with other professionals.

Child Outcomes

Massachusetts collects and reports data on outcomes for young children three to five years old with disabilities in three federally required focus areas. These areas are:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (language and literacy)
- Use of appropriate behaviors to meet needs

Monomoy has met the child outcomes consistently every year.

Monomoy Regional School District Integrated Preschool Program

The Monomoy Regional School District preschool program serves students from both Harwich and Chatham. Due to the decrease in preschool aged children enrolled in Chatham, all preschool services are provided at Harwich Elementary School.

The Monomoy Integrated Preschool Program strives to maximize the achievement of all of our students. We provide our students with high-quality social, language, and early academic experiences, which address each child's individual needs in an emotionally and physically safe environment. We follow developmentally appropriate best practices for young children of all abilities by providing a standards-based curriculum. Preschool children ages 3-4 who have been found eligible for special education services due to a disability learn alongside more typically developing students whom we call community friends. Our community friends help to model age-appropriate social, play, language and learning skills.

Schedule: There are morning and afternoon sessions of our preschool program, and each session is 2.5 hours in duration.

Location: Classrooms are currently located at Harwich Elementary School.

Monomoy Early Childhood Family Resource Center

The **Monomoy Early Childhood Family Resource Center** is located in Harwich Elementary School, 263 South Street, Door 6A, Harwich, MA 02645. The Monomoy Early Childhood Family Resource Center is a satellite of Cape Cod Children's Place. Services include:

- Free infant and toddler clothing and diapers
- New children's books
- Early Literacy Book Bag Lending Library
- Access to free food and nutrition education
- Navigation assistance for finding affordable childcare and preschool programs.
- Ages and Stages Questionnaire and Developmentally appropriate activity suggestions
- Early Education and Care tuition assistance
- Up-to-date information about parent/grandparent/guardian support groups and education
- Up-to-date information about free parent/caregiver and child engagement activities

For information on the Monomoy Early Childhood Family Resource center, contact Lucy Gilmore, the Monomoy Family Resource Coordinator, at 508-430-7216, ext. 4044, or lgilmore@monomoy.edu. Office hours are by appointment. Please call ahead to schedule a meeting when possible.

Enrollment

Students with a suspected disability are identified through a screening process by our educators. If there is a concern, the parent will be notified and a referral for an evaluation to determine special education eligibility will be discussed.

Children are referred to the program at any point by parent inquiry, teacher recommendation, physician recommendation, child care provider recommendation, Early Intervention, and more.

Community friends are enrolled during our spring screening and registration process. The number of community friends that can be enrolled is dependent on a variety of factors and is not guaranteed.

October 1, 2022 PreK and Kindergarten enrollment from the SIMS (Student Information Management System)

Row Labels	2016	2017	2018	2019	2020	2021	2022	2023
CES	64	64	54	55	50	20	32	27
PK	23	20	20	21	16	4		
Regular Ed	12	9	12	13	10			
Special Ed	11	11	8	8	6	4		
KF	41	44	34	34	34	16	32	27
Regular Ed	36	36	29	31	29	15	25	24
Special Ed	5	8	5	3	5	1	7	3
HES	150	146	157	143	141	103	117	124
PK	56	48	46	53	53	17	35	43
Regular Ed	38	34	31	32	38		20	23
Special Ed	18	14	15	21	15	17	15	20
KF	94	98	111	90	88	86	82	81
Regular Ed	87	85	101	83	76	77	76	72
Special Ed	7	13	10	7	12	9	6	9
Grand Total	214	210	211	198	191	123	149	151

Level of need based on the October 1, 2022 SIMS

Row Labels	2016	2017	2018	2019	2020	2021	2022	2023
PK	29	25	23	29	21	21	15	20
1: Low — Less than 2 hours of services per week	11		1	5			1	2
3: Moderate	16	22	22	24	19	19	13	13
4: High	2	3			2	2	1	5
KF	12	21	15	10	17	10	13	12
1: Low — Less than 2 hours of services per week	7	3	3		5	1	2	3
2: Low — 2 hours or more services per week	1	4	4		1			
3: Moderate	2	13	5	9	11	8	10	7
4: High	2	1	3	1		1	1	2
Grand Total	41	46	38	39	38	31	28	32

Current Enrollment and possible causes for the increase of students

- Enrollment **includes** students who we are aware of through Early Intervention and Family referrals through February only.
- We have not received the referral list from Early Intervention for children turning 3 from March through June. We also do not know how many families will be referred through primary care physicians or by families themselves.
- We are receiving more parent referrals due to the lack of early intervention during COVID years. Many children who were born during the two COVID years (when Early Intervention was not providing services) were never evaluated and did not receive services.
- When Early Intervention started again in 2022, parents were not bringing their children for evaluations so they were not receiving services and thus we were unaware of these students.
- Due to the lack of services for 0-3 year olds for a two year period, we are seeing students with more intensive special needs.

2022-2023 classroom Enrollment

	3 year olds		4 yr olds		Intensive		Projected new session as of January		Total
	SWD	Peers	SWD	Peers	SWD	Peers	SWD	Peers	
AM	7	6	6	4	6	0	7*	0	36
PM	7	5	8	5	4	0			29
Total	14	11	14	9	10	0	7	0	65*
Harwich	13	9	11	7	10	0	6	0	56
Chatham	1	2	3	2	0	0	1	0	9
Peers Needed		-5 peers		-7 peers		N/A		-8	85

SWD - Students with Disabilities

* This could be an Am or PM session depending on the ability to hire staff.

The enrollment number of 65 is low because we are unable to meet our obligation to have 51% of the enrollment typical peers with the exception of the intensive program which is a sub-separate preschool program. If we met the expected enrollment per state guidelines, we would have 85 students as of February.

Total # of Students with Disabilities through February

	3 year olds	4 yr olds	Intensive	Projected new session as of January	Total
AM	7	6	6	7*	
PM	7	8	4		
Total	14	14	10	7	45

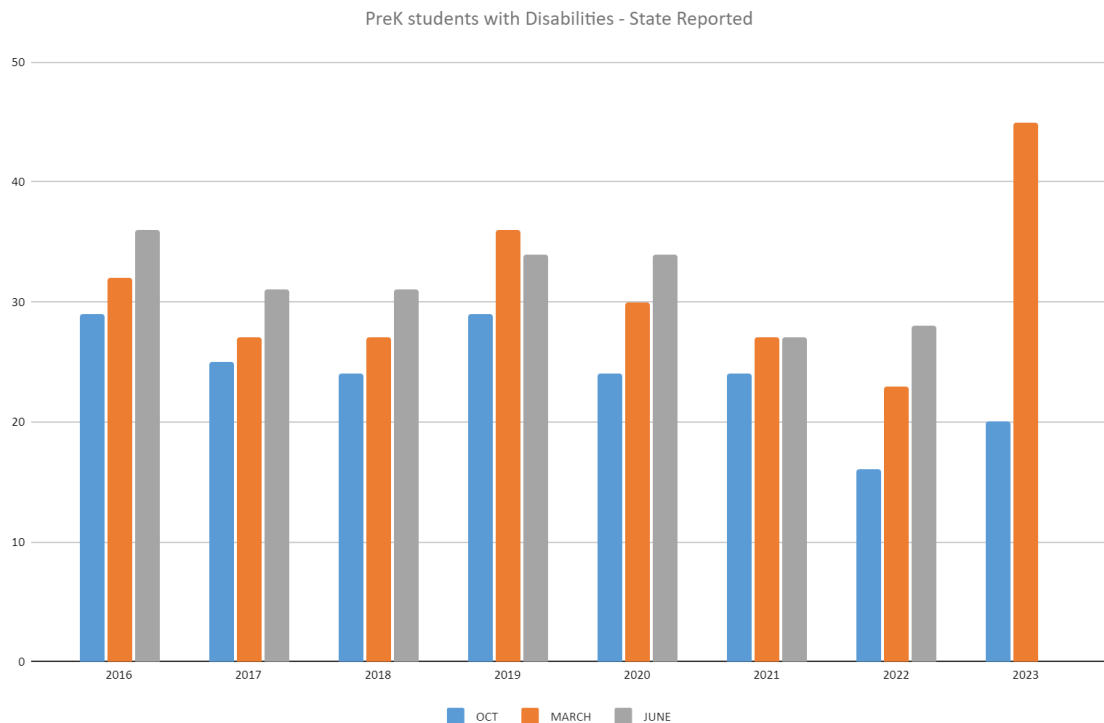
* This could be an Am or PM session depending on the ability to hire staff.

Current Staffing at Harwich Elementary

Total for both AM and PM sessions	3 year olds	4 yr olds	Intensive	Projected new session as of January	total
Teacher	1	1	1	.5	3.5
Instructional Assistants	1.8	1.6	3.8	1	8.2

Preschool operates four days weekly. There is no preschool on Wednesdays. Screenings, meetings, and evaluations occur on Wednesday's. We maintain a 1:3 staff to student ratio unless a student requires a 1:1 due to medical or behavioral needs.

Historical Enrollment Trends



March 2023 data reflect the current referrals through February. There may be additional referrals we are unaware of.

Historical Enrollment Trends

	2016	2017	2018	2019	2020	2021	2022	2023	2023 actual
CES									
OCT	23	20	20	21	16	4	0	0	0
Regular Ed	12	9	12	13	10	0	0	0	0
Special Ed	11	11	8	8	6	4	0	0	0
MARCH	25	24	22	24	19	2	0	0	0
Regular Ed	13	13	12	13	11	0	0	0	0
Special Ed	12	11	10	11	8	2	0	0	0
JUNE	27	24	21	23	20	2	0	0	0
Regular Ed	13	12	13	13	11	0	0	0	0
Special Ed	14	12	8	10	9	2	0	0	0
HES									
OCT	56	48	46	53	53	17	35	43	
Regular Ed	38	34	31	32	38	0*	20*	23*	29
Special Ed	18	14	15	21	15	17	15	20	36**
MARCH	58	52	49	59	60	22	42		
Regular Ed	38	36	34	36	40	0	20		
Special Ed	20	16	15	23	20	22	22		
JUNE	59	54	55	57	61	23	49		
Regular Ed	37	37	34	35	38	0	21		
Special Ed	22	17	21	22	23	23	28		
Total	59	54	55	57	61	23*	49		65

* 2021 we did not have peers due to COVID.

* 2022 we were unable to meet the state requirement of peers.

* 2023 we are not able to meet the state requirement for peers.

** This number reflects the referrals through February

State Requirements for Enrollment

Enrollment cannot exceed 15 students per session with 49% of the students receiving special education services and 51% typical peers.

If we are not able to meet the state requirements, a waiver needs to be submitted to the state for approval. We have to demonstrate our efforts to enroll typical peers. Currently a waiver is being submitted as we are unable to meet the state requirements.

Group Size	Maximum # of Children on IEPs	Minimum # of Staff
up to 12	Less than 50%	2
13-14	6	2
15	7	2
16-20 **	5	2

** (For classes over 15 children the maximum number of children on IEPs is 5. This is because the larger group size, the fewer children on IEPs can be served effectively.), This is not feasible for Monomoy due to the number of students we serve with disabilities.

Projected Enrollment 2023-2024

The projected enrollment for three year olds is based on the number of children projected through the Early Intervention's referral list and any student that is currently in evaluation for eligibility who was referred by a family. This number will be finalized as students are evaluated and determined eligible for special education services. There is no way to predict eligibility of students at this time. The number of four year olds is more predictable as the three year old students will move up to the four year old classroom. This does not account for any students who will register throughout the summer; move to Harwich or Chatham; or be referred through Early Intervention, primary care physicians or from family referrals.

	3 year old 1.0 Teacher 3 Instructional Assistants		New class - 3 year olds .5 teacher		4 year old 1.0 Teacher 2 Instructional Assistants		Intensive PRK (3/4) 1.0 Teacher 3.8 IA's
	Special Education	Community Friend	Special Education	Community Friend	Special Education	Community Friend	PK ISLE
AM Session 7 max	7	Need 8	7 (4 Ch)	Need 8	5 (1 Ch)	Need 6	2
PM Session 7 max	7	Need 8			5 (1 Ch)	Need 6	4

Based on these projected numbers all three 3-year old sessions will be filled at the beginning of the year if all the potential referrals qualify for special education services. This most key will require the .5 session to become full time.

Enrollment Based on Residency

	3 year olds		4 yr olds		Intensive	
	Harwich	Chatham	Harwich	Chatham	Harwich	Chatham
# SWD	17	4	8	2	6	0

Total number of sessions and classrooms needed for September - Does not account for incoming referrals for the year

	3 year olds	4 yr olds	Intensive (mixed age)	Total
Total # SWD	21	10	6	36
Total # of peers needed	22	11	0	33
Total # of sessions	3	2	2	7
Total # of Classrooms Needed	2	1	1	4

Possible Configurations for the 2023-2024 School Year

The following configurations are based on the known four year olds and the projected 3 year olds. This number will change as the current year progresses as well as change over the summer. We will also have our fall referrals so we will need to ensure there is space for new students to enroll.

Configuration #1

Pre-school Remains at Harwich Elementary

	3 year old		New class - 3 year olds .5 teacher		4 year old		Intensive PRK (3/4)
	Special Education	Community Friend	Special Education	Community Friend	Special Education	Community Friend	PK ISLE
AM Session 7 max	7	Need 8	7 (4 Ch)	Need 8	5 (1 Ch)	Need 6	2
PM Session 7 max	7	Need 8			5 (1 Ch)	Need 6	4

This allows for appropriate placement of incoming students to best meet their needs.

Configuration # 2

Harwich Elementary

	3 year old		3 year olds .5		4 year old		Intensive PRK (3/4)
	Special Education	Community Friend	Special Education	Community Friend	Special Education	Community Friend	PK ISLE
Am Session 7 max	5	Need 6	3	need 4	4	Need 6	2
PM Session 7 max	5	Need 6	*		4	Need 6	4

* Need to consider the referrals that will be made from October through the end of the year.

3 year old	
1.0 Teacher	Special Education
	Community Friend
AM Session 7 max	4
	Need 5
4 year old	
	Special Education
	Community Friend
PM Session Max 7	2
	Need 3

Configuration #3

Harwich Elementary

	3 year old		.5		4 year old		Intensive PRK (3/4)
	Special Education	Community Friend	Special Education	Community Friend	Special Education	Community Friend	PK ISLE
Am Session 7 max	7	Need 8	3	need 4	4	Need 6	2
PM Session 7 max	7	Need 8	*		4	Need 6	4

* Need to consider the referrals that will be made from October through the end of the year.

3 and 4 year olds mixed Chatham only students		
	Special Education	Community Friend
AM or PM Session 7 max	6*	7

* Would only allow for 1 more student to enter the program

This is not an ideal program due to the significant difference in just turning three and ready to turn five. Developmentally there is a significant difference in this age span. Further, it does not address the unique learning needs of the students nor does it provide the level of service for our students with intensive special needs.

There are no configurations that include Harwich children because parents have stay put rights to a placement. This means that we could not unilaterally place Harwich children in Chatham if there is a program in Harwich. We were able to place Chatham students in the Harwich preschool program because there was no longer a program in Chatham.

Specialized Elementary Programs Serving Students with Disabilities

Monomoy Regional School District currently has three specialized programs located at Harwich Elementary

ELEMENTARY SCHOOL Specialized Programs

Harwich Elementary - ISLE (PK -4) Individual Student Learning Environment



Harwich Elementary - SURF Social Understanding and Real Feelings



ISLE PK (PK Independent Student Learning Environment)

Is an Intensive Special Needs program supporting Pre K through Kindergarten. The principles of Applied Behavior Analysis (the process of systematically applying interventions based on the principles of learning theory to improve socially significant behaviors to a meaningful degree...) is the foundation for developing Individualized programs for each student to meet their unique learning needs. The goal is to integrate the students into the inclusion setting as often as possible, however they may require support within a separate setting to meet their unique learning needs both socially, behaviorally and emotionally.

ISLE K-4 (Independent Student Learning Environment)

Is an Intensive Special Needs program supporting Grades one through four. The principles of Applied Behavior Analysis (the process of systematically applying interventions based on the principles of learning theory to improve socially significant behaviors to a meaningful degree...) is the foundation for developing Individualized programs for each student to meet their unique learning needs. The goal is to integrate the students into the inclusion setting as often as possible, however they may require support within a separate setting to meet their unique learning needs both socially, behaviorally and emotionally.

SURF (Social Understanding and Real Feelings)

A therapeutic learning center program for students in grades Kindergarten through fourth designed to assist students with social and emotional challenges. The goal is to integrate the students into the inclusion setting as often as possible, however they may require support within a separate setting to meet their unique learning needs both socially and emotionally. The purpose of this classroom is to help students develop self-advocacy skills, maintain consistent academic performance, and self-monitor their emotions and behavior. This classroom is designed for students who would benefit from developing a trusting relationship with adults in a therapeutic environment and from close monitoring of school/classroom behavior.

In the past, we had a program that provided services to students with more intensive special needs at Chatham Elementary. However, over time, there were no children that required this level of intense service, so the program dissolved. However, due to the number of students who are entering preschool with more intensive special needs, we are in need of a specialized program at Chatham Elementary School. For the 2022-2023 year, there are six students in Chatham that will require this level of support. Furthermore, there are children in the preschool program at Harwich who will also have this level of need as they transition to Kindergarten.

In the past few years, we have placed students at Harwich Elementary with intensive special needs into the ISLE program which was primarily meant to provide services to students on the Autism Spectrum. The SEAL program at Chatham Elementary would be able to provide this level of service for both Chatham and Harwich students.

Chatham Elementary SEAL



Students Engaged in Active Learning 2023-2024

SEAL (Students Engaged in Active Learning)

A program for students with cognitive disabilities that requires specialized instruction for more than 50% to 75% of the day. The program provides services to students in the areas of academics at the students instructional level, functional academics, social-emotional learning, social and language skills, and daily living skills while providing opportunities to integrate into the CES community, while meeting their unique learning needs.

There are currently eight students projected to participate in the program.

SEAL Projected enrollment 2023-2024

K	1	2	3	4	Total projected
3 2 Chatham 1 Harwich	3 2 Chatham 1 school choice	1 Chatham		1 Chatham	8

SEAL Projected enrollment 2024-2025

K	1	2	3	4	Total projected
5 2 Chatham 3 Harwich	3 2 Chatham 1 Harwich	3 2 Chatham 1 school choice	1 Chatham		12

Budget Implications

	Harwich PRK	Chatham SEAL
Sessions	Will most likely continue to need minimally a ½ day session if not a full day session for incoming students	Full day program
Staffing (including benefits etc).	Additional 0.5FTE teacher: \$59,900 (position to be hired in FY23) Additional 1.5 Instructional Assistants: \$65,507 <i>Staffing needs based on current enrollment, if enrollment increases substantially additional staff will be required. This will not be known until April/May.</i>	Additional 0.5FTE: \$59,900 Additional 1 FTE Inst Assistant: \$43,672. Total requirement for 3IAs but 2 will be transferred from HES.
set-up new class	purchased 2023 budget	\$0
Annual costs	\$3,000	\$500
Transportation	Currently in place	\$30,000 Transportation for Harwich students attending the program. The estimated cost is based on in house 7D driver to transport.

Summary and Considerations

The Monomoy Regional School District preschool program serves students from both Harwich and Chatham. Due to the decrease in preschool aged children enrolled in Chatham over the past several years, all preschool services are provided at Harwich Elementary School.

In order to provide the most effective and efficient preschool and elementary programs, the following must be considered:

1. We are able to maintain the appropriate level of services.
2. We are able to hire qualified staff.
3. We are able to maintain flexible preschool groupings to best meet the needs of our students.
4. We need to be able to provide a preschool program for students with complex disabilities.
5. We are able to provide elementary programs for students with severe disabilities
6. We are able to provide a comprehensive team evaluation to determine eligibility for special education services and placement.
7. We are able to provide integrated related services that include co-treatment and a clinical approach that include teachers, speech and language, physical therapy, occupational therapy, vision services, mobility services.
8. Provide the highest level of inclusion opportunities for our most vulnerable students.
9. There is an opportunity for professional learning communities and shared resources.

The ability to predict the enrollment for preschool is extremely difficult. It has become even more difficult since COVID-19. Furthermore, the level of intensive special needs has increased since COVID-19.

Why are we seeing a shift in our preschool enrollment and services? Some of the factors we are aware of include:

1. From 2019 to 2021 Early Intervention was not evaluating students nor providing services.
2. In 2022 when Early Intervention restarted services, parents were not bringing their child for services because there was still a concern related to COVID-19.
3. There is three years in between COVID-19 shut down and the reopening of Early Intervention where children were born and either not evaluated or receiving services or both.
4. We are seeing more referrals for three year olds coming from physicians and families because they did not access Early Intervention during the 0-3 years.
5. We anticipate two more years of this level of unpredictability due to COVID-19.

This is a crisis across the state as every school district is trying to manage the increase in preschool children enrolling. Many districts are only providing special education services because they do not have the physical space to increase their classrooms. Other's are increasing their classrooms to meet the needs, but are unable to hire the staff needed to operate their preschools. This is also a great concern for Monomoy.

We will continue to propose programs that meet the unique needs of our preschool students that are effective, efficient and what is best for our Monomoy students.

Recommendations

1. Maintain the preschool program at Harwich Elementary in order to meet the needs of our preschool aged children three to four years old.
 - a. Allows us to provide an appropriate level of service.
 - b. Allows us to maintain flexible preschool groupings to best meet the needs of our students.
 - c. Allows us to provide a preschool program for students with complex disabilities.
 - d. We are able to provide a comprehensive team evaluation to determine eligibility for special education services and placement.
 - e. Allows us to provide integrated related services that include co-treatment and a clinical approach that include teachers, speech and language, physical therapy, occupational therapy, vision services, mobility services.
 - f. Allows us to provide the highest level of inclusion opportunities for our most vulnerable students.
 - g. Allows the opportunity for professional learning communities and shared resources.
2. Open up the SEAL program at Chatham Elementary
 - a. Allows us to provide elementary programs for students with severe disabilities.
 - b. We are able to maintain the appropriate level of services.
 - c. Provide the highest level of inclusion opportunities for our most vulnerable students.
 - d. Allows the ISLE (K-4) program at Harwich Elementary to provide specialized services to students on the Autism Spectrum.



**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. Jessica Rogers (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		Strategic Plan Steering Subcommittee 1. Danielle Tolley 2. Sharon Stout

Monomoy Regional School District

Dr. Scott Carpenter

Superintendent

Marc Smith

Director of Curriculum

Melissa Maguire

Director of Student Services



Michael MacMillan

Business Manager

Paul G. Donlan

Treasurer

To: Monomoy Regional School Committee
From: Michael MacMillan
Date: 01/12/2023
Re: Annual Review and Approval of Student Activity Accounts.

Motion

To approve Monomoy Regional School District's existing student activities, as listed in the document provided, and to approve that the following activity accounts be closed:

- ***Monomoy Regional High School Class of 2016***
- ***Monomoy Regional High School Class of 2017***
- ***Monomoy Regional High School Class of 2021***
- ***Monomoy Regional High School Class of 2022***
- ***Monomoy Regional Middle School Band***
- ***Monomoy Regional Middle School Art***

Background

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities. Each activity should be approved by the School Committee at the time it is created and MA Department of Elementary and Secondary Education recommends that School Committees approve each student activity annually.

A list of all the current student activity accounts is attached which includes a description of the activity's objective, its funding sources, and this year's starting balance, revenue, expenditure to date and, current balance.

The accounts that were set up for the classes of 2016, 2017, 2021, and 2022 now have zero balances and can be closed.

In addition, the Middle School activity accounts for Band and Art have been inactive for more than two years, the remaining funds (\$57 and \$103 respectively), will be transferred to the MRMS Lighthouse fund.

Michael MacMillan

School Business Manager

Status	Active
--------	--------

School / Activity	Objective	Funding Sources	Starting Balance	Revenue to Date	Expenditure and Encumbrances to date	Balance
Chatham Elementary School			\$ 6,552	\$ 6	\$ 3,321	\$ 3,236
Field Trips	Process field trip revenue & expense	Field Trip payments	\$ 2,889	\$ -	\$ 2,730	\$ 159
Lighthouse Fund	Assist students in need	Donations/Life Touch	\$ 774	\$ 6	\$ 591	\$ 188
Yearbook	Process yearbook transactions	Yearbook purchases	\$ 2,889	\$ -	\$ -	\$ 2,889
Harwich Elementary School			\$ 2,772	\$ 937	\$ -	\$ 3,709
Field Trips	Process field trip revenue & expense	Bus fees	\$ -	\$ -	\$ -	\$ -
Garden Club	Process revenue & expenses for garden upkeep	Grants & Donations	\$ 332	\$ -	\$ -	\$ 332
Lighthouse Fund	Assist students in need	Star & Stop n Shop programs/Donations	\$ 2,439	\$ 937	\$ -	\$ 3,376
Monomoy Regional Middle School			\$ 25,367	\$ 1,447	\$ 940	\$ 23,260
Art	Inactive	Inactive	\$ 103	\$ -	\$ -	\$ 103
Band	Inactive	Inactive	\$ 57	\$ -	\$ -	\$ 57
Best Buddies	Field trips and shell program events	Coffee sales	\$ 560	\$ 57	\$ -	\$ 617
Empty Bowls Full Hearts	Homeless population	Fundraisers	\$ 2,212	\$ -	\$ -	\$ 2,212
Field Trips	Process field trip revenue & expense	Field Trip payments	\$ -	\$ -	\$ -	\$ -
Golf - Boys	Process revenue & expense for MRMS boys golf team	Student fees for First Tee Program	\$ 505	\$ -	\$ -	\$ 505
Grade 6	Process grade specific revenue & expenses	Field Trip payments	\$ 98	\$ -	\$ -	\$ 98
Lighthouse Fund	Assist students in need	Box Tops/Lifetouch/Donations/Stop & Shop /Dance Proceeds/book fair	\$ 2,197	\$ 166	\$ 940	\$ 1,280
Monomoy Cares	Recycling/Science events	Fundraisers	\$ 437	\$ -	\$ -	\$ 437
Newspaper	Publish a student driven newspaper	Donations/advertising	\$ 25	\$ -	\$ -	\$ 25
SA 7th Grade Trip Expenses	Process grade specific field trip income /expenses	Fundraisers and Student fees	\$ -	\$ -	\$ -	\$ -
School Store	Sell school merchandise	Sales of merchandise	\$ 1,874	\$ 178	\$ -	\$ 2,052
Shark Tank Cafe	Process revenue & expenses for MRMS library café	Café sales	\$ 1,806	\$ -	\$ -	\$ 1,806
Student Council	School wide events funding	Coin drive	\$ 2,595	\$ 1,046	\$ -	\$ 3,142
Writer's Retreat	Process revenue & expenses for annual writer's retreat weekend event	Grants and Student fees	\$ 8,377	\$ -	\$ -	\$ 8,377
Yearbook	Process yearbook transactions	Yearbook purchases	\$ 4,523	\$ -	\$ -	\$ 2,551
Robotics	To explore the field of robotics, build robots, and compete in local and national robotics competitions.	Organize bake sales, attend local Harwich and Chatham events (and ask for support), and ask parents for support. Other fundraising activities.	\$ -	\$ -	\$ -	\$ -
Monomoy Regional High School			\$ 140,984	\$ 60,660	\$ 35,114	\$ 160,227
After Prom	Give the students an after prom party	Donations /bake sale	\$ 5,956	\$ -	\$ -	\$ 5,956
Animal Welfare	Fund field trips/conferences to local wildlife organizations and make donations to these organizations	Donations	\$ 1,034	\$ 1,172	\$ -	\$ 1,907
Art	Art related field trips	Fundraisers, art & bake sales	\$ 661	\$ -	\$ -	\$ 661
Best Buddies	Pay for supplies for annual fundraiser of selling jarred baked good and recipes. Proceeds are used to take a large field trip every couple of years for students in the program	T-shirt fundraiser /craft fair/car wash/donations	\$ 11,559	\$ 3,200	\$ 1,004	\$ 13,756
Class of 2016	Inactive	Inactive	\$ 1,234	\$ -	\$ 1,234	\$ -
Class of 2017	Inactive	Inactive	\$ -	\$ -	\$ -	\$ -
Class of 2021	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Prom Tix/ornament sales/car wash	\$ 2,009	\$ -	\$ 2,009	\$ -
Class of 2022	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Popcorn & wreath fundraisers/ Wizards fundraiser & T-shirt sales	\$ 1,455	\$ -	\$ 1,455	\$ -

School / Activity	Objective	Funding Sources	Starting Balance	Revenue to Date	Expenditure and Encumbrances to date	Balance
Class of 2023	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Fundraisers & T-shirt sales/ March madness bb tournament	\$ 14,452	\$ 4,830	\$ 9,527	\$ 8,375
Class of 2024	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts	\$ 8,038	\$ 3,365	\$ 401	\$ 10,703
Class of 2025	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	T-shirt sales/Popcorn & Restaurant Fundraisers	\$ 3,194	\$ 282	\$ 400	\$ 1,666
Class of 2026	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts	\$ 1,820	\$ 2,289	\$ 300	\$ 3,810
Field Trips	Process field trip revenue & expense	Registration/Fundraiser/Donation	\$ 4,987	\$ -	\$ -	\$ 4,987
Gay Straight Alliance	Purchase Pride related items to decorate the school and purchase GSA T-shirts	Sock sale	\$ 1,089	\$ 225	\$ -	\$ 1,190
Interact Club	To fund field trips & spread joy and positivity throughout the local and school communities	Donation & Valentine Flower Sales & sale of Monomoy chargers	\$ 1,332	\$ 1,398	\$ 816	\$ 1,221
Key Club	Fund community & school-wide events & the annual Kiwanis International trip	Dues/Donations/Bake sale	\$ 5,829	\$ 1,014	\$ 336	\$ 6,143
Lighthouse Fund	Assist students in need	Star bag program/Lifetouch/Church Donation	\$ 33,294	\$ 2,976	\$ 2,560	\$ 33,010
National Art Honor Society	Fund field trips/conferences, supplies for Graduation & Induction ceremonies	Bake Sale	\$ 557	\$ 559	\$ -	\$ 1,117
National Honor Society	Fund field trips/conferences, supplies for Graduation & Induction ceremonies	Ornament and bake sales	\$ 1,254	\$ 100	\$ 396	\$ 813
Other Student Activities	Give back to the students at MRHS in a positive way	Dues/donations	\$ 1,521	\$ 164	\$ 211	\$ 1,474
School Store	Sell school merchandise & snacks/drinks	Sales of merchandise	\$ 13,634	\$ 12,826	\$ 8,489	\$ 17,971
Softball	Revenue and expenses for the Softball team	Student fundraising	\$ 888	\$ -	\$ -	\$ 888
Spirit Club	Host a number of annual school events including dances, FinFest, Spirit Week ,Pep Rally, etc	Homecoming & other dances, T-shirt sales	\$ 6,108	\$ 8,985	\$ 3,173	\$ 11,240
STAND	Field trips/ conferences, etc	Fundraisers and donations	\$ 6,000	\$ -	\$ -	\$ 6,000
Student Council	Help fund fundraisers that give directly to MRHS students & help fund student elections & club specific graduation regalia	Valentine candy & carnation sales	\$ 782	\$ -	\$ -	\$ 727
Yearbook	Process yearbook transactions	Yearbook purchases	\$ 9,865	\$ 780	\$ 2,155	\$ 8,348
Young Women's Club	Donations to local community organizations that positively influence the lives of women. Also fund field trips	Bake sale	\$ 1,949	\$ 419	\$ 649	\$ 1,706
Guidance (Exam Fees)	To pay exam fees on behalf of students.	AP Exams/PSAT Exams/Rebate	\$ 384	\$ 14,576	\$ -	\$ 14,960
Political Action Group	Discuss politics, run election simulation during election years	Donations, fundraisers	\$ 98	\$ -	\$ -	\$ 98
Class of 2027	(blank)	(blank)	\$ -	\$ 1,000	\$ -	\$ 1,000
	Process grade specific revenue & expenses, including class trips and graduation events. Class trip fully encumbered, students paying in installments when payments due.	Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts	\$ -	\$ 500	\$ -	\$ 500
International Field Trips	This account would be for expenses/deposits relating to international trips taken by MRHS students.	Fundraising may vary and would be dependent on the trip leader's discretion. Funds may also be deposited if the trip company does not collect payments directly from students.	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 175,675	\$ 63,050	\$ 39,376	\$ 190,431

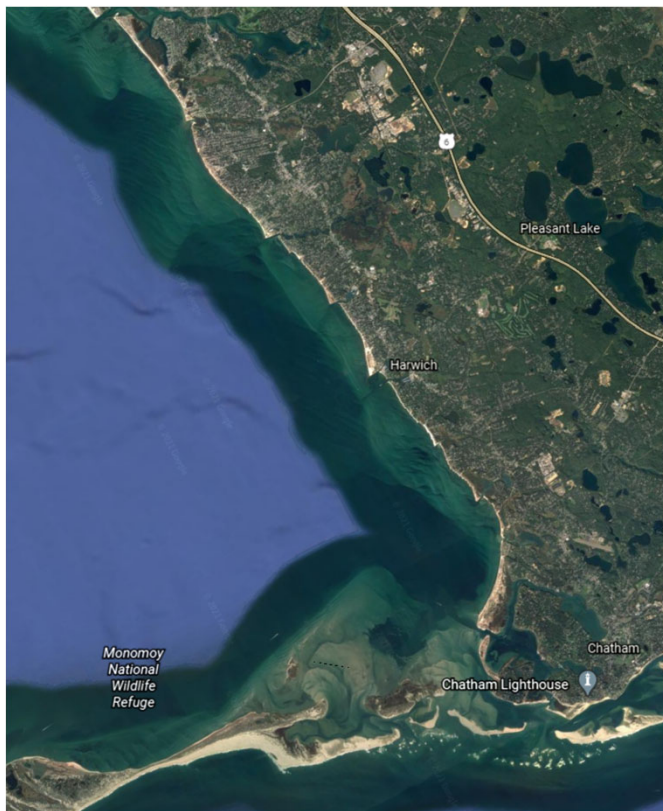
Monomoy Regional School District Draft FY24 Budget

SCHOOL COMMITTEE PRESENTATION

January 2023

THIS PRESENTATION WILL BE DISCUSSED AND THE BUDGET VOTED ON AT THE FINANCE SUB-COMMITTEE MEETING ON 1/10/2023. THERE MAY BE CHANGES TO THESE SLIDES FOLLOWING THAT MEETING. IF THERE ARE CHANGES, THE UPDATED SLIDES WILL BE SENT TO ALL SCHOOL COMMITTEE MEMBERS PRIOR TO THE SCHOOL COMMITTEE MEETING ON 1/12/2023.

The 30,000 foot view – key takeaways



STUDENT NEEDS

The impact of COVID continues to be seen in the need for more academic intervention and broader social and emotional learning supports. There is also an increase in demand for special education resources.

FINANCIAL PRESSURES

Inflation, shortage of labor, and supply chain issues are driving up costs in multiple areas of the budget, including utilities, transportation, instructional supplies, and building maintenance.

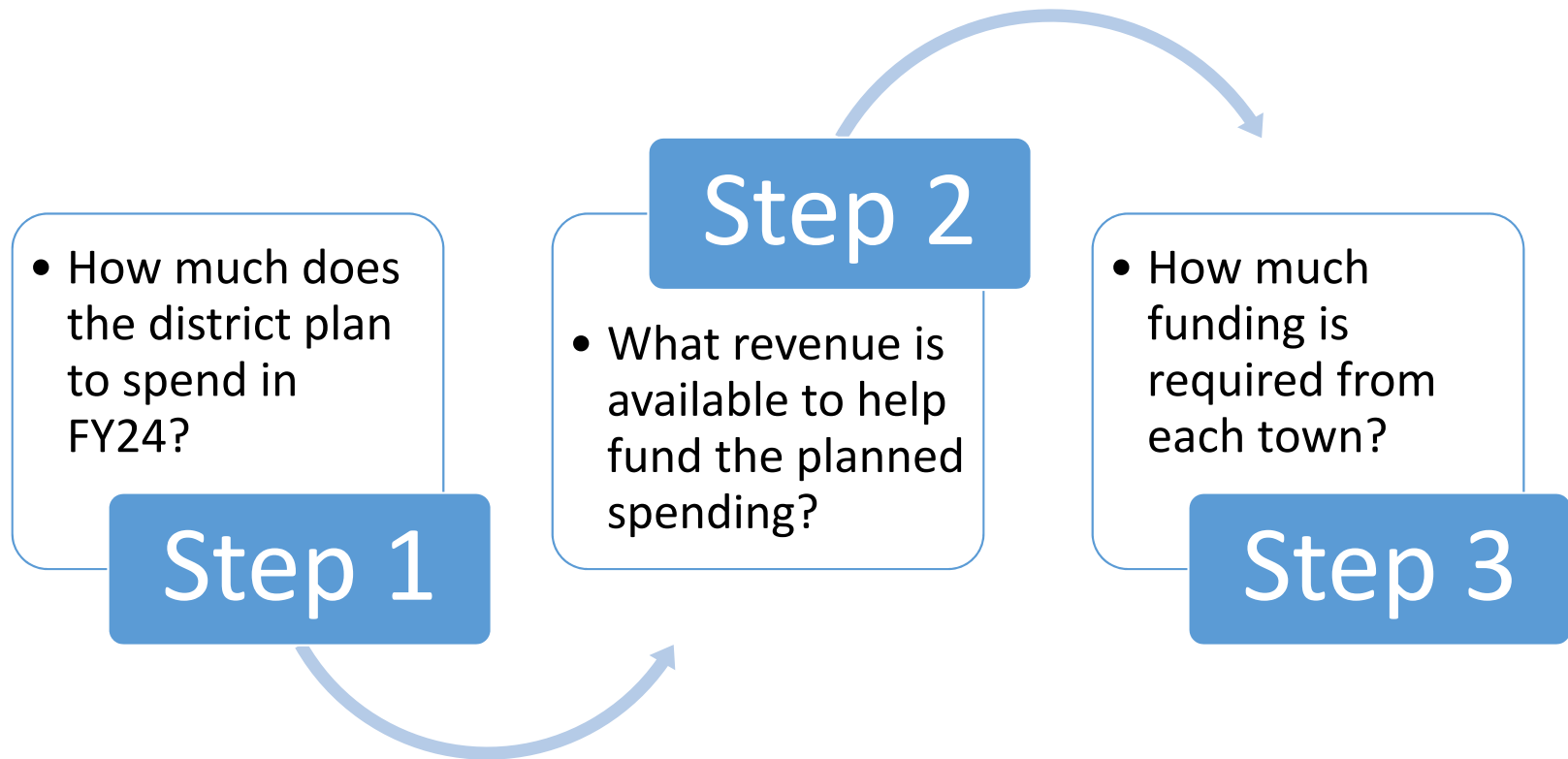
BUDGET

The draft budget request is \$44,323,116, (\$1.5m / 3.6% increase).

ASSESSMENTS

Based on the current draft budget and estimates of foundation enrollment and state funding, there is an increase of \$1,086,464 (3.8%) for Harwich and \$162,384 (1.6%) for Chatham.

The Process



1. Planned Expenditure

Budget Development Principles

- Driven by the Strategic Plan
- Maintain long-standing class size guidelines of elementary class sizes average 18 ± 1 and middle/high school 19 ± 2
- Data-driven & transparent
- Collaborative - with staff, families, and community
- Recognizing the financial environment of both towns
- Forward-looking – 5-year projections

FY23 Budget Assumptions

- Health insurance is assumed to increase by 8%. Rates should be set for FY24 by Cape Cod Municipal Health Group in early February.
- School Choice and Charter School student numbers will remain consistent with those reported for FY23.
- Stable enrollment, including in pre-K.
- Incoming and existing students continue to require additional support.

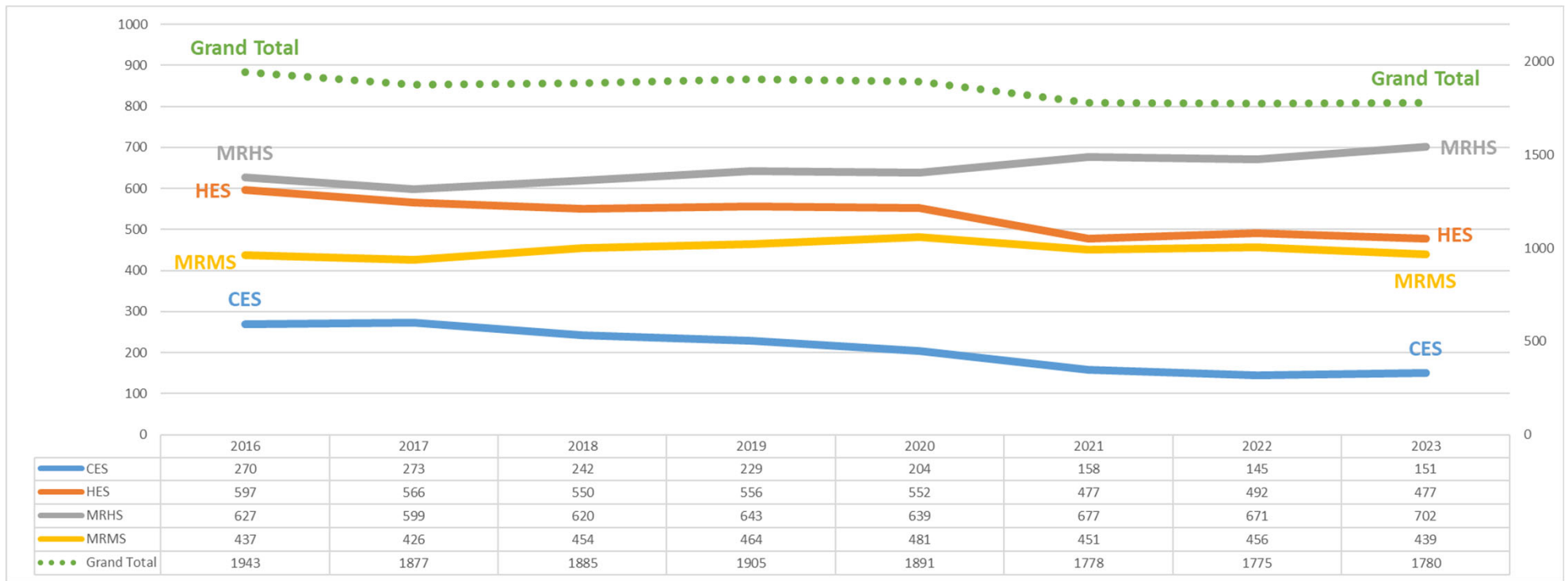
Budget Request – VOTE REQUIRED

FY24 Budget Request	\$44,323,116
Increase from FY23:	\$1,521,713
% increase from FY23:	3.56%

High Level Summary of Budget Increases

Item	Increase / (decrease)
Salary increases	\$766,500
Health Insurance increase	\$300,000
New curriculum staff	\$200,000
Utilities (including gas)	\$174,000
Transportation costs	\$171,400
Out of district (net change)	\$146,000
Special Education program staff	\$123,000
Maintenance of equipment (HVAC etc)	\$100,000
Retirement contributions	\$85,000
Property insurance	\$57,000
Other Costs	\$20,813
Charter tuition	(\$45,000)
Staffing turnover	(\$253,000)
School Choice reduction	(\$324,000)

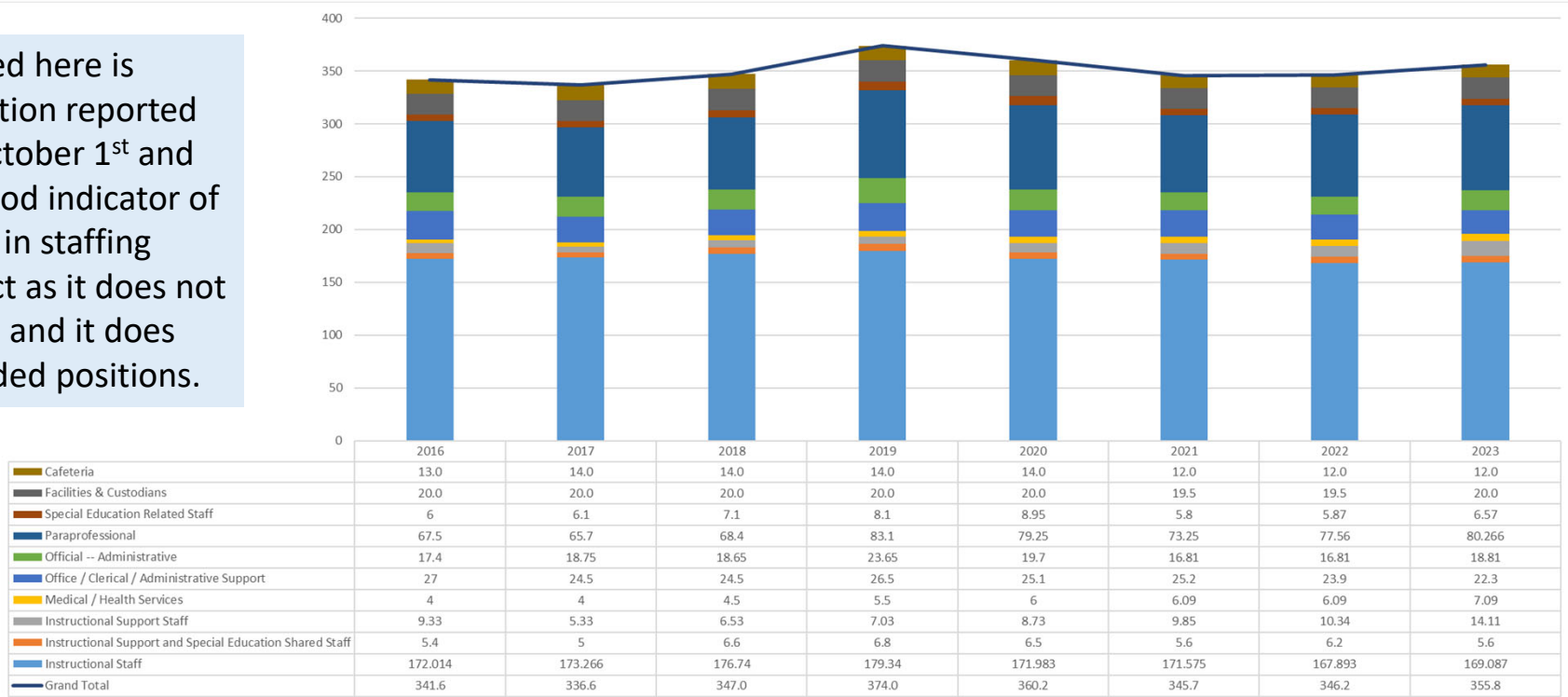
Student Enrollment increased slightly from FY22 October to FY23 October. Although the incoming kindergarten class was smaller than the outgoing G12 class, the district gained students at PK, G5, and G8.



The total line is plotted on the right horizontal-axis on the right all other lines are plotted on the left horizontal axis.

Staffing levels increased from FY22 to FY23, including ESSER funded staff, and additional instructional assistants in special education programs.

The data presented here is based on information reported to the state on October 1st and although it is a good indicator of the general trend in staffing levels, it isn't exact as it does not capture vacancies and it does include grant funded positions.



The District is maintaining class sizes with the projected enrollment for FY23

District Goal: Maintain programs across grade levels and educationally supportive class size guidelines of 19+/-2 students per class at the middle and high school and 18 +/-1 at the elementary level.



New needs have been identified by the Principals and Directors.

INCLUDED IN THE BUDGET

- District
 - 2FTE - 6-12 ELA and MATH Instructional Coaches
- MRHS
 - Theater House Manager
- MRMS
 - Facilities Projects (see below)
 - Robotics Lab computer upgrade
 - Upgrade Wireless Access Points
- CES
 - Additional 0.5 FTE Special Education Teacher
 - *Increase current 0.5 SPED teacher to 1.0 FTE*

NOT INCLUDED IN THE BUDGET

- MRHS
 - Replace common area furniture - \$65,000
- Harwich ES:
 - Increase Math IA to Math Teacher Interventionist.
 - An additional Special Education teacher may be needed.
- Chatham ES:
 - 1.0 FTE Unit A Intervention Specialist (math & reading)

Capital and Extraordinary Maintenance Items

Project	Budget
Install additional external lighting at MRMS to improve the safety of students	\$60,000
District (MRMS and CES) Facilities pick up truck	\$80,000
Replace MRMS IT network switch	\$10,000
Stabilization	\$50,000
~~MSBA application for CES and MRMS Roof replacement~~	~~\$200,000~~
Replacement of carpet at MRMS	\$40,000
Update all PA systems	\$180,000

These items were identified as part of the district's capital planning process, as recently presented to the school committee (with some budget amount increases based on new estimates). These items (except the MSBA project) are included in the current budget.

There is currently \$187,000 in the stabilization fund.

The MSBA is not funding roof projects in FY24 and so these projects have been postponed.

Questions?

2. Budgeted Revenue

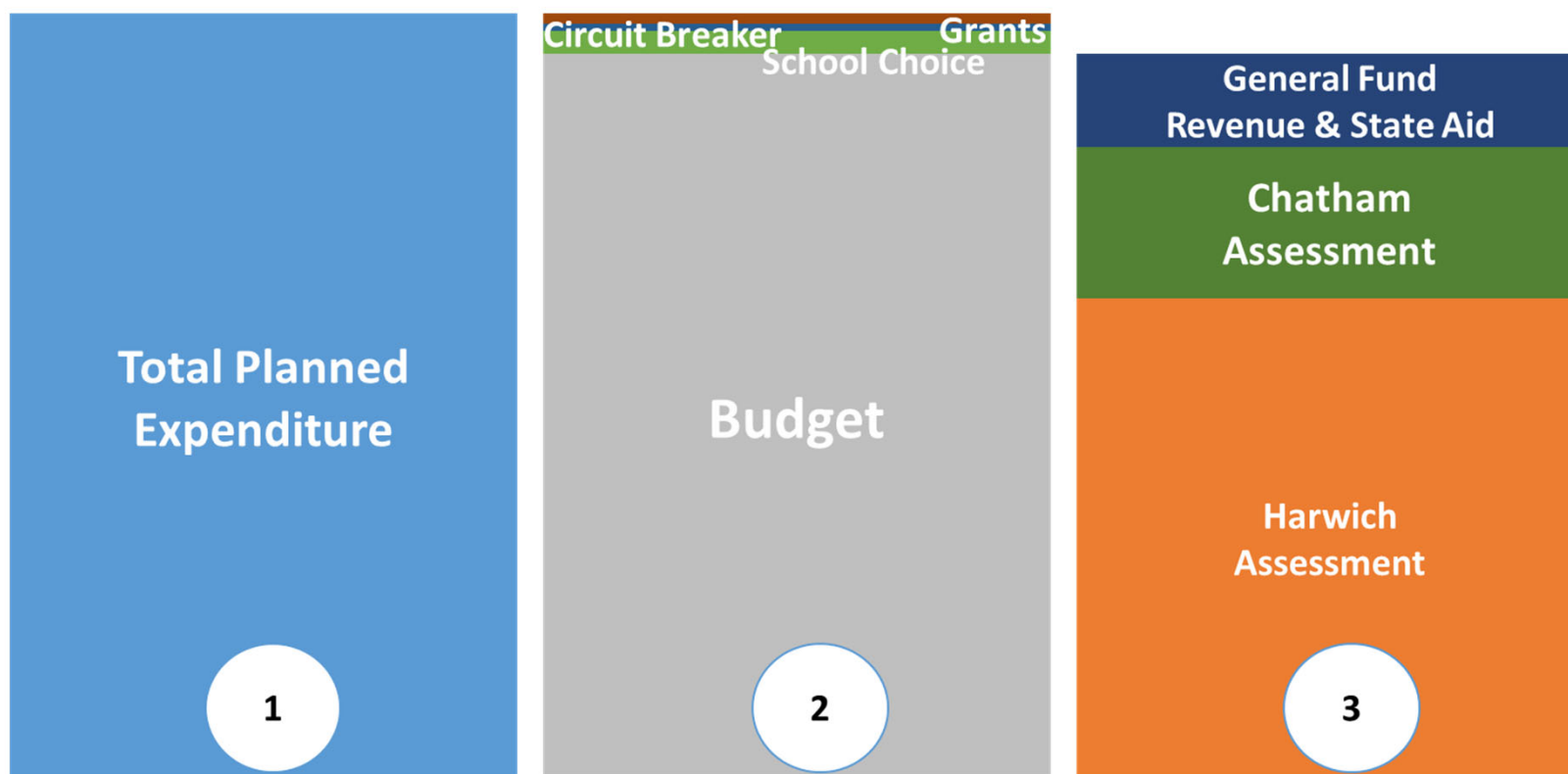
There are a number of key revenue sources which help to fund positions in the district, including ESSER, Title 1, IDEA, and school choice. Both ESSER and Circuit Breaker have increased for FY24. This is the final full year of ESSER funds.



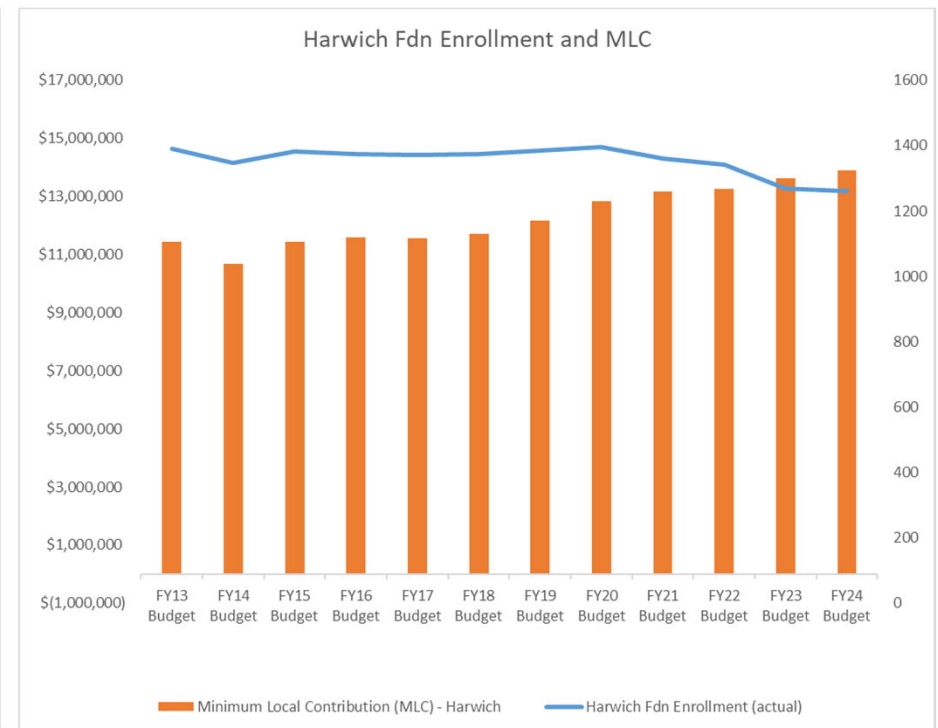
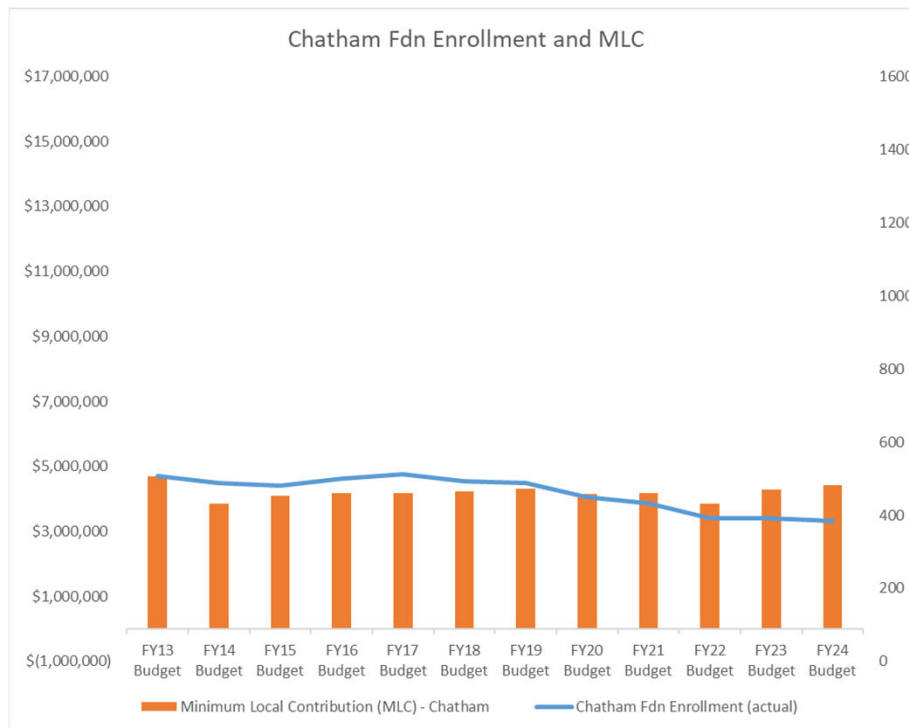
Questions?

3. Assessments

Once the total expenditure and offsetting revenue has been calculated. The final step is to determine how much each town is required to pay.



Foundation Enrollment (FY24 budget figures are estimates).



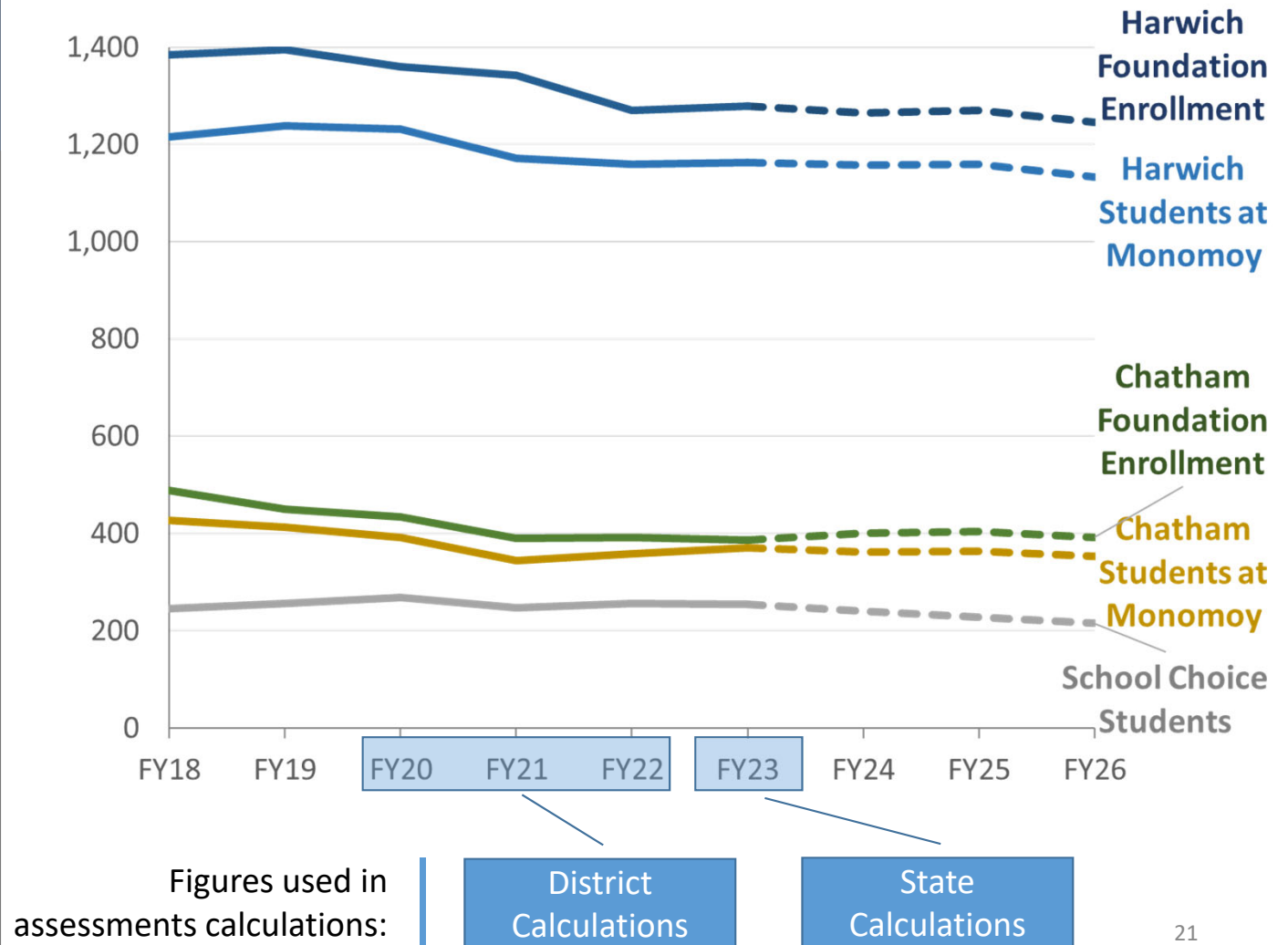
Enrollment trends and forecasts

Enrollment is expected to remain relatively stable for 2 years before there's another decline.

These changes impact the budget needs of the district and the assessment calculations.

Foundation enrollment = students within Harwich and Chatham for whom the district is financially responsible.

Monomoy enrollment= students attending Monomoy schools.



Assessment: Step 1 – calculation of budget

FY24 Budget Request	\$44,323,116
Increase from FY23:	\$1,521,713
% increase from FY23:	3.56%

Step 2 – Forecast General Fund Revenue and State Aid

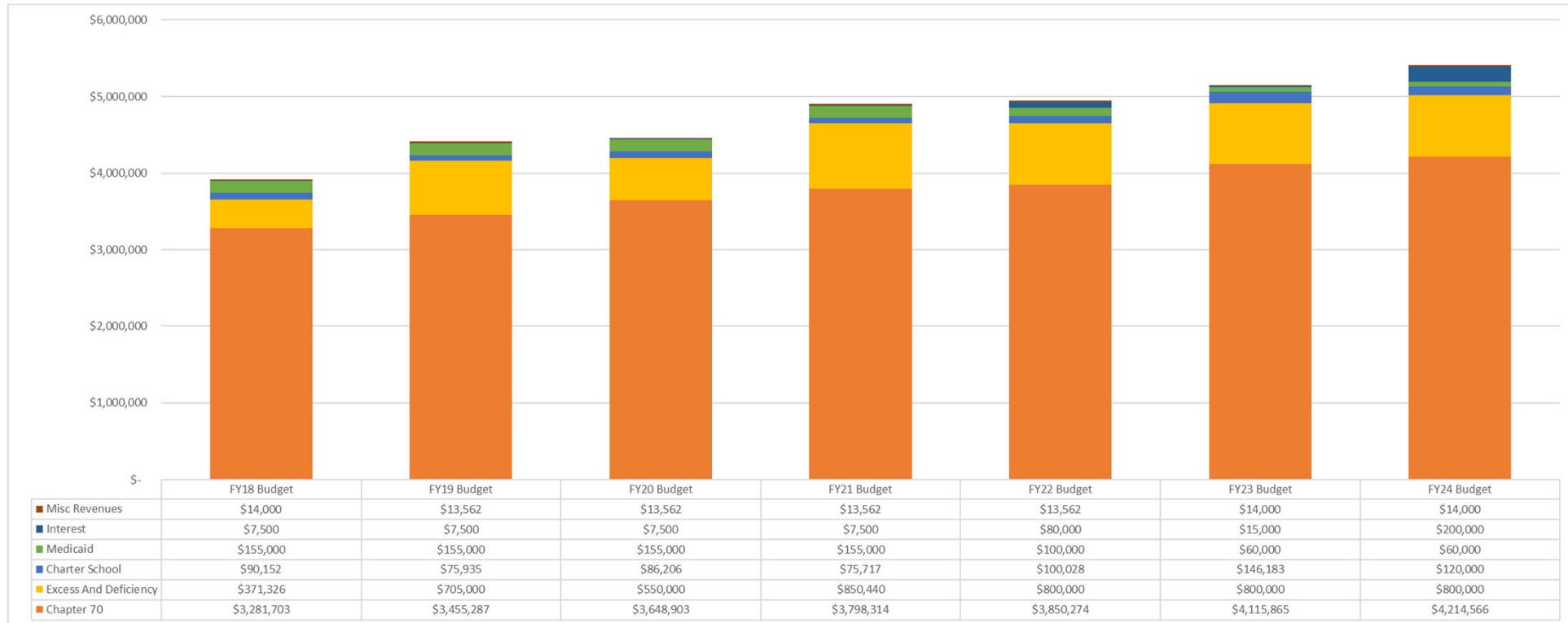
Source	Forecast	Change from FY23
Chapter 70	\$4,214,568	\$98,703
Excess And Deficiency	\$800,000	\$0
Charter School	\$120,000	-\$26,183
Medicaid	\$60,000	\$0
Interest	\$200,000	\$185,000
Misc Revenues	\$14,000	\$0
Total Transportation Aid	\$850,657	\$15,346
Total	\$6,259,225	\$272,866

These are estimates of the FY24 revenue that will be available to offset the district budget.

Chapter 70 funding will be first published by the state in 2024 – may be delayed due to the change in state governor.

The District Treasurer has invested the district funds to increase the interest generated.

General Fund Revenue and State Aid



Step 3 – Calculate Draft Assessments

These are preliminary estimates of the town assessments based on information that is currently available. These figures will change in the coming months as more information becomes available – particularly the state's chapter 70 figures.

Assessment	Harwich	Change from FY23	Chatham	Change from FY23
Local Minimum Contribution	\$14,419,345	\$793,040	\$4,424,733	\$133,581
Operating assessment beyond minimum contribution	\$11,799,746	\$158,695	\$4,580,583	\$33,778
Transportation	\$623,776	\$100,024	\$191,085	\$30,730
Capital	\$153,120	\$76,087	\$46,880	(\$22,087)
Debt	\$1,396,933	(\$36,657)	\$427,692	(\$18,343)
Total Assessment	\$28,392,920	\$1,091,189 3.8%	\$9,670,973	\$157,659 1.6%

Comparing the new approved assessment method with the original

Assessment	Harwich	Chatham
New Assessment Method	\$28,392,919	\$9,670,974
<i>Original Method</i>	<i>\$29,133,953</i>	<i>\$8,929,940</i>
<i>Difference between methods</i>	(\$741,034)	\$741,034

Monomoy Regional School District Draft FY24 Budget

SCHOOL COMMITTEE PRESENTATION

January 2023

File JBA: Student-to-Student Harassment– Replace with JICK

~~Harassment of students by other students will not be tolerated in the Monomoy Regional School District.~~

~~This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.~~

~~Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, creed, color, gender identity, national origin, sexual orientation, religion, marital status or disability.~~

~~Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.~~

~~Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:~~

- ~~• Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;~~
- ~~• Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;~~
- ~~• Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.~~

~~Harassment as described above may include, but is not limited to:~~

- ~~• Verbal, physical or written harassment or abuse;~~
- ~~• Repeated remarks of a demeaning nature;~~
- ~~• Implied or explicit threats concerning one's grades, achievements, or other school matter.
Demeaning jokes, stories, or activities directed at the student.~~

~~The District will promptly and reasonably investigate allegations of harassment. The Principal or designee of each building will be responsible for handling all complaints by students alleging harassment.~~

~~Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.~~

~~The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.~~

Legal references:

~~M.G.L. 151B:3A~~

~~Title VII, Section 703, Civil Rights Act of 1964 as amended~~

~~Board of Education 603 CMR 26:00~~

References:

~~"Words that Hurt," American School Board Journal, September 1999~~

~~National Education Policy Network, NSBA~~

~~Adopted: March 27, 2013~~

~~Revised:~~

File JICK

**Monomoy Regional School District
HARASSMENT OF STUDENTS - DRAFT**

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Monomoy Regional School District. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States.

1. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.
2. Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, 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, or any other category protected by state or federal law.
3. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

4. Definitions

- a. **Employee-to-Student Harassment** means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:
 - i. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
 - ii. Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.
- b. **Student- to-Student Harassment** means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:
 - i. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

5. Harassment as described above may include, but is not limited to:
 - a. Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
 - b. Repeated remarks of a demeaning nature;

- c. Implied or explicit threats concerning one's grades, achievements, or other school matter.
 - d. Demeaning jokes, stories, or activities directed at the student.
6. By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.
 7. The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.
 8. The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

LEGAL REF.: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation

SOURCE: MASC - December 2021

Adopted:

Revised:

Monomoy Regional School District INVESTMENT POLICY - draft

The Monomoy Regional School District intends to set forth investment objectives, establish guidelines and define responsibilities for the investment of the District's funds. The District funds are to be invested in a manner which will meet the daily, weekly and monthly cash flow demands of the District, conform to the state statutes governing the investment of public funds also to provide maximum security of said funds taking into account the three principles of municipal investment policy: safety, liquidity and yield.

Objective

Massachusetts General Laws (MGL) establishes the framework under which the District Treasurer is required to maintain funds in his/her custody. The primary statutes are as follows:

- MGL Chapter 44, Section 55 Public funds on deposit; limitations; investments
- MGL Chapter 44, Section 55A Liability of depositor for losses due to bankruptcy
- MGL Chapter 44, Section 55B Investment of public funds
- MGL Chapter 44, Section 54 Investment of trust funds

MGL Chapter 44, Section 55B requires the District Treasurer "to invest all funds except those required to be kept uninvested for purposes of immediate distribution." MGL further requires that "invested funds be placed so as to achieve the highest rate of interest reasonably, accounting for safety, liquidity and yield."

The objective of this Investment Policy is to set general guidelines for the investment of the Districts available Operating, Reserves and Trust funds. The guidelines for each type of fund are as follows:

- A. **Operating Funds:** First and foremost, preserve capital of the overall portfolio through diversification and prudent selection of investment instruments, while maintaining sufficient liquidity to meet all operating and debt service requirements.
- B. **Reserve Funds:** Preserve capital and maintain liquidity while attaining slightly better rate of return than that of the operating funds as a result of more flexible investment opportunities provided by state law.
- C. **Trust Funds:** Emphasis on safety, trust funds have a longer horizon thus providing more flexible investments as provided by state law.

Responsibilities

1. The Monomoy School Committee has the responsibility to set guidelines and criteria for investments of District Funds.
2. Primary responsibility for the administration of this policy resides with the District Treasurer, as custodian of District funds in accordance with Massachusetts General Law.

3. The Treasurer makes all the decisions regarding the management of the investment program and if the Treasurer wishes to deviate from the terms of this policy the Treasurer shall obtain written approval or through a presentation in front of the School Committee to obtain that approval.
4. The District Treasurer is required to establish, maintain and document internal control policies and procedures surrounding the handling and maintaining of all funds in conjunction with all statutes, this policy and reasonable business practices. These internal controls will be designed to safeguard these funds as well as to provide appropriate accountability of these funds for both internal and external financial reporting purposes.
5. The Treasurer shall be bonded as required by law.
6. The Treasurer shall be responsible for monitoring changes to the General Law governing the type and method of investing District funds referred to in this investment policy.

Authority

District funds may be maintained only in the following:

A. Operating Funds:

1. Certificates of Deposit with a maximum maturity of one year or less issued by commercial banks, mutual savings banks, savings and loans and cooperative banks.
2. Money Market Deposit Accounts with commercial banks, mutual savings banks, savings and loans and cooperative banks.
3. Repurchase Agreements with a maturity of less than 90 days, issued by a bank and secured by U.S. Government or Agency obligations.
4. Pooled Investments Funds operated under the authority of the State Treasurer
5. U.S. Treasury instruments or U.S. Government Agency obligations with a maximum maturity of one year. If Treasurer wants to go longer he/she would have to seek permission as outlined in the Responsibilities section

B. Stabilization Funds: Same criteria as the Operating Funds but emphasis on yield which would point the Treasurer to higher yielding CD's

C. Trust Funds: Same criteria as the Operating Funds and Stabilization Funds but state law allows for more flexibility of these funds.

If the District Treasurer determines that there is a need to deviate from the accepted financial instruments outlined in this policy he/she shall consult with the Superintendent and Business Manager and together present to the proposal for School Committee approval.

Reporting

The district treasurer will inform the Finance Sub-Committee of any changes to the district's investments.

The business manager will provide quarterly reports to the school committee on the performance of the district's investments.

Legal references:

Chapter 44, Section 55 -Deposition of Public Funds

Chapter 44, Section 55A -Liability

Chapter 44, Section 53F -Compensatory Balances

Chapter 44, Section 55B -Requirement to Invest

Adopted:

Revised: