



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, October 24, 2024 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

AGENDA

- A. Call to Order**
- B. MRHS Student Representative**
- C. Approval of Minutes:** October 10, 2024 MRSC Meeting
- D. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- E. Reports and Discussions**
 - i. National Education Support Professional Day: November 20, 2024 - Cindy Gushee
 - ii. Wellness Report - Melissa Maguire
 - iii. MRMS Siding Project Update - Michael MacMillan
 - iv. MRMS Building Committee Formation
 - v. Budget Five-Year Forecast
 - vi. MRHS Debt Refinancing
 - vii. First Readings - Policy Files: IJOA Travel Abroad & IHBA-A IEP Electronic or Digital Signatures
- F. Subcommittee, Representative, Liaison Reports**
 - i. Policy Subcommittee
- G. Superintendent's Report**
 - i. Recognition of Donations, Grants, and other Acknowledgments
 - ii. New Admin Assistant / School Committee Recording Secretary
- H. Action Items - Vote Required**
 - i. MRHS Debt Refinancing
 - ii. Second Reading: 2024-2025 Superintendent Goals
 - iii. Approval of FY24 Prior Year Invoices
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Leah Tambolleo
October 22, 2024

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, October 10, 2024 at 5:30 PM
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: Betty Gray, Chair; Tina Games, Vice Chair; Brad Schiff; Bre Rose; Jackie Zibrat-Long; Meredith Henderson; Ryan Clarke

Members not present: Jessica Rogers

Administrators present: Dr. Scott Carpenter, Superintendent; Dr. Robin Millen; Michael MacMillan; Joy Jordan

A. Call to Order: The meeting was called to order at 5:32PM by Chair Betty Gray.

B. Adjourn to Executive Session Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(4) to discuss the deployment of security personnel or devices, or strategies with respect thereto. Regular Open Session to resume at approximately 6:30 PM.

MOTION: Tina Games moved to adjourn to Executive Session, seconded by Meredith Henderson.

ROLL CALL VOTE: Bre Rose: aye; Brad Schiff: aye; Ryan Clarke: aye; Jackie Zibrat-Long: aye; Meredith Henderson: aye; Tina Games: aye; Betty Gray: aye.

UNANIMOUS the meeting adjourns to Executive Session at 5:33 PM.

Regular Open Session resumes at 6:31 PM.

C. Approval of Minutes: September 26, 2024 MRSC Meeting

MOTION: Meredith Henderson moved to approve the minutes of the September 12, 2024 MRSC meeting, seconded by Jackie Zibrat-Long.

The motion passes with 6 ayes and Ryan Clarke abstaining from the vote.

D. Public Comment: None

E. Reports and Discussions

i. SHORE Food Pantry - Shana Grogan

MRHS students Reese Labinski and Adam Manna introduced the SHORE Food Pantry to the school committee. Ms. Labinski and Mr. Manna took turns talking about the collaboration with Stop & Shop in East Harwich to establish a food pantry for Monomoy district families and described the weekly food distribution, including the preparation of boxes and snack trays for students. They also highlighted the skills students are learning, such as customer service, stocking, data entry, packing, and delivery. They noted that over 100 students visit the food pantry daily, especially on Fridays and before long weekends. Lastly, they explained the sign-up process for the food pantry, including curbside pickup and delivery for families without transportation.

ii. First Reading: 2024-2025 Superintendent Goals

On behalf of the Superintendent Evaluation Subcommittee, Jackie Zibrat-Long shared the finalized goals for the Superintendent, emphasizing the importance of measurable outcomes, the recruitment and mentorship process as well as the Y Achievers program and the collaboration with the YMCA as a key goal for the next school year. These goals will come back for a second reading and approval vote at the October 24, 2024 MRSC meeting. The full version of the goals can be seen [HERE](#).

iii. Preliminary FY26 Budget Process and Timeline

MRSD Business Manager Michael MacMillan outlined the early start for the FY26 budget process and the importance of understanding the budget timeline. He explained the budget breakdown by town assessments and state funding, highlighting the impact of enrollment figures. He also discussed the challenges of managing budget reductions despite declining enrollment and the importance of critical mass for cost-saving measures. Lastly, Mr. MacMillan mentioned the ongoing needs such as school choice revenue, capital needs, and state funding, which will influence the budget.

iv. MRHS Debt Reissuance

MRSD Business Manager Michael MacMillan provided an update on the high school debt refinancing, aiming to secure a better interest rate and explained the process of working with financial advisors and the potential savings of \$40,000 to \$50,000 annually. Mr. MacMillan also mentioned the upcoming meeting for a vote on the new debt agreement and the involvement of the treasurer, Paul Donlan.

F. Subcommittee, Representative, Liaison Reports

i. Legislative Liaison Report - MASC Statement on Ballot Question 2 on MCAS Requirement

MRSC Legislative Liaison Tina Games reported on the Massachusetts Association of School Committees' (MASC) position in favor of Ballot Question 2. Ms. Games explained the joint committee process for hearing testimony and the final position taken by MASC and encouraged the school committee to be informed and prepared to address questions from the public about the ballot question.

G. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

Dr. Carpenter shared the following recognitions with committee members:

Many thanks to Katie Green of the Cape and Islands District Attorney's Office for coming to the high school last week to speak to 8th graders about cybersafety, digital citizenship, and how to safely and smartly engage online.

Monomoy Regional High School recently received numerous honors from the College Board for its excellence in educating students and providing all students with access to advanced coursework. Monomoy Regional High School has earned a place on the College Board's AP School Honor Roll for the 2023-2024 school year, meeting the criteria for Gold Status. The AP School Honor Roll recognizes schools that have done outstanding work to welcome more students into AP courses and support them on the path to college success, with criteria including College Culture, College Credit, and College Optimization. Monomoy achieved Gold Status for College Culture and College Credit and Platinum Status for College Optimization. MRHS is being further recognized with the AP Access Award, which honors schools that encourage more low-income and underrepresented minority students to take AP courses.

The students of Monomoy Regional High School's Political Action Club, a nonpartisan group, is once again hosting a forum with the candidates for election to the Massachusetts State Senate for the Cape and Islands District, Sen. Julian Cyr and Christopher Lauzon. The event will be organized by the student members of the club – the candidates will answer questions from a panel of students overseen by a student moderator. All other aspects of the debate will also be run by Monomoy students, including timing, lighting, and sound operations. The candidates forum will be held Thursday, October 24, from 11 a.m. to 12 p.m. in the Monomoy Regional High School Auditorium. The public and the press are welcome to attend this event.

ii. October 1 Reporting

Dr. Carpenter continued his report with the October 1 enrollment numbers. Enrollment at the high school is up by 2.9% from FY24 but down by 4.5% at the middle school, and overall enrollment is down by a total of 15 students or .86%.

H. Action Items - Vote Required: None

I. Presentation of the Warrants

Accounts Payable and Payroll warrants were presented for school committee member signatures.

J. Adjournment

MOTON: Meredith Henderson moved to adjourn the meeting, seconded by Jackie Zibrat-Long.

UNANIMOUS the meeting adjourns at 7:13 PM.

Respectfully Submitted,

Leah Tambolleo
Recording Secretary



National Education Support Professionals Day in 2024 is on Wednesday, November 20th. It's celebrated on the Wednesday of American Education Week, which takes place from November 18–22, 2024.

Education Support Professionals (ESPs) are a vital part of the education workforce, and their contributions are honored on this day. ESPs include many roles, such as:

Paraprofessionals, Office staff, Custodians, Bus drivers, Cafeteria workers, and Health and student service employees.

ESPs work to ensure that schools run smoothly and effectively, and that students have a safe and supportive environment to learn. They play a key role in the academic, social, and emotional needs of students.

We've seen ESPs go well beyond anything we have seen before as they work to meet the needs of our school communities in the midst of a pandemic. On ESP Day, join us to honor and advocate for the ESPs who continue keeping students safe, healthy, and ready to learn.

NEA ESPs are represented by 9 career families

An ESP career family is a group of ESP professions that share similar core job skills, responsibilities, education, and training.



Clerical Service Workers

Clerical service ESPs are on the front lines of all office operations, working in settings from schools to administrative offices to transportation facilities.



Custodial and Maintenance Workers

Custodial and Maintenance ESPs keep schools safe and clean for students, staff, and the community.



Food Service Workers

Food Service ESPs ensure students have access to safe and nutritious meals, which impacts their behavior, energy levels, thinking, physical health, overall well-being, and ability to learn.



Health and Student Service Workers

Health and Student Service Workers perform a wide variety of jobs that improve and protect students' health and welfare.



Paraeducators

Paraeducators assist with classroom instruction and provide direct services to students, families, and the community.



Security Workers

Security ESPs ensure the safety and security of students and staff on school grounds, taking a leadership role in crisis situations, community building, and conflict resolution.



Skilled Trades Workers

Skilled Trades workers maintain and service school facilities, buildings, and offices, ensuring they are safe and comfortable for students, staff, and the community.



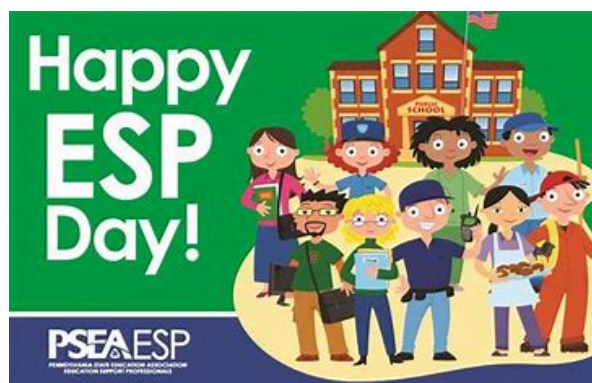
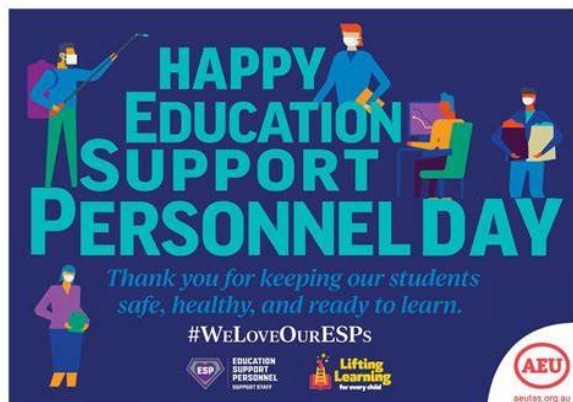
Technical Service Workers

Technical Service ESPs ensure high standards of technology and communications in our schools.



Transportation Service Workers

Transportation ESPs are on the front lines of all office operations, working in settings from schools to administrative offices to transportation facilities.



DATES:

20 November 2024

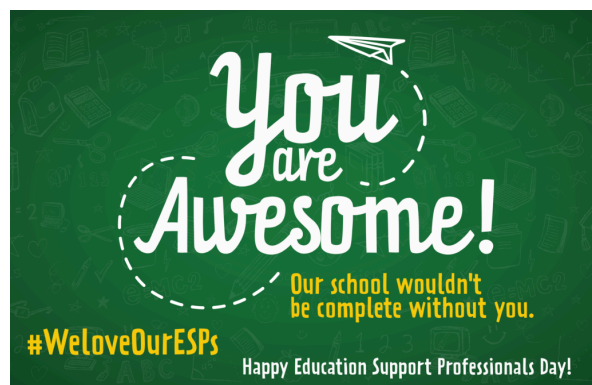
19 November 2025

18 November 2026

24 November 2027

22 November 2028

21 November 2029





Melissa Maguire

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Wellness: School Mental Health and Social Emotional Learning

Report to the Monomoy Regional School District School Committee

October 24, 2024

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Monomoy Regional School District

Introduction

Monomoy Regional School District is committed to developing a comprehensive tiered system of mental health support in order for our students to thrive academically/socially/emotionally/behaviorally.

Mission

Monomoy Regional School District places students at the center of an educational partnership with caregivers and the community to create a welcoming and innovative learning environment that builds relationships, encourages curiosity, and elevates all students to achieve their full potential.

Vision

Monomoy is committed to being an exemplary school district, where all of our students become creative and critical thinkers, communicators and leaders, independent and confident learners, and engaged citizens.

Core Values

Knowledge: We value curiosity and continuous growth

Dignity: We value every individual and their voice

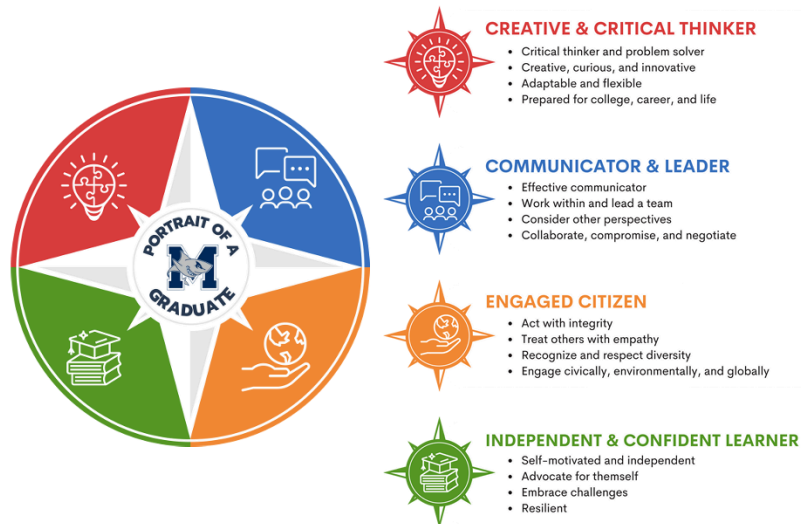
Caring: We value kindness and compassion

Stewardship: We value responsibility as citizens in our community and in our world

Courage: We value integrity, character, and the willingness to take risks

District Strategic Plan and Portrait of a Graduate 2024-2028

Monomoy's Portrait of a Graduate is a collection of skills, attributes, and characteristics that we are committed to developing in each of our students from preschool through to graduation.



Strategic Plan - Wellness

Goal: Being and Wellness Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff

3.1 Comprehensive Wellness Programs

1. Assess and implement holistic wellness programs that address mental, emotional, and physical well-being
2. Expand collaborations with health professionals and community organizations to enhance wellness initiatives

3.2 Safe and Inclusive School Environment

1. Foster authentic integration of inclusivity, belonging, and acceptance with discrete teaching across content areas
2. Strengthen relationships and connections to support students through proactive measures

3.3 Family and Caregiver Involvement

1. Engage families and caregivers in wellness initiatives
2. Provide resources on supporting students' mental, emotional, and physical well-being

Social Emotional Learning Overview

Social Emotional Learning Definition: “SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions

and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.” “The research is clear: Social and emotional learning in schools leads to positive outcomes, including better academic performance, and decreases in stress and anxiety.” (Source: CASEL)

CASEL Five Core Competencies of SEL:



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- Such as:
- Demonstrating curiosity and open-mindedness
 - Identifying solutions for personal and social problems
 - Learning to make a reasoned judgment after analyzing information, data, facts
 - Anticipating and evaluating the consequences of one's actions
 - Recognizing how critical thinking skills are useful both inside & outside of school
 - Reflecting on one's role to promote personal, family, and community well-being
 - Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Social Emotional learning Curriculum and Resources

Second Step

The Second Step Social-Emotional Learning (SEL) Program gives students the tools to excel in and out of the classroom by addressing the five Core Competencies of Social Emotional Learning. Students learn invaluable skills that help them navigate their way through school as well as their community.

Second Step provides language and tools, from perspective-taking to calming down techniques, that everyone can use—on the playground, in the classroom, from school to school, and at home.

Each grade has three to four units that include the following areas of instruction: skills for learning, empathy, emotion management, friendship skills and problem solving, and transitioning to kindergarten. Each unit has four to nine lessons that are broken out across twenty-two weeks.

Grade 5 Unit 1 Lesson example (2023-2024):

Grade 5

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 The Right Goal for Me	Identify a personal goal and explain why it is right for them
Lesson 2 My Plan	Make an effective plan to reach a personal goal
Lesson 3 Changing My Plan	Evaluate their progress toward a personal goal so they can adjust their plan if needed
Lesson 4 Time to Reflect	Reflect on their experience of working toward a personal goal
Lesson 5—Performance Task My 10-Minute Goal	Apply the goal-setting process to a new personal goal and reflect on how it went

	Title	Objective	Key Concepts & Skills	Vocabulary	Lesson Materials
Lesson 1	The Right Goal for Me	Students will be able to identify a personal goal and explain why it is right for them.	Students will practice setting personal goals that are right for them. A goal that is right for someone is specific, challenging, doable, and motivating for them. A goal might be right for one person, but not right for another person.	N/A	The Right Goal for Me handout, 1 per student



The Right Goal for Me

Student Handout
GRADE 5 | Unit 1 | Lesson 1

Name: _____

Date: _____

1. Use these categories to help you think of skills you'd like to learn or improve. Write down as many ideas as you can.

Hobbies <i>(crafts, sports, games, etc.)</i>	School <i>(classwork, homework, participation, etc.)</i>
Personal Skills <i>(kindness, organization, health, etc.)</i>	Other

Using pre- and post- screening data, we are able to conduct analyses at the district, school, and individual student levels to better understand SEL growth, progress, and needs. We can use the data to inform resource allocation at the systems level and to implement necessary evidence-based, progress monitored, tiered interventions at the student level when needed.

Botvin Lifeskills

Botvin LifeSkills Training (LST) is an evidence-based substance abuse and violence prevention program that is uniquely designed to be flexible and interactive. This program is also aligned to CASEL's social and emotional learning (SEL) competencies. Botvin Lifeskills is taught in grades three through twelve.

Program Learning Objectives

Personal Self-Management Skills: Students develop skills that enhance self-esteem, develop problem-solving skills, help them reduce stress and anxiety, and manage anger.

General Social Skills: Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.

Drug Resistance Skills: Students build effective defenses against pressures to use tobacco, alcohol, and other drugs.

MRSD Plan for BOTVIN implementation/expansion: Currently there is a wellness task force reviewing the curriculum K-12. Within the wellness framework is social emotional learning, which includes anti-addiction. Currently, grades three and four receive Botvin lessons. The goal for next year is to expand the curriculum to grades 5, 6, and 9. Grades 11 and 12 are being released in the Spring of 2025 and will be reviewed.

CATCH My Breath

CATCH My Breath's peer-led teaching approach empowers students with the knowledge and skills needed to make informed decisions about e-cigarettes and resist social pressures to vape. Informed by tobacco youth prevention researchers and practitioners, years of real world implementation, and a youth advisory board, it is the only school-based vaping prevention program proven to reduce the likelihood of vaping among youth.

This resource is used in grade 8 at Monomoy Regional High School.

Hope Curriculum

The Health and Opioid Prevention Education (HOPE) Curriculum is a kindergarten through high school opioid prevention curriculum designed to support local health education curriculum. The HOPE Curriculum supports the ORC 3313.60 requirements to provide a health education curriculum that “includes instruction on the dangers of prescription opioid abuse and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.” The HOPE Curriculum provides developmentally appropriate lessons to build students' skills and functional health knowledge that leads to healthy behaviors students can demonstrate throughout their life. Students will learn key concepts and medication safety principles and develop the skills to make healthy and drug-free choices, including: Decision-making skills: Stop, Think, Choose; Analyzing influences and accessing valid health resources Advocating for healthy choices; and, Communication skills, including being assertive, refusing unhealthy choices, showing empathy, and asking for help from others.

This curriculum is currently delivered at the high school to students enrolled in the “Health Issues” class. While the class is primarily composed of students in grades 11 and 12, there are also some 9th and 10th grade students enrolled.

Zones of Regulation

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

The Zones of Regulation curriculum incorporates Social Thinking® (www.socialthinking.com) concepts and numerous printable visuals to support students in identifying their feelings/level of alertness, understanding how their behavior impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.

The Zones of Regulation framework is implemented at Chatham and Harwich Elementary School.

Check-in Check out

Check-in Check-Out (CICO) is a research-based Tier 2 Intervention. Students assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that student. Typically, the student uses a “points card” that spells out the goals for each part of the day. As the student progresses through the day, their teachers evaluate behavior and assign points for meeting their daily goals. At the end of the day, the student checks out with the same staff member they began the day with, assessing their points total for the day. The final component of this process involves the student taking their points card to a parent/caregiver at home, returning it signed at the next morning check-in. At its most basic, the check-in/check-out meeting is an opportunity for student and mentor to work together to improve behavior. This intervention works well for students who respond well to adult attention. The mentor encourages the student to reflect on what they did well, how they feel, and what they need to work on. Students who receive such encouragement learn to self-monitor, internalize successes, and develop self-esteem. Successful CICO doesn’t focus on the student’s struggles in behavior. Instead, it centers on the positive behavioral goals met and the efforts made by the student to attain those goals.

In the following example of a CICO daily student report, the goals (highlighted in peach) for each student for each block of the day are aligned with the PBIS framework for Harwich Elementary School (Respectful, Responsible, Safe, Ready to Learn - highlighted in yellow):

CICO Report

Date: _____ **Student:** _____ **Teacher:** _____

0 = Not met; 1= Good; 2= Excellent					
Class period	Respectful	Responsible	Safe	Ready to Learn	Teacher Initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Pay attention while teacher is talking (look at teacher, listening ears)	
1	0 1 2	0 1 2	0 1 2	0 1 2	
2	0 1 2	0 1 2	0 1 2	0 1 2	
3	0 1 2	0 1 2	0 1 2	0 1 2	
4	0 1 2	0 1 2	0 1 2	0 1 2	
5	0 1 2	0 1 2	0 1 2	0 1 2	
6	0 1 2	0 1 2	0 1 2	0 1 2	
7	0 1 2	0 1 2	0 1 2		
Total Points = Points Possible = 50		Today _____%			

Parent/Garegiver's signature _____

Student comments:

PBIS

“Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.”

PBIS emphasizes five interrelated elements: equity, systems, data, practices, and outcomes.

Chatham Elementary and Harwich Elementary implement PBIS which is visible as you walk in both schools where the expectations can be observed throughout the building.

If we look at the Portrait of a Graduate and do a cross walk with PBIS, we can see the intersection in all four buildings.

PBIS:	PORTRAIT OF A GRADUATE			
PBIS in buildings: Align it w/the Strat. Plan and grow up to: - POG and/or align w/or be: - Core Values	- Communicator and Leader (aligned competency: relationship skills; self-management; responsible decision-making; social awareness) - Creative and critical thinker (aligned competency: responsible-decision making; self-awareness; relationship skills) - Independent and confident learner (aligned competency: self-awareness; self-management; relationship skills) - Engaged citizen (aligned competency: social awareness; responsible-decision making; relationship skills)			
	CES: "SHARKS"	HES: "RRSR"	MRMS: "SHARK"	MRHS: "Home away from home"
	Safe	Respectful	Service	Critical Thinking
	Honest	Responsible	Hard work	Perseverance
	Accepting	Safe	Accountability	Challenge
	Respectful	Ready to learn	Respect	Communication
	Kind		Kindness	Passion
	Successful			
STRATEGIC PLAN LANGUAGE:	'Mission': Relationships; Curiosity; Achieve full potential 'Core Values': Knowledge: We value curiosity and continuous growth; Dignity: We value every individual and their voice; Caring: We value kindness and compassion; Stewardship: We value responsibility as citizens in our community and in our world Courage: We value integrity, character, and the willingness to take risks			
ADDITIONAL:	Belonging (SP3) (also key in MRMS SIP); Wellbeing (SP 3.2); Inclusivity; Relationships; Engagement; Explore; Empower			
CASEL 5:	Social Awareness: understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Taking others' perspectives. Self-Awareness: understand one's own emotions/thoughts/values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose . Identifying one's emotions. Demonstrating honesty and integrity . Examining prejudices and biases. Experiencing self-efficacy . Having a growth mindset. Self-Management: abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations . This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. Using planning and organizational skills. Take initiative. Responsible Decision Making: make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being . Curiosity and open-mindedness. Identifying solutions for personal and social			

Collaborative Problem Solving

What is Collaborative Problem Solving?

Kids with challenging behavior are tragically misunderstood and mistreated. Rewards and punishments don't work and often make things worse. Thankfully, there's another way. But it requires a big shift in mindset. Helping kids with challenging behavior requires understanding why they struggle in the first place. But what if everything we thought was true about challenging behavior was actually wrong? Our Collaborative Problem Solving approach recognizes what research has pointed to for years – that kids with challenging behavior are already trying hard. They don't lack the will to behave well. They lack the skills to behave well.

CPS helps adults shift to a more accurate and compassionate mindset and embrace the truth that kids do well if they can – rather than the more common belief that kids would do well if they simply wanted to. Flowing from this simple but powerful philosophy, CPS focuses on building skills like flexibility, frustration tolerance and problem solving, rather than simply motivating kids to behave better. The process begins with identifying triggers to a child’s challenging behavior and the specific skills they need help developing. The next step involves partnering with the child to build those skills and develop lasting solutions to problems that work for everyone.

2023 all staff participated in a 2 hour PD on Collaborative Problem Solving. The Mental Health Coordinator is completing her training as a trainer.

Peer Mediation

Peer Mediation is a confidential conflict resolution process where trained students help their peers resolve disputes. Peer mediators are neutral and don't take sides, but instead help participants work together to find their own solutions. The High School currently engages in Peer Mediation overseen by an advisor. Several students presented at a state-wide conference last year modeling the process.

Social Emotional Learning (SEL)- Student Screeners/Assessments/Surveys

SELIS (Social Emotional Learning Indicator System)

The Social and Emotional Learning Indicator System (SELIS) survey supports a strength-based, tiered approach to developing students’ social and emotional (SE) learning competencies. Developed by researchers in partnership with the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)), SELIS identifies students’ self-reported SEL strengths in five core competencies. The data enables educators to support students in areas in need of development within a tiered system of support.

History of the SELIS development and use:

2017	MRSD Developed SEL Survey incorporating the 5-Core Competencies (CASEL) and first administration.
2018	Partnered with DESE to strengthen the Survey and administered twice yearly.
2019	MRSD was the only school district in the state that has taken on this level of student survey and data analysis. Stakeholder Gathering to Strengthen SELIS.
2019-2023	Administered revised survey

2023-2024 Data disaggregated and shared to inform planning and prevention efforts districtwide and interventions at the student level.

Administration: The survey is administered in the early Fall and Spring
A one week window is provided to the schools to administer the survey. Students are given a link to access to take the survey. Grade 2 and 3 may have the questions read to them.

Item scoring:

Very Hard = scored 0

Hard = scored 1

Easy = scored 2

Very Easy = scored 3

Unsure: -1 (does not appear on maps)

Item codes:

ITEM CODE	SECA Competency Descriptor
RDM	Responsible Decision-making
RSK	Relationship Skills
SA	Self-Awareness
SAE	Self-Awareness Emotion
SAS	Self-Awareness Self-concept
SM	Self-Management
SME	Self-Management Emotion
SMS	Self-Management Schoolwork
SMG	Self-Management of Goals
SOC	Social Awareness

SELIS SURVEY ITEM PROMPTS: How hard to easy is the following for you?

Item code	Self-awareness (SAE: Emotions; SAS: Self-concept)
SAS1	Knowing what my strengths are.
SAE2	Knowing ways to make myself feel better when I'm sad.
SAE3	Noticing what my body does when I am nervous.
SAE4	Knowing the emotions I feel.
SAS5	Knowing when I am wrong in the way I behave.
SAS6	Knowing how to get better at things that are hard for me to do at school.
SAE7	Knowing when my mood affects how I treat others.

SAE8	Knowing ways I calm myself down.
SAS9	Knowing when I can't control something.
SAE10	Knowing when my feelings are making it hard for me to focus.
SAE11	Understanding the difference between how others expect me to feel and how I really feel.
SAS12	Knowing what I am interested in at school.
SAS13	Offering an answer even though I am not sure I am right.
SAS14	Knowing my opinions matter even when others don't listen to them.
Item code	Self-management (SME: Emotions; SMS: Schoolwork; SMG: Goal-setting)
SME1	Staying calm when I feel stressed.
SME2	Being patient even when I am really excited.
SMS3	Working on assignments even when they are hard.
SMS4	Staying focused in class even when there are distractions.
SMS5	Planning ahead so I can turn a project in on time.
SMS6	Being prepared for tests.
SMG7	Thinking through the steps it will take to reach my goals.
SMG8	Setting goals for myself.
SMS9	Finishing my schoolwork without reminders.
SMS10	Doing my schoolwork even when I do not feel like it.
SMG11	Finishing tasks even if they are hard for me.
SME12	Getting through something even when I feel frustrated.
SME13	Working on things even when I don't like them.
SMG14	Reaching goals that I set for myself.
SME15	Trusting at least one adult in school who I can go to if I have a problem.
SME16	Being careful about sharing information about myself on social media (e.g., TikTok, Facebook, Instagram, Snapchat, etc.).
SMG17	Catching up on my work when I get behind.

SMG18	Planning my work when I have multiple assignments due at the same time.
Item code	Social Awareness
SOC1	Knowing what people may be feeling by the look on their face.
SOC2	Knowing how to get help when I'm having trouble with a classmate.
SOC3	Learning from people with different opinions than me.
SOC4	Knowing how my actions impact my classmates.
SOC5	Knowing when someone needs help.
SOC6	Waiting for other students to finish talking before I speak.
SOC7	Knowing the difference between bullying someone and joking with someone.
SOC8	Knowing when to tell my friends how I really feel
SOC9	Knowing when my tone of voice may cause someone to misunderstand what I intended to say.
SOC10	Recognizing when I am making someone uncomfortable.
Item code	Relationship Skills
RSK1	Being welcoming to someone I don't usually eat lunch with.
RSK2	Talking to an adult when I have problems at school.
RSK3	Getting on well with my classmates.
RSK4	Sharing what I am feeling with others.
RSK5	Respecting a classmate's opinions during a disagreement.
RSK6	Getting on well with my teachers.
RSK7	Leading a discussion in class.
RSK8	Asking a classmate to do their fair share of a group project.
RSK9	Standing up for someone even if they are outside of my friend group.
Item code	Responsible Decision-making
RDM1	Helping to make my school a better place.
RDM2	Knowing when people's actions are right or wrong (e.g., helpful or harmful)
RDM3	Thinking of different ways to solve a problem (e.g., a disagreement with another student).

RDM4	Saying "no" to a friend who wants to break the rules.
RDM5	Thinking about what might happen before making a decision.
RDM6	Taking responsibility for my choices.
RDM7	Knowing when to accept help when it is offered.
RDM8	Understanding the importance of what I am learning to my future success.
RDM9	Deciding what courses to take to get me into the college or career I want.
RDM10	Knowing something is wrong to do even when it happens all the time.

SELIS is founded on the work of a team of practitioners and researchers:

Chowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D. & Davidson, L. A. (2019). Linking social and emotional learning standards to the WCSO Social-Emotional Competency Assessment: A Rasch approach. *School Psychology*, 34 (3), 281 – 295.

Davidson, A. D., Crowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D., Hayes, B. I. (2018). A continuous improvement approach to social and emotional competency measurement. *Journal of Applied Developmental Psychology*, 55, 93 – 106.

How the data is used

Student-Level: Once students complete the survey, the responses/data are shared with administrators, counselors and when appropriate students in order to develop goals. Counselors can use the information when working with students directly, to highlight areas of strengths and address areas of concern with students. Counselors can also use the data when supporting student learning and development at student-focused meetings and when thinking about and planning interventions to support skills development in areas of student reported concern.

District-Level: Data are disaggregated across analytic categories with a focus on supporting and developing capacity around more global student and systemic needs, increasing opportunities for access and equity, and improving systems, procedures, and practices. Data are used to develop district and school level structures, identify areas where skills can be embedded in instruction, and project needs (resources, interventions materials, space needs, etc) for planning and budgeting purposes.

Example of data analysis using Analytic View

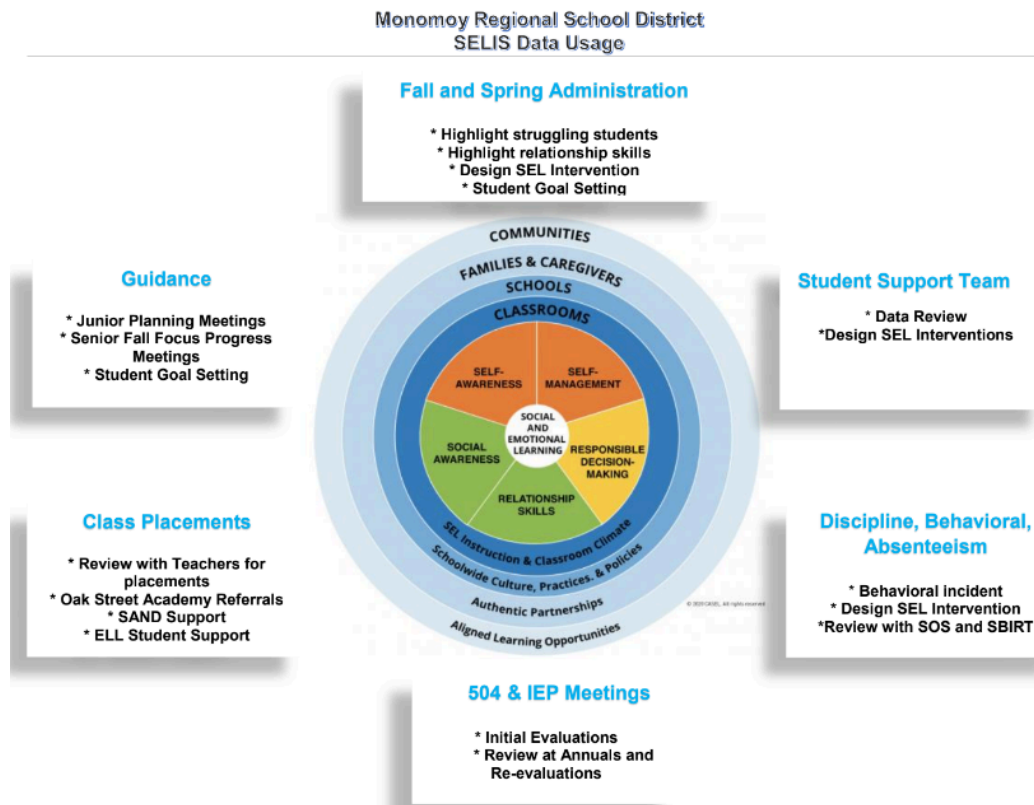
For one student, a review of their responses to questions about their Self-Management skills revealed that they primarily responded that the topics of each question were “Easy” (score = 4) or “Very Easy” (score = 5) for them. The response pattern suggests that this student believed they had a number of well developed skills (strengths) in this area in the Fall of 2023. Their responses also showed two areas of uncertainty (score = 3) and one area that was “Hard” (score = 2) for them in the Fall of 2023. By the Spring of 2024, scores were higher, in the “Easy” and “Very Easy” on questions where they scored lower in the Fall of 2023:

Social and Emotional Learning



Social and Emotional Learning	2024	2023
Self-Management (SME: Emotions; SMS: School Work; SMG: Goal-Setting)		
Being careful about what information I share about myself on social media (e.g., TikTok, Facebook, Instagram, etc.).	5 ↑	2
Being patient even when I am really excited.	5 ↑	4
Being prepared for tests.	4 =	4
Catching up on my work when I get behind.	4 ↓	5
Doing my schoolwork even when I do not feel like it.	4 =	4
Finishing my schoolwork without reminders.	4 =	4
Finishing tasks even if they are hard for me.	4 =	4
Getting through something even when I feel frustrated.	5 ↑	4
Planning ahead so I can turn a project in on time.	4 =	4
Planning my work when I have multiple assignments due at the same time.	4 ↑	3
Reaching goals that I set for myself.	4 =	4
Setting goals for myself.	4 ↑	3

The following graphic shows additional ways the data are used.



SSIS (Social Skills Improvement System)

The Social Skills Improvement System (SSIS) Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviors, and academic competence. It provides evidence-based tools to assess and teach skills in each of the five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making. The SSIS is administered in all grades at the elementary level. Assessment data are used to develop individual student goals.

The SSIS is administered in October and May of each academic year. In 2023-2024, the first online administration occurred at Chatham and Harwich Elementary Schools. Teachers completed surveys on each of their students grades 2-4, and students in grades 3 and 4 completed self-report surveys. For the 2024-2025 academic year, we have expanded our administration through grade 7; teachers for grades 2-7 will complete surveys for students on their rosters and students in grades 3-7 will complete self-report forms.

Similar to SELIS data, SSIS data is used to support individual students as well as to inform district-level needs assessment and planning.

Sample data analysis grades 3 and 4

CES AND HES - Self- Management:

Note, relative to the other four competencies, self-management is the area of SEL weakness - this is consistent with fall and spring MRSD SELIS data.

Effective regulation of one's emotions, thoughts, and behaviors in different situations, including stress management, impulse control, self-motivation, and goal setting.

CES and HES Self-Management Items:	Percentage of "Not True" Responses (see chart below)	# of Respondents (Students)
I pay attention when the teacher talks to the class:	0.95%	2 students
I stay calm when I disagree with others:	3.33%	7 students
I stay calm when dealing with problems:	4.76%	10 students
I try to find a good way to end a disagreement:	3.33%	7 students

The above table is only the 'Not True' - the 'A little true' column is also valuable to consider.

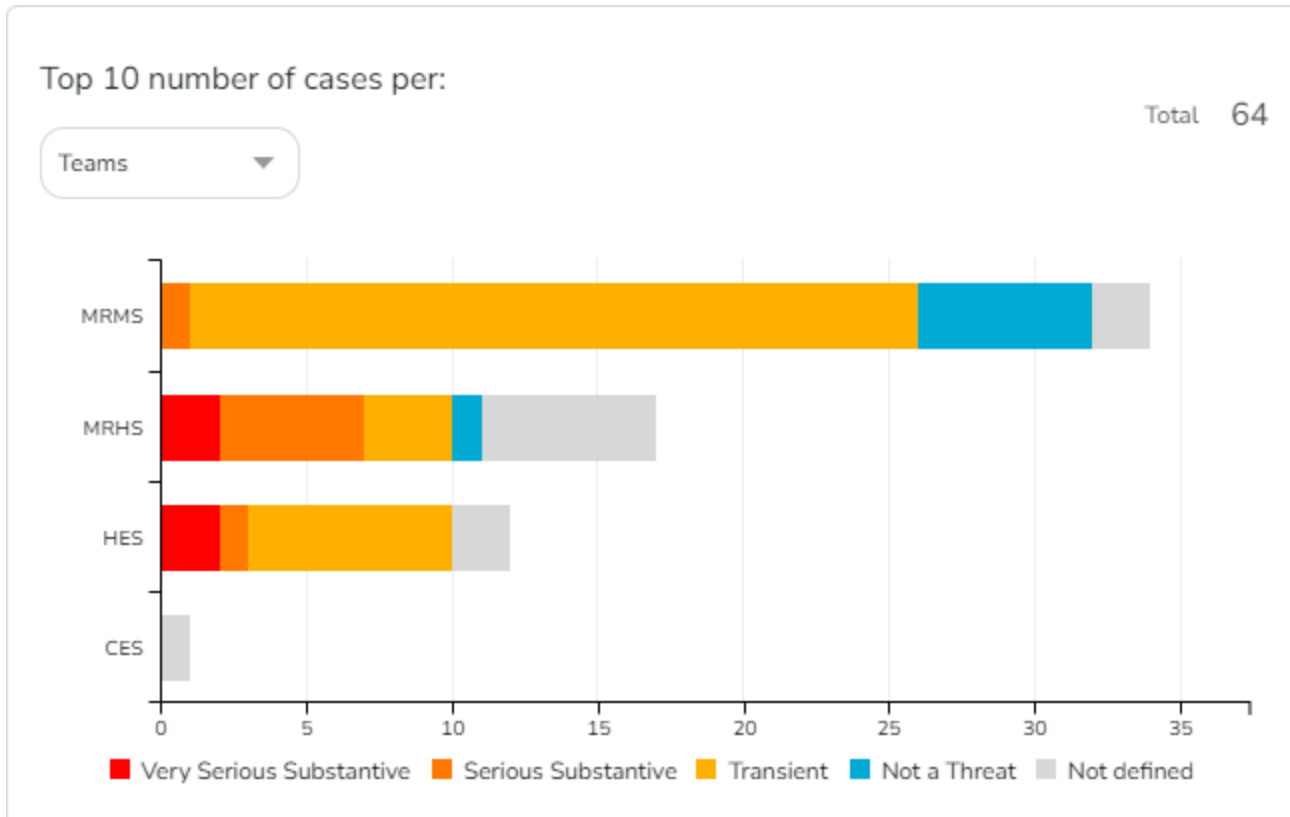
CSTAG

The Comprehensive School Threat Assessment Guidelines (CSTAG), originally known as the Virginia Student Threat Assessment Guidelines, is an evidence-based model for schools to use in conducting threat assessments in K-12 schools. This model has been extensively examined through field tests and controlled studies that demonstrate its utility and effectiveness. CSTAG has been widely adopted by schools nationwide and was recognized as an evidence-based program by the National Registry of Evidence-based Programs and Practices in 2013.

The CSTAG Mental Health Assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives: 1. Treatment and referral needs. Assess the student’s present mental state and determine whether there are urgent mental health needs that require attention. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs. 2. Threat reduction. Gather information on the student’s motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

The district has **33 staff members** trained, including both Resource Officers. There is a plan for 7 additional staff members to be trained this year.

The Mental Health Coordinator has been certified as a level 2 trainer.



SBIRT (Screening, Brief Intervention, & Referral to Treatment)

SBIRT is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders, as well as those who are at risk of developing these disorders. Primary care centers, hospital emergency rooms, trauma centers, and other community settings provide opportunities for early intervention with at-risk substance users before more severe consequences occur.

Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment.

- Brief intervention focuses on increasing insight and awareness regarding substance use and motivation toward behavioral change.
- Referral to treatment provides those identified as needing more extensive treatment with access to specialty care.

The SBIRT is administered in the Winter to grades 7 and 9. **This is required by the state.**

SBIRT components are:

- **UNIVERSAL, annual Screening (S)** identifies unhealthy use. 75-85% of patients will screen negative. For those who screen positive, further assessment is needed to determine level of risk.
- **Brief Intervention (BI)** provides feedback about unhealthy substance use. It also focuses on education, increasing patient insight and awareness about risks related to unhealthy substance use, and enhances motivation toward healthy behavioral change.
- **Referral to Treatment (RT)** helps facilitate access to addiction assessment and treatment. A referral is usually indicated for only about 5% of people screened.

YRBS (Youth Risk Behavior Survey)

YRBS (MYRBS) focuses on the major risk behaviors that threaten the health and safety of young people. This anonymous survey includes questions about tobacco use, alcohol and other drug use, sexual behaviors that might lead to unintended pregnancy or sexually transmitted disease, dietary behaviors, physical activity, and behaviors associated with intentional or unintentional injuries. The survey is administered every other year. Monomoy Regional School District administered the YRBS in the Fall 2024. A separate report and presentation will be provided.

VOCAL

Designed to provide schools with information on student perceptions of three dimensions of school climate (engagement, safety, and environment). The topics measured within each dimension are summarized below.

Engagement (ENG)	Safety (SAF)	Environment (ENV)
Cultural Competence The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	Emotional Safety The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	Instructional Environment The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	Physical Safety The extent that students feel physically safe within the school environment.	Mental Health Environment The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	Bullying The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	Discipline Environment The extent that discipline is fair, applied consistently and evenly, and a shared responsibility among staff, teachers, and students.

Scoring

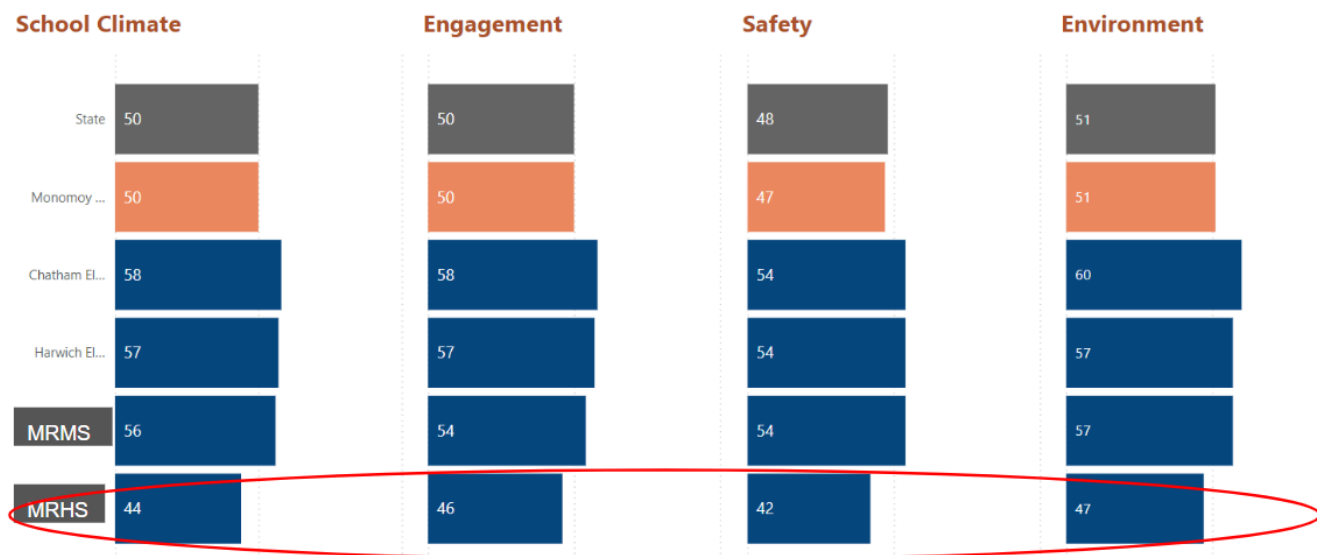
Benchmark: 50 points cut score - Somewhat favorable to Favorable

Benchmark: 30 points cut score - Least favorable to Somewhat favorable

Both elementary and the middle schools fell within the 50 point benchmark in all four domains. The high school fell just below the 50 point benchmark in all four domains.

These data will be used to identify ways in which to increase students' positive perception in these domains.

The chart below shows the overall scoring across all four schools.



Student Survey timelines

Monomoy Regional School District District/school student screening Timeline

The color highlight indicates the grade the survey is administered.

Survey	Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11
SELIS (Fall and Spring)														
SSIS (HES, CES, & MS 5-7) Fall and Spring														
SSA - CES every 12 weeks of Tier 1&2 SEL intervention														
SBIRT - January														
YRBS (every Two Years)														
VOCAL (Spring with MCAS)														

A Comprehensive Multi-Tiered System of Support

The mission of the Monomoy Regional School District's (MRSD) Behavioral and Mental Health supports and services is to promote and nurture a community culture that is safe, equitable, accessible, inclusive, and entrenched in understanding, having empathy for, and supporting the social, emotional, behavioral, and academic growth of all students.

School counseling team members will engage in community-wide education and prevention efforts, use evidence-based interventions, promote student strengths and resilience, and work to afford all students the ability to engage in all of the learning and personal growth opportunities that school affords.

SHAPE (School Health Assessment and Performance Evaluation)

The School Health Assessment and Performance Evaluation (SHAPE) System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted

resources to support school mental health quality improvement. SHAPE was developed by the [National Center for School Mental Health \(NCSMH\)](#), in partnership with the field, to increase the quality and sustainability of comprehensive school mental health systems. SHAPE houses the National School Mental Health Census and the School Mental Health Quality Assessment (SMH-QA). These measures are designed for team completion at the school or district level to document the school mental health system components, assess the comprehensiveness of a SMH system, prioritize quality improvement efforts and track improvement over time.

Our Mission

The SHAPE System is hosted by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine. The NCSMH is committed to enhancing understanding and supporting implementation of comprehensive school mental health policies and programs that are innovative, effective, and culturally and linguistically competent across the developmental spectrum (from preschool through post-secondary), and three tiers of mental health programming (promotion, prevention, intervention).

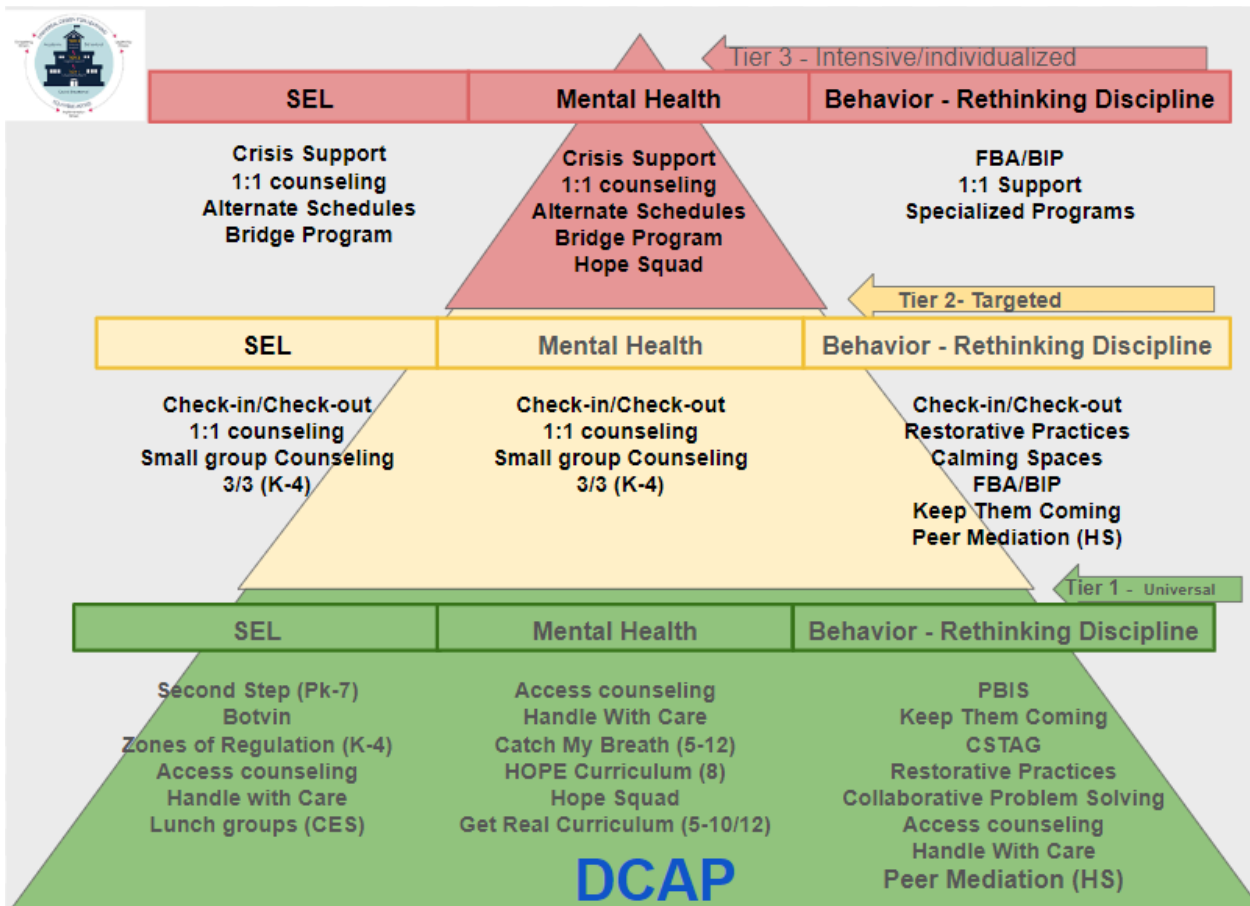
The following two reports demonstrate progress over the past three years since hiring a mental health coordinator.



2024

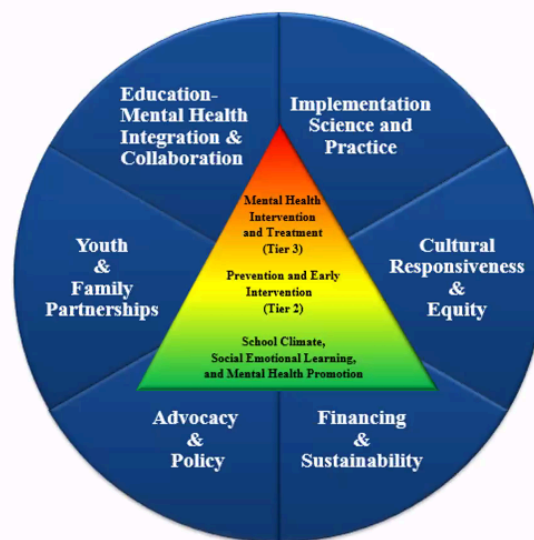


2021



Evidence-Based Practices

Comprehensive School Mental Health Systems



Clinical Services

District Wide Clinical Support	
Mental Health Coordinator Board Certified Behavior Analyst (Full time as of 9/24)	
School	Clinical Supports
CES	School Psychologist - dual role
HES	School Psychologist 2 School Counselors
MRMS	School Psychologist 3 School Counselors
MRHS	School Psychologist 4 grade level School Counselors 2 School Counselors

School Psychologist - primary function is to evaluate student to determine eligibility for special education services. They may carry a caseload of students who require social emotional support.

School Counselors - primary function is to support the social/emotional/behavioral/mental health of all students. This is both general education and special education. The high school school counselors are also responsible for preparing students to be college or career ready.

Community Based Supports

Harwich Youth Counselor

Ashley Symington, LMHC, NCC
Director of Youth and Family Services
Town of Harwich

Behavioral Health and Outreach Services

Outer Cape Health Services Community Navigator Program

Navigator and clinician
Clinician can see 20-25 students weekly

Sharing Kindness -Grief Groups at the middle and elementary schools

Kim Meade Walters

Hope Squad

The High School is in its second year working with Hope Squad.

Hope Squad is an evidence-based, peer-to-peer suicide prevention program built around the power of connection.

Hope Squad's peer-to-peer approach empowers members to intentionally reach out to peers and become instruments of change. Curriculum and activities are designed to educate members and provide opportunities for ongoing skill-building.

Handle with Care

Monomoy Regional School District has partnered with Chatham and Harwich fire/rescue/police to implement the handle With Care program to support our students and families.

A recent national survey of the incidence and prevalence of children's exposure to violence and trauma revealed that 60% of American children have been exposed to violence, crime or abuse. Forty percent were direct victims of two or more violent acts. Prolonged exposure to violence and trauma can seriously undermine children's ability to focus, behave appropriately, and learn. It often leads to school failure, truancy, suspension or expulsion, dropping out, or involvement in the juvenile justice system.

The goal of the Initiative is to prevent children's exposure to trauma and violence, mitigate negative affects experienced by children's exposure to trauma, and to increase knowledge and awareness of this issue.

Model Handle With Care ("HWC") programs promote safe and supportive homes, schools and communities that protect children, and help traumatized children heal and thrive. HWC promotes school-community partnerships aimed at ensuring that children who are exposed to trauma in their home, school or community receive appropriate interventions to help them achieve academically at their highest levels despite whatever traumatic circumstances they may have endured. The ultimate goal of HWC is to help students to succeed in school. Regardless of the source of trauma, the common thread for effective intervention is the school or child care agency. Research now shows that trauma can undermine children's ability to learn, form relationships, and function appropriately in the classroom. HWC programs support children exposed to trauma and violence through improved communication and collaboration between law enforcement, schools/child care agencies and mental health providers, and connects families, schools and communities to mental health services.

PASS - Positive Alternatives for Student Support

PASS is a program that encourages social, emotional and physical well-being. PASS accepts students from participating schools as an alternative to suspension as well as offers the program as support to any student struggling with mental health and/or substance use challenges. The program is held during school hours, 9AM-2PM and students may attend up to 5 days.

High school and middle school students from participating schools who could benefit from social emotional support, a therapeutic environment and academic support are excellent candidates for the PASS program. Rather than a potentially harmful and unproductive punishment, school districts will have an option for students that provides them with a way forward. Students can be referred by the schools for infractions including but not limited to:

- Substance Use
- Skipping Class/Tuancy/ School Avoidance
- Violence/Threats*
- Mental Health Support
- Support in waiting for additional services or returning from outside services

The District has entered into an MOU to support students from the middle and high school who have been referred.

Keep Them Coming - Truancy Prevention

An effective program to improve school attendance throughout the Cape and Islands. This program is a joint effort to promote consistent attendance and help address the factors that contribute to truancy.

When the need arises for a "Keep Them Coming" meeting the school will reach out to the District Attorney's Office with information pertaining to the basis for the meeting. These meetings are not punitive and are designed to work with the schools and families to provide services and support each family may need. The collaboration between schools, families, community partners and the District Attorney's Office has developed creative problem-solving methods for improving the child's attendance and redirect concerning behaviors

Summary and Recommendations

Monomoy is committed to being leaders in the state regarding Behavioral Health and Social Emotional Learning. The District has a strong commitment to the SEL vision; providing support, services, and programs for all our students; and, providing support for staff to implement SEL with fidelity.

Next Steps:

1. Continue a plan for Social Emotional Learning integration across the district
2. Continue to develop strategies, supports and services to address SEL
3. Continue to develop and strengthen community partnerships
4. Strengthen behavioral and mental health tiered system of support
5. Continue to screen for mental health; Plan for district-wide mental health screening.
6. Use the SHAPE to create an action plan to address mental and behavioral health

Recommendations based on the Strategic Plan Goals

Goal: Being and Wellness Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff

3.1 Comprehensive Wellness Programs 1. Assess and implement holistic wellness programs that address mental, emotional, and physical well-being 2. Expand collaborations with health professionals and community organizations to enhance wellness initiatives	Continue to collaborate with the Wellness Task Force to embed SEL across the curricular
3.2 Safe and Inclusive School Environment 1. Foster authentic integration of inclusivity, belonging, and acceptance with discrete teaching across content areas 2. Strengthen relationships and connections to support students through proactive measures	Tiered PBIS Framework: a continuum of academic, behavioral, social, and emotional support matched to students' needs. Foundational systems across all three tiers include: • A shared vision for a positive school social culture • A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma

- [Families are actively engaged](#)
- A supportive and involved school administration
- On-going access to [professional development for preparing all staff](#) to implement each tier of PBIS
- Systematic [collection of screening, progress-monitoring, outcome, and fidelity data](#)
- Ongoing use of [data for decision making](#)
- Disaggregating [data to examine equity](#) among student subgroups

Tier 1: Universal, Primary Prevention (All):

systems, data, and practices support everyone across all school settings. Foundation for positive and proactive support. robust, differentiated, and enables most (80% or more) students to experience success.

Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success embed
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner restorative practices roles at MS/HS

Tier 2: Targeted, Secondary Prevention (Some):

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

	● Providing additional instruction and practice for behavioral, social, emotional, and academic skills ● Increasing adult support and supervision ● Providing additional opportunities for positive reinforcement ● Increasing prompts or reminders ● Increasing access to academic supports ● Increasing school-family communication Tier 3: Intensive and Individualized, Tertiary Prevention (Few): At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. More intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include: ● Engaging students, educators, and families in functional behavioral assessments and intervention planning ● Coordinating support through wraparound and person-centered planning ● Implementing individualized, comprehensive, and function-based support- shift from so many FBAs to more general multidisciplinary intervention planning)
3.3 Family and Caregiver Involvement 1. Engage families and caregivers in wellness initiatives 2. Provide resources on supporting students' mental, emotional, and physical well-being	Work with the wellness Committee to establish family wellness activities reimagine and design a family oriented resource directory on the website

APPENDIX

Community Resources



Melissa Maguire
508-945-5130

Monomoy Regional School District School District
425 Crowell Road
Chatham, MA 02633
Office of Student Services
mmaguire@monomoy.edu

=====

Mental Health Resource Survey
Provided to Monomoy Regional School District Parents/Caregivers, Students, and Staff
March 2024
Results

The purpose of the survey was to gather information about the level of knowledge and understanding that parents/caregivers/caregivers, students, and staff have about the resources that are available at school and in the community to support our student's mental health and wellness. The survey was sent out in the Spring of 2024.

The goal was to use the feedback to help us develop a comprehensive multi-tiered system of mental health and social-emotional learning supports

The survey was anonymous.

The same basic questions (there were slight variations based on parent, student, and staff) were asked of all respondents:

- Who might you go to if you are feeling unsafe in school? Choose as many as you want.
- If you chose other above, please indicate who you would go to.
- Are you aware of the types of mental health resources available at school?
- Please list some of the resources available at school if you need support.
- Are you aware of the types of mental health resources available in the community?
- Please list some of the resources available in the community if you needed support.
- What support do you believe we need in school to support students' mental health?

Results

Number of respondents

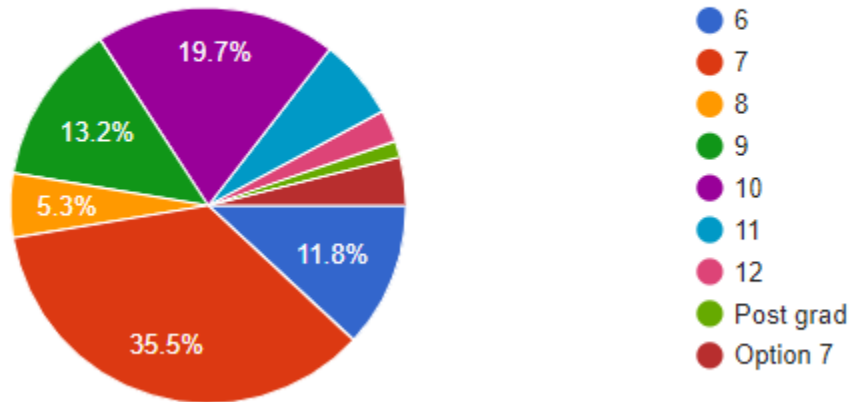
<u>Students</u>	<u>Families</u>	<u>Staff</u>
76 grades 6-12	43	53

Not all respondents answered every question.

Student Survey Results

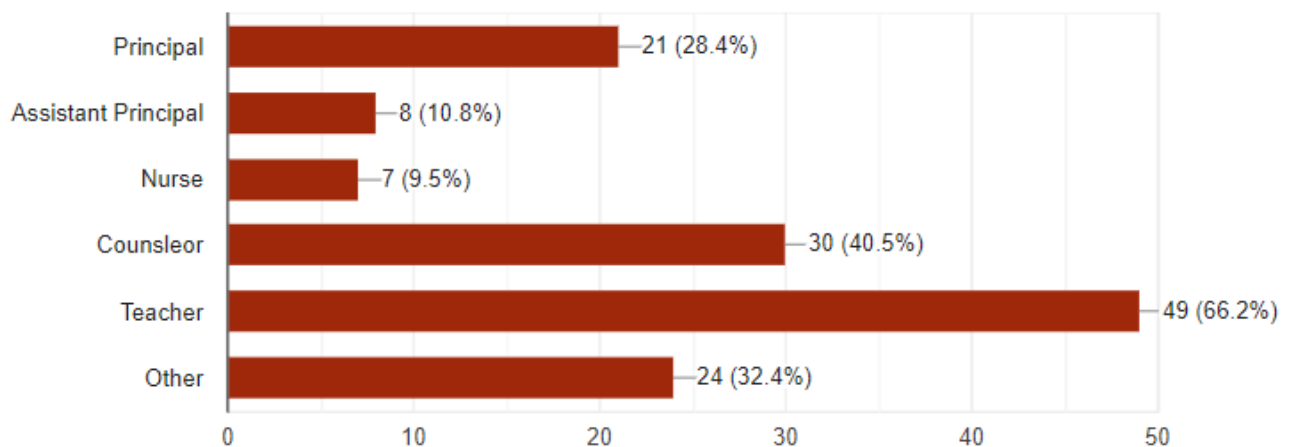
What grade are you in?

76 responses



Who might you go to if you are feeling unsafe in school? Choose as many as you want.

74 responses



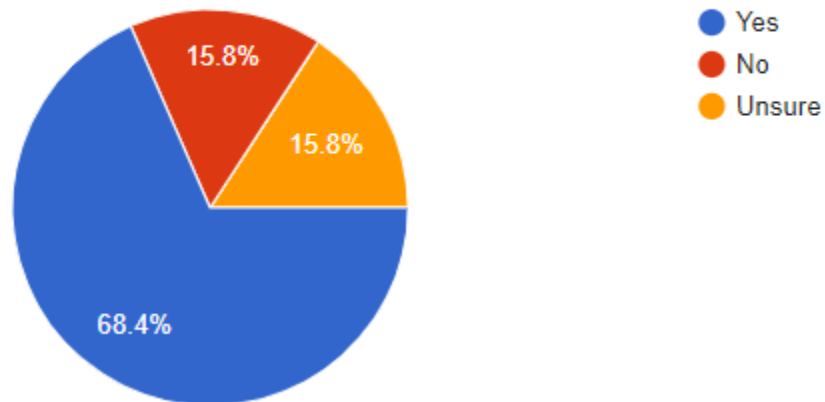
If you chose other above, please indicate who you would go to.

<u>Who</u>	<u># of respondents</u>
parents/caregivers	6
Specific names of teachers	20
Not Sure	1
Friend(s)	8

No one	2
Lunch Lady	1

Are you aware of the types of mental health resources available at school?

76 responses



Please list some of the resources available at school if you need support

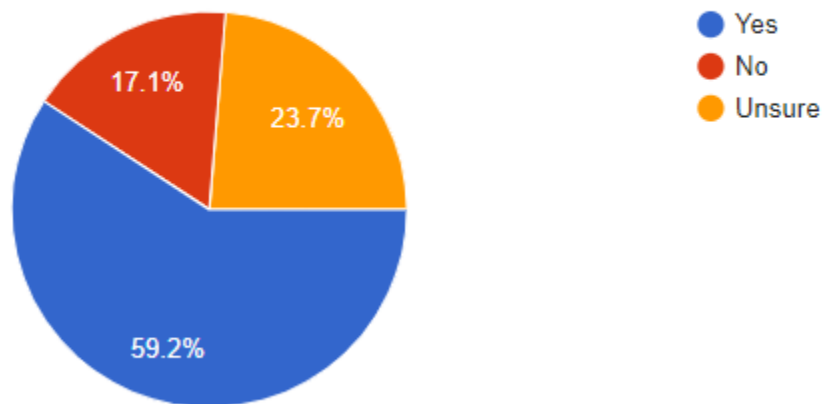
34% of those who indicated no were able to identify teachers or counselors as resources

25% of those who indicated unsure were able to identify teachers, counselors, guidance, principal, nurse, school psychologist, and adjustment counselors

<u>Resource</u>	<u># of respondents</u>	
Teachers	10	
Counselors/Guidance	33	
Principal	8	
Resource card*	2	A card with all the community emergency numbers was provided to all staff at high school students.
Friends	4	
Nurse	3	
TIDE*	1	Specialized program offered at the middle school to support Behavioral health needs
Hope Squad*	1	Suicide prevention program offered at the high school
Other		School psychologist, family, friends, student support, fidgets

Are you aware of the types of mental health resources available in the community?

76 responses



Please list some of the resources available in the community if you needed support.

<u>Resource</u>	<u># of respondents</u>
988	3
Teen helpline	4
Therapist/Counseling	20
Resource card	3
Harwich Youth Services	2
Hope Squad	3
Other:	Inpatient, police/911, physician, teachers, family, friends, neighbor, pastor, Independence House

What support do you believe we need in school to support students' mental health?

<u>Support Needed</u>	<u># of respondents</u>
I don't know/not sure	20
More Counselors	10
Hugs	3
Safe Place to go to	3
Examples of comments and	Noticing if someone's not ok

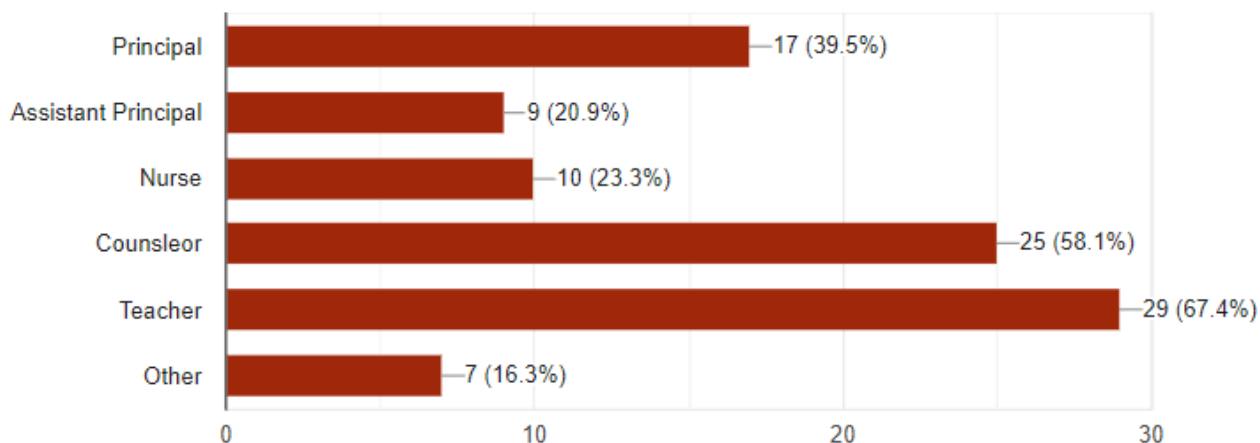
suggestions provided by students

- Less deadlines
- Therapy dogs
- I believe we should have a therapist or mental doctor nearby or in the school
- Better information for the students on mental health
- Positive interactions
- Easy access to guidance for check-ins and trusted spaces if people are having a crisis no matter how big or small
- Anonymous hotline
- I think we need to have spaces in schools where students can simply stay and cool down. bright lights are too much, and having a dim room to just go and sit for a while would be helpful.
- Ability to be heard when there is an issue with a teacher.
- I think that teachers should be more aware of anxiety. I just think that teachers should be more aware of student's mental health because even though you can't look at someone and see if they are depressed or have anxiety they might be suffering on the inside.
- Just be able to talk about it and understand where people can get help, send out those cards again, still in my wallet
- Schedule a meeting with a counselor through Google.
- I think we should have a way to anonymously get help.
- Normalize students being able to ask to speak to a counselor just for help even if it is nothing serious
- See the signs of poor mental health better
- I think that mental health support can be advertised on the daily announcements.
- I think we need to make sure teachers can make their students comfortable so they can talk to them when they need to.
- Teachers need to support our mental health as they would with themselves and their families. We do try our best but sometimes our best is all we can give.
- Less strictness from teachers and paying closer attention to students would help.
- I believe the school is doing its best efforts to create a caring school community for all.
- A mental health class
- Making students feel like they belong in this world.
- Some designated teachers that everyone is comfortable with that you can go to.
- Possibly electives or times in class where people can practice how to deal with stress

Parent Survey Results

Who might your child go to if he/she/they are feeling unsafe in school? Choose as many as you want.

43 responses



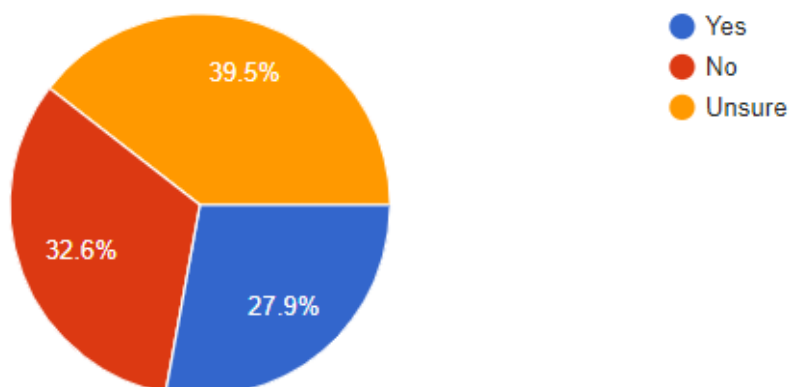
If you chose other above, please indicate who you think your child would go to.

10 respondents

<u>Who</u>	<u># of respondents</u>
No one	2
Teacher	4
Front Desk	1
Parent	3
Counselor	1
friends	1

Are you aware of the types of mental health resources available at school?

43 responses

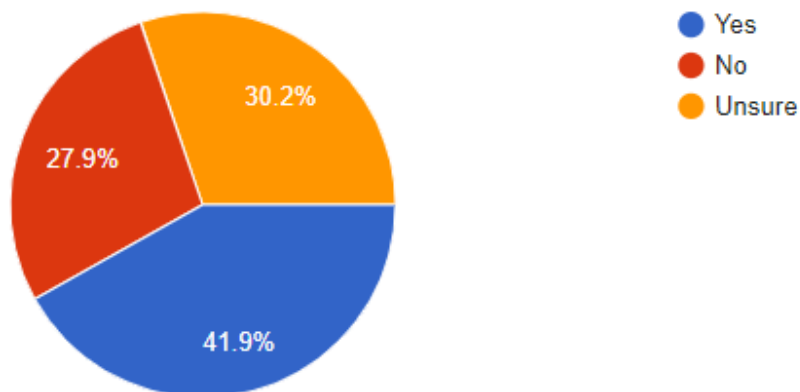


Please list some of the resources you are aware of at school if your child needs support

<u>Resources</u>	<u># of respondents</u>
Counselors/Guidance	21
Lunch Bunch	1
Principal	4
Nurse	2
Teacher	2
Other	504, IEP resources, Special Education teachers, Instructional Assistants, grief support, family support, yoga, mindfulness, separate program, psychologist

Are you aware of the types of mental health resources available in the community?

43 responses



Please list some of the resources available in the community if your child needs support

<u>Resource</u>	<u># of respondents</u>
Cape Cod Children's Place	1
Bay Cove	6 including mobile crisis
Therapist/Counseling	8
Physician	2
Harwich Youth Services	4
Justice Resource Institute	2

Other: Sports, Tap program, community health center, support groups, weekly information that goes out, Cape Cod Hospital

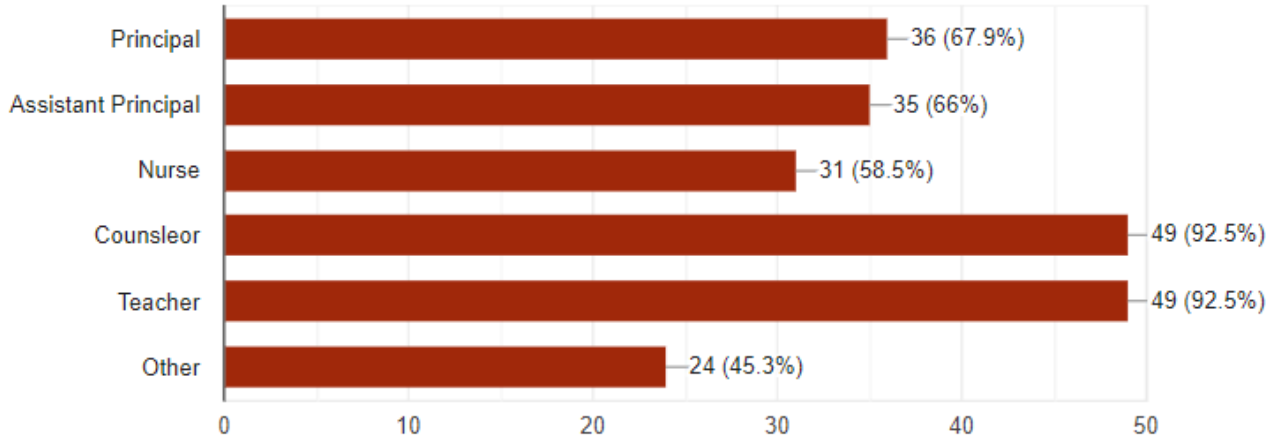
What support do you believe we need in school to support students' mental health and wellness?

<u>Support Needed</u>	<u># of respondents</u>
Outside counseling in school	7
Teach Coping Skills	4
Identifying safe adults in the building for all	2
Educate kids, teachers, and families on mental health	5
Address bullying,	2
Frequent check-ins with students	2
Other	Psychologists, LICSW, outdoor activities, drop-in peer support, mental health counselors, Sharing strategies w/parents, Open dialogue with families, additional programs, Strict Cell phone policies

Staff Survey Results

Who might students go to if he/she/they are feeling unsafe in school? Choose as many as you want.

53 responses

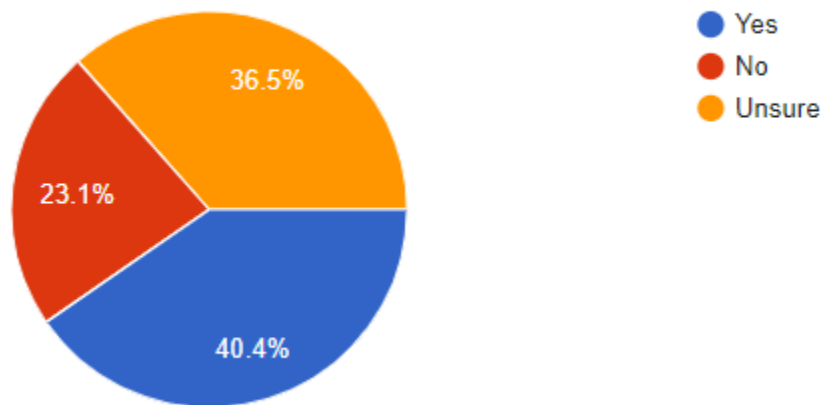


If you chose other above, please indicate who you think students would go to.

<u>Who</u>	<u># of respondents</u>
Instructional Assistant	11
MRSD Adult	3
Lunch lady	3
Custodian	3
Bus Driver	2
Friends	4
Service Providers	3
Other	School Resource Officer, Office staff, coach

Are you aware of the types of mental health resources available at school for staff and students?

52 responses

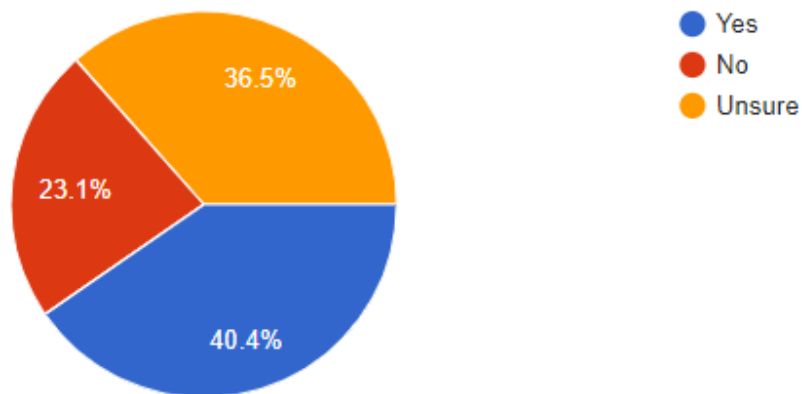


Please list some of the resources you are aware of at school if you or our students need support

<u>Resources</u>	<u># of respondents</u>
Counseling	15
Hope Squad	2
Yoga/fitness classes	2
Lunch Bunches	2
Nurses	3
Monomoy Resource Card	2
Other	Behavior Support Plans, Bridge program HS, School Resource Officer, Cape Cod Children's Place, SURF Program, Three for Three, Nurses, Zones of Regulation, Second Step, Team Consults, Friendship groups, Check-in/Check-out, Conflict Resolution, Social Skills Groups

Are you aware of the types of mental health resources available in the community?

52 responses



Please list some of the resources available in the community if you or our students need support

<u>Resource</u>	<u># of respondents</u>
Cape Cod Children's Place	3
Bay Cove	11 including mobile crisis
Therapist/Counseling	10
Harwich Youth Services	12
Justice Resource Institute	4
Sharing Kindness	3
Family Resource Center	2
Barnstable Health and Human Services	3
Gosnold	3
Other:	Duffy, Teen counselor at Albrow house on Main Street in Harwich, Wellspring project, findhelp.org, community center, Youth Resource Card, Food Pantry, Community Resource Navigator Program, Housing Assistance Corp., We Can, Independence House, Harwich/Chatham Children Fund

What support do you believe we need in school to support staff and students' mental health?

<u>Support Needed</u>	<u># of respondents</u>
Training for Instructional Assistants	2
Address physical violence	1
Outside therapists	4
More Counselors	6
More check-in with students	1
Support for Staff	2
More awareness of available resources	3
More education on Mental Health	2
Team Building Activities	2
Other	Common language, clear expectations and logical consequences, increase the school day and expand lunchtime, evidence-based groups developed to support adolescent depression and anxiety in school, Tiered, flow chart of staff and resources for all educators and staff to use as a resource, Common social/emotional behavioral language with 100% buy-in by everyone/ behavior intervention person to provide teaching of emotional regulation skills to most needy students on a daily basis using agreed upon, evidenced-based approach, wellness fair for adults and students

Summary

The purpose of this survey was to get feedback from students, families, and staff as to their understanding of the available resources available to address mental health in order to develop a comprehensive tiered system of mental health support.

The results showed that there is a significant discrepancy across all respondents in the understanding of resources available in school and in the community.

Awareness of mental health resources at school

	Students		Families		Staff	
Yes	68.4%		27.9%		40.4%	
No	15.8%	31.6%	32.6%	72.1%	23.1%	59.6%
Unsure	15.8%		39.5%		36.5%	

Awareness of mental health resources in the community

	Students		Families		Staff	
Yes	59.2%		41.9%		40.4%	
No	17.1%	40.8%	27.9%	58.1	23.1	59.6
Unsure	23.7%		30.2%		36.5	

There were some common themes that showed up in all three surveys related to what respondents believed the schools needed in order to best support student and staff mental health.

The following represents consistent responses across all three surveys

1. More counselors
2. Access to outside counselors during the school day
3. More awareness of mental health
4. Classes on mental health

For more information on the District's current plan and goals, please refer to the October 24, 2024 report to the school committee *Wellness: School Mental Health and Social Emotional Learning*

Recommendations

1. Develop a community resource directory for students, families, and staff that is easily accessible. There is currently a comprehensive community resource guide the counselors use, but this needs to be more accessible for everyone.
2. Develop a resource and information directory for the supports and services provided at each school to address mental health
3. Offer more parent training on mental health
4. Provide more communication to staff on resources and training available on mental health
5. Provide more communication to students with resources on mental health

FY26 Budget

FIVE YEAR OUTLOOK

10/24/2024

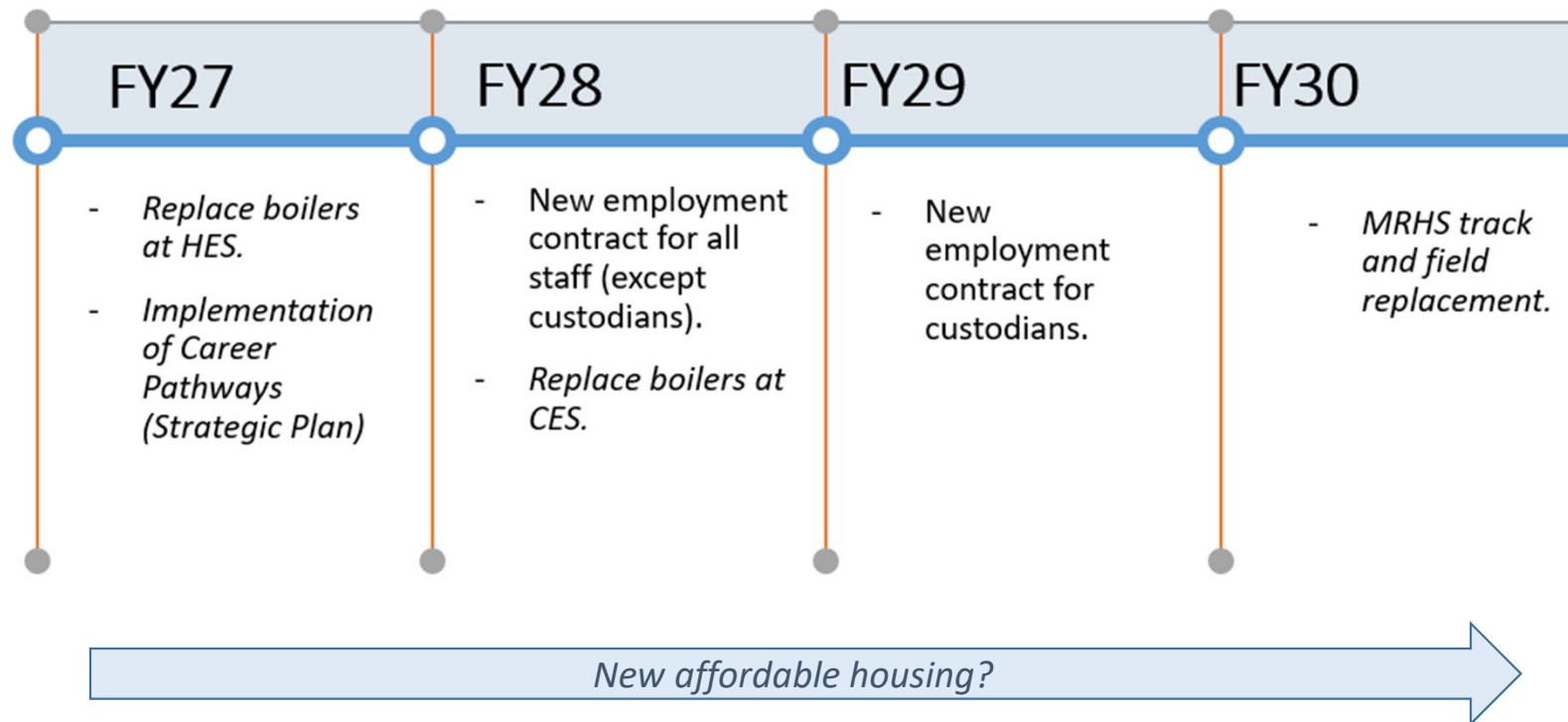


Why look ahead?

- 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's expenditure.

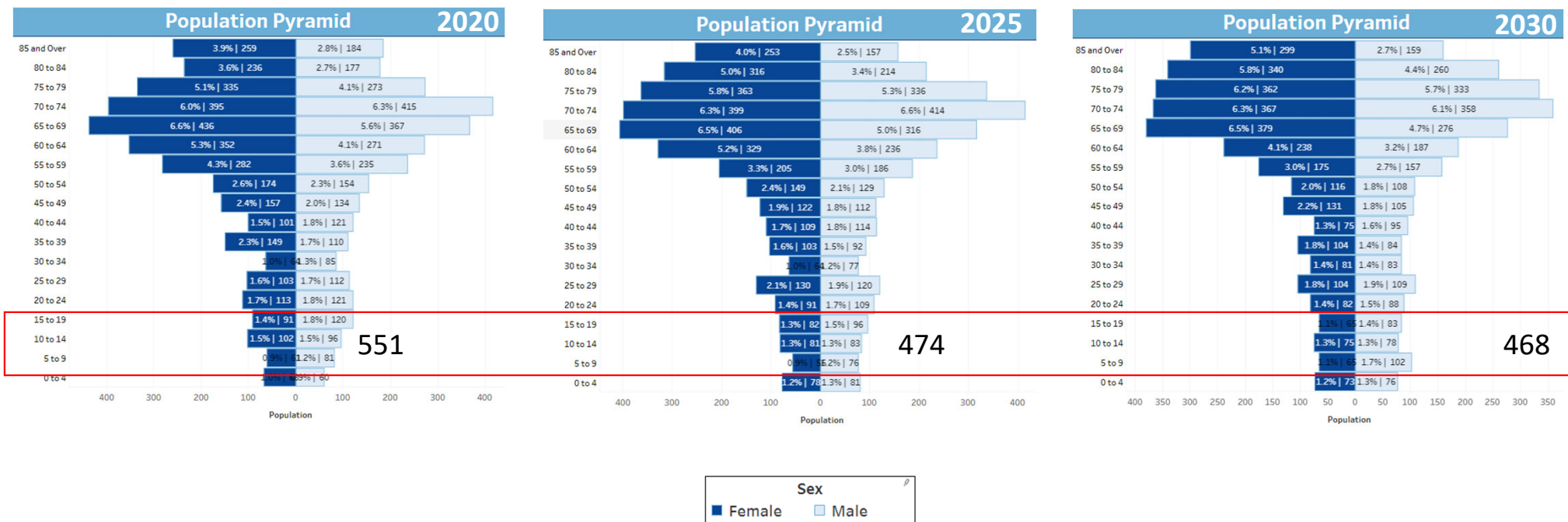
Upcoming events with possible budget impact

- **FY25:** USA Government Elections. **FY26:** New employment contract for custodians, MRMS Re-Siding (and possibly roof replacement), replace boilers, Nauset RSD High School renovation completed.

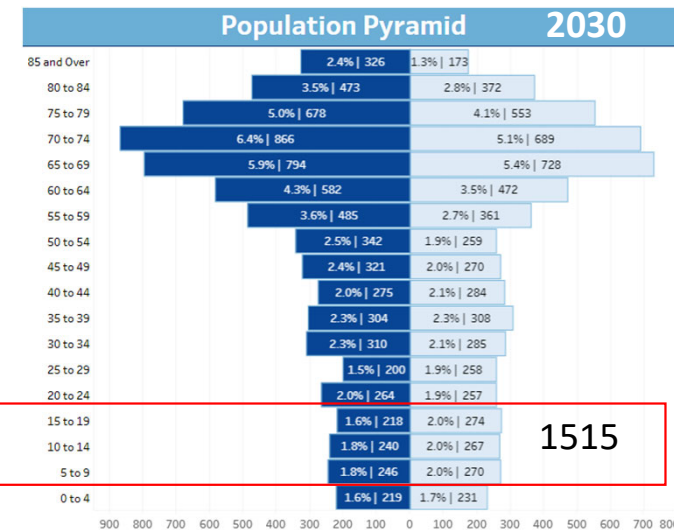
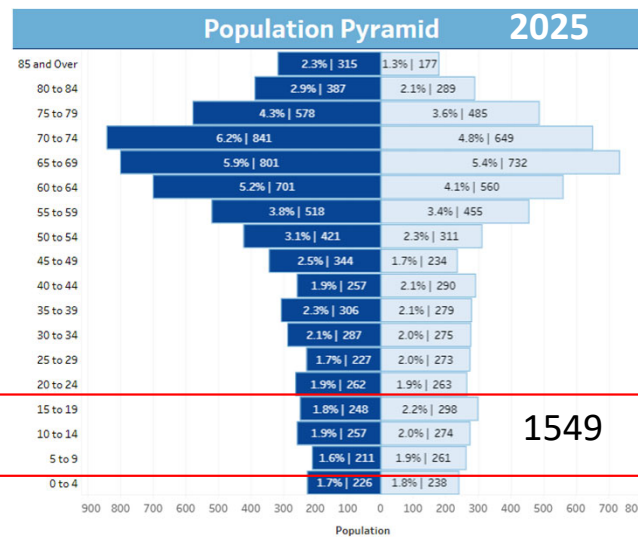
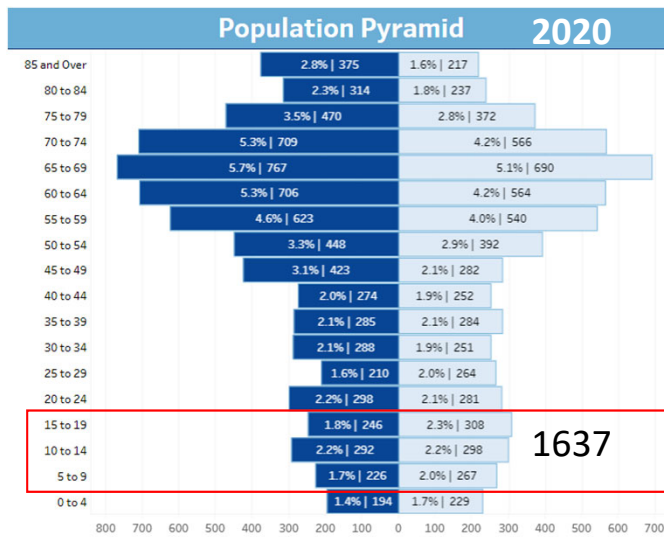


UMass Donahue Institute, with MA state departments, produces population projections for all MA municipalities. The following slides compare these projections for Harwich and Chatham. These projections make assumptions about how existing trends will continue in to the future.

Chatham: In this projection, by 2030, under 20-year-olds will account for 11% of the population, while over 64-year-olds will be 53% of the population.

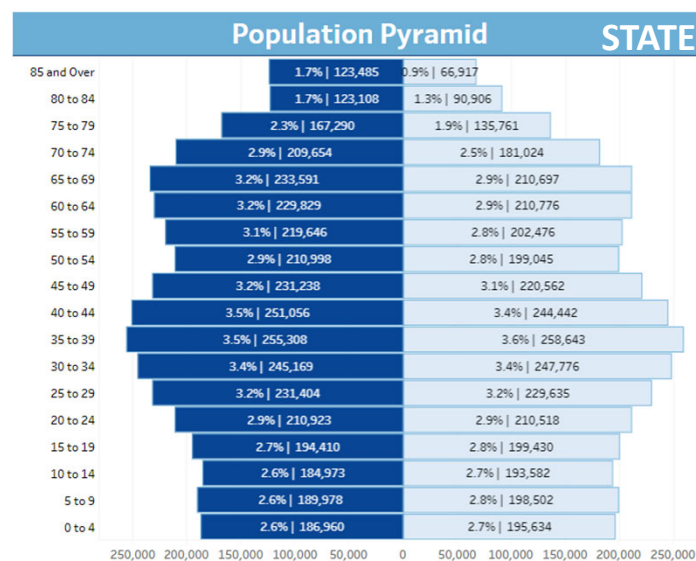
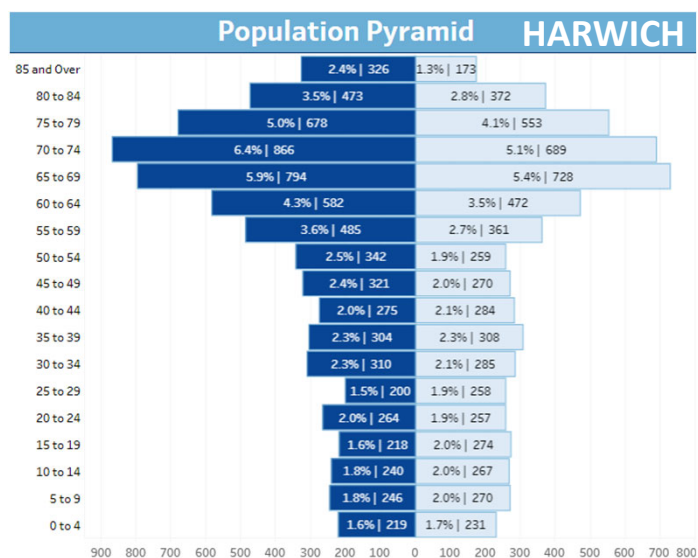
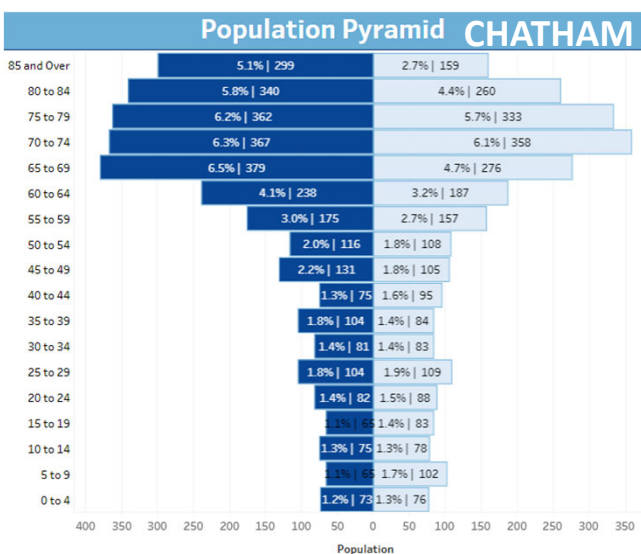


Harwich population projections: In this projection, by 2030, under 20-year-olds will account for 15% of the population, while over 64-year-olds will be 42% of the population.



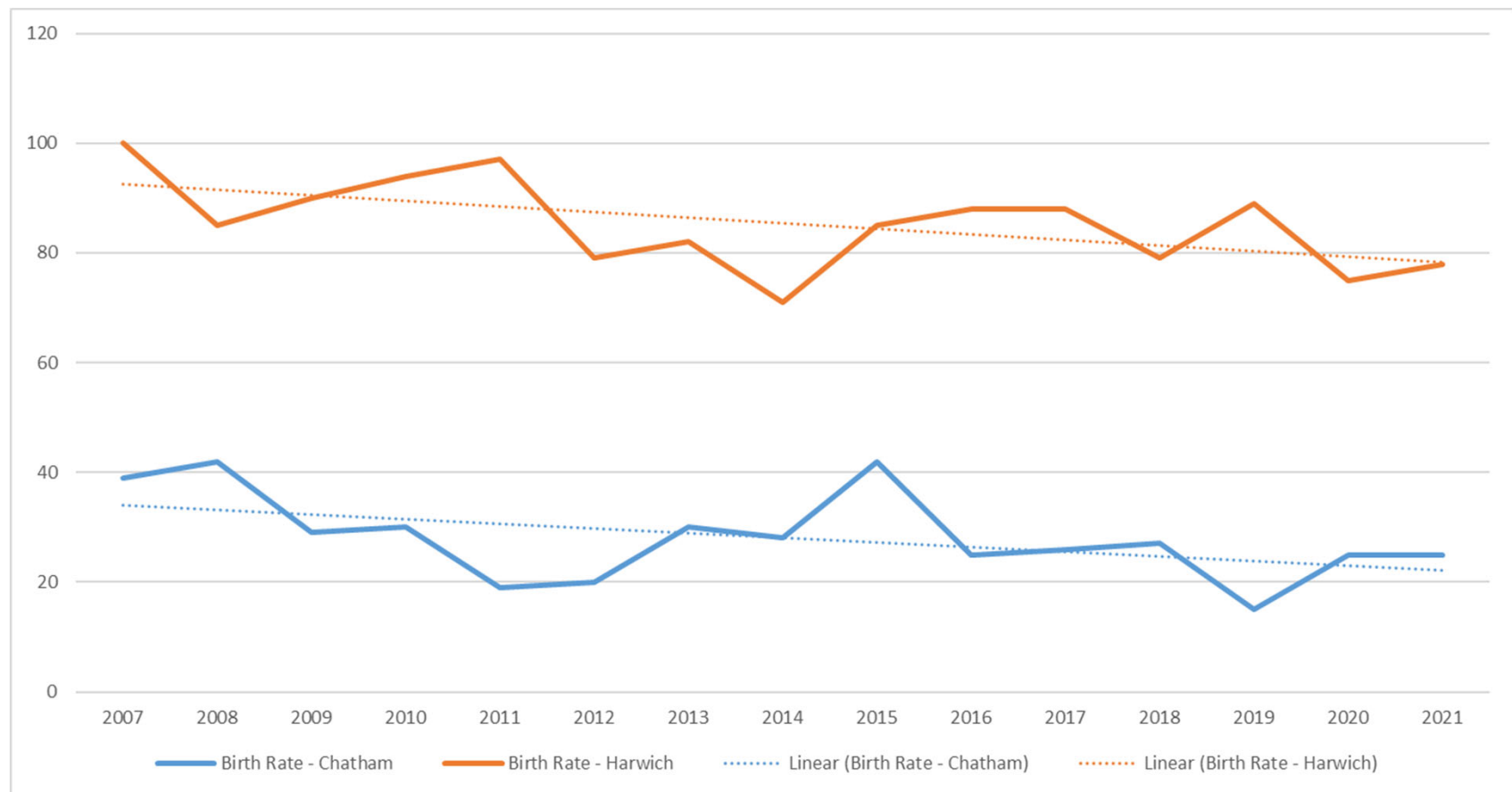
Sex
 ■ Female ■ Male

Side by side comparison of town population projections, by 2030.

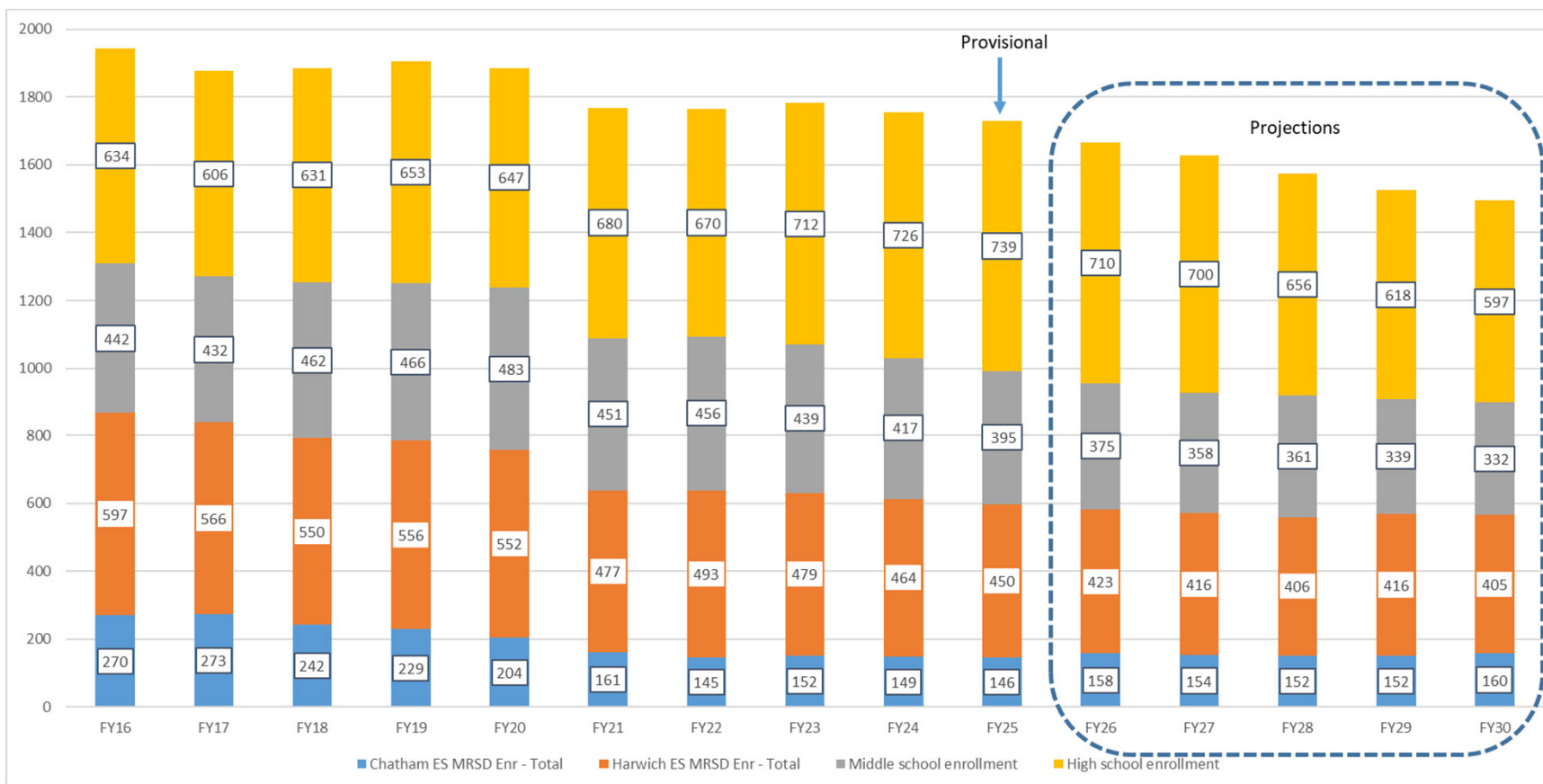


Sex
 ■ Female ■ Male

The chart below shows recent birth rates in both towns. There is a downward trend but the numbers fluctuate and decline is gradual.



This chart shows a projection of enrollment by school. The chart below assumes cohort numbers change each year reflecting historic trends. Grades 3-7 have 111 fewer students than the current high school grades.



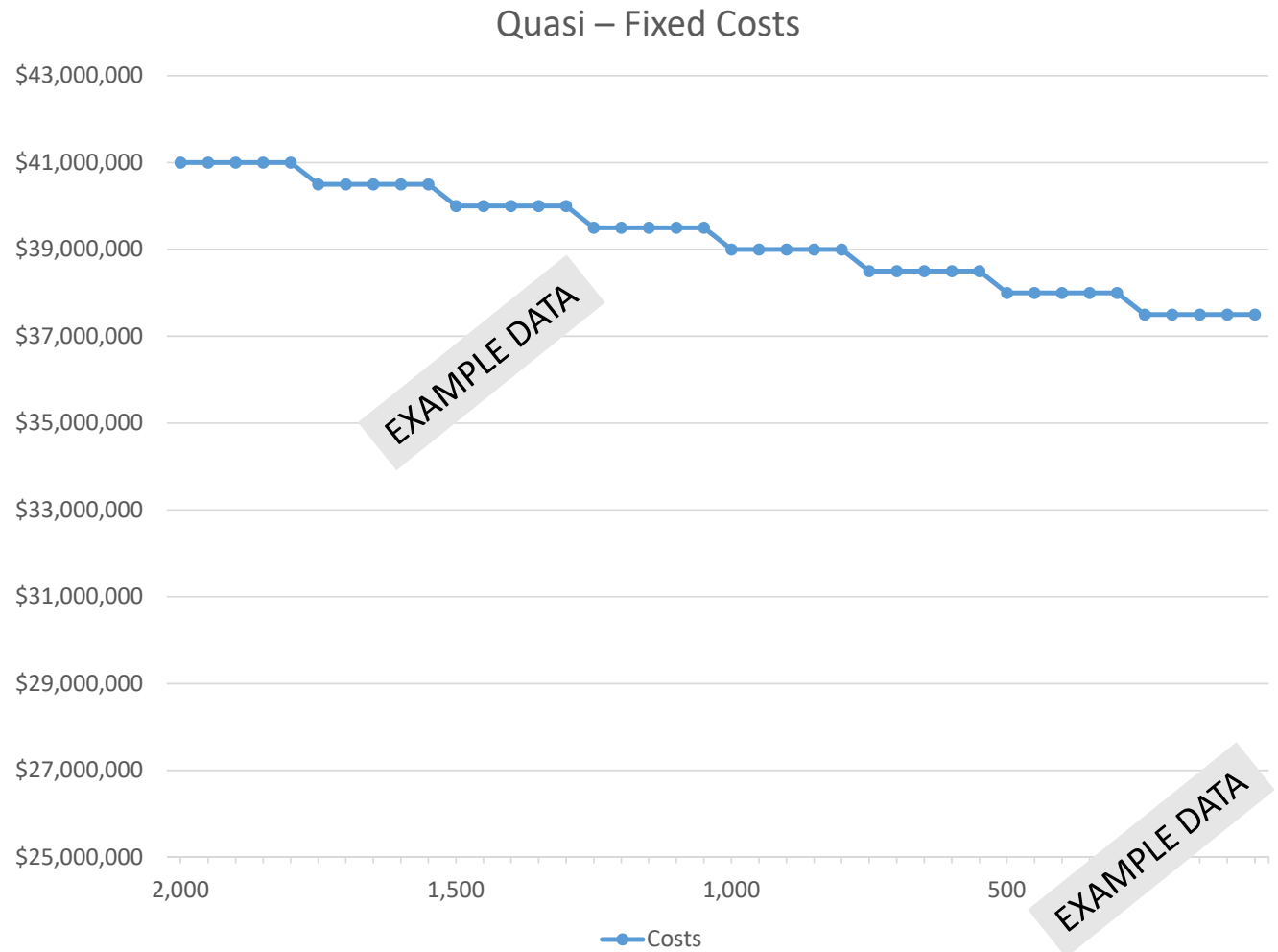
In FY25, the average grade size at the high school is 147, it's 132 at the Middle school, and 109 at the elementary schools.

How does a fall in enrollment impact the budget?

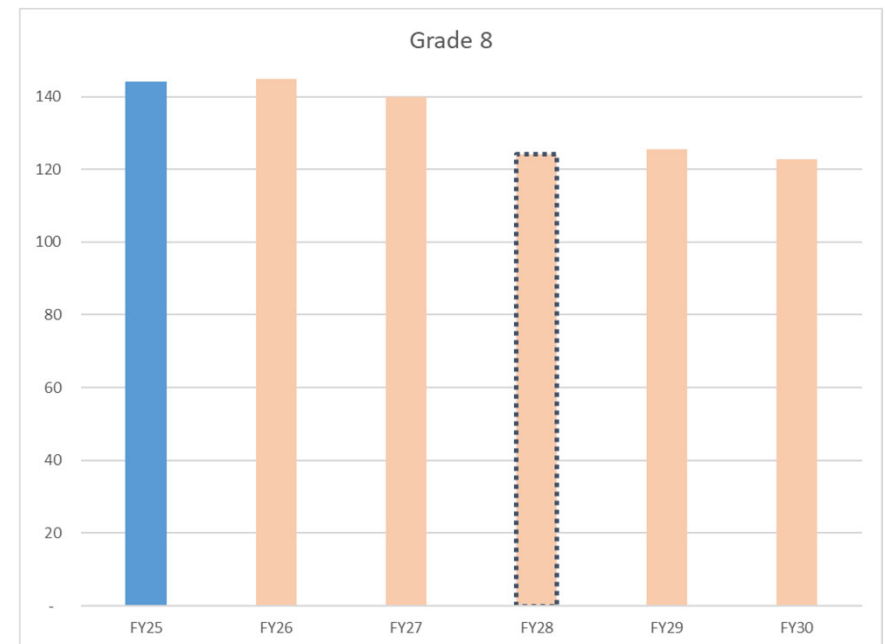
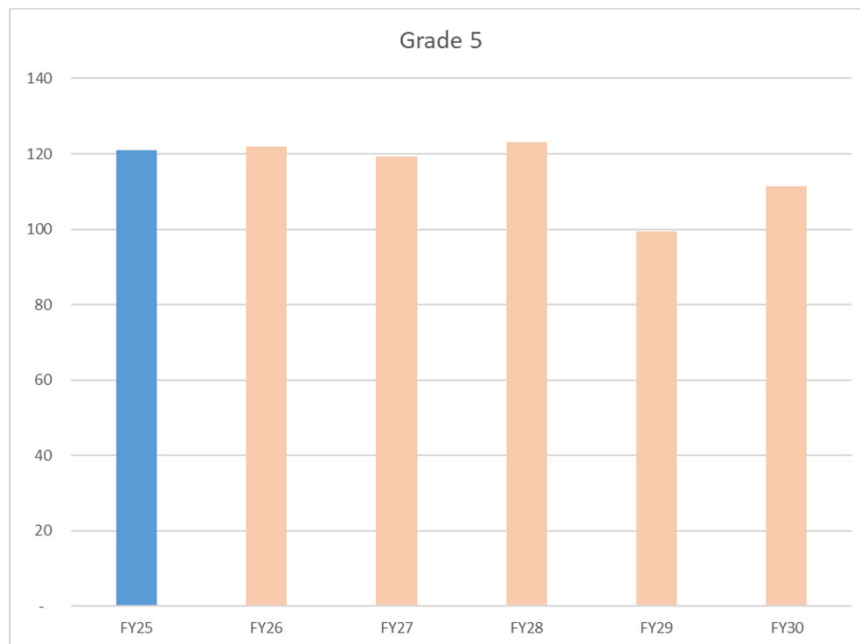
Fixed costs vs Variable costs

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.

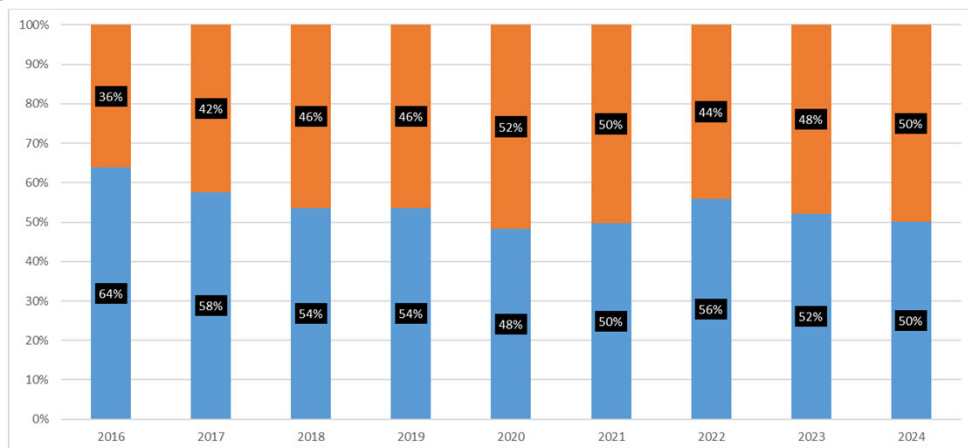
This does not account for inflation or changing student needs.



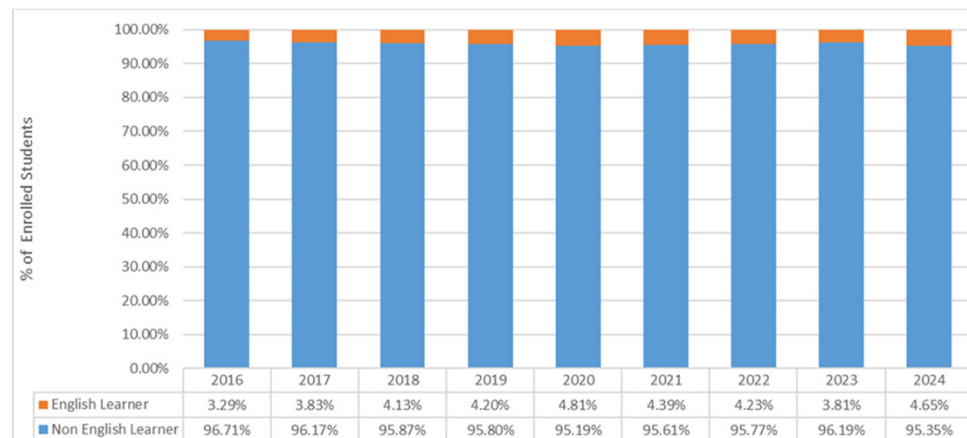
The charts below show the forecast enrollment of two grades from FY25 to FY30. Both charts reflect students already in the district.



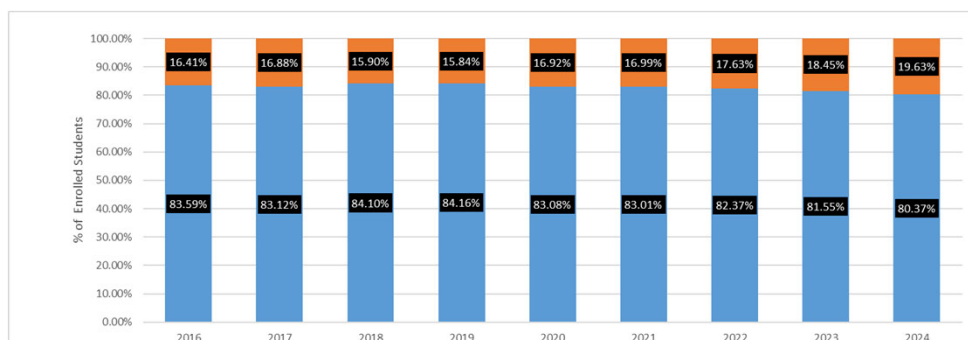
Recent trends in student demographics suggest that while the overall number may have declined the needs of the students have increased.



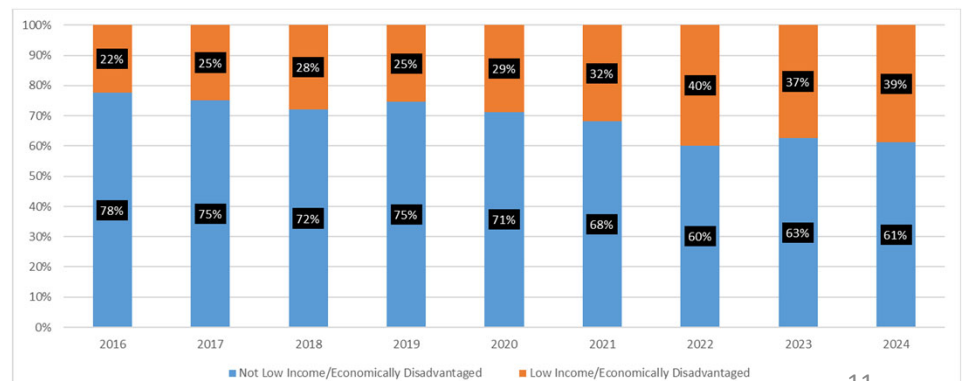
Any Additional Need



English Learners

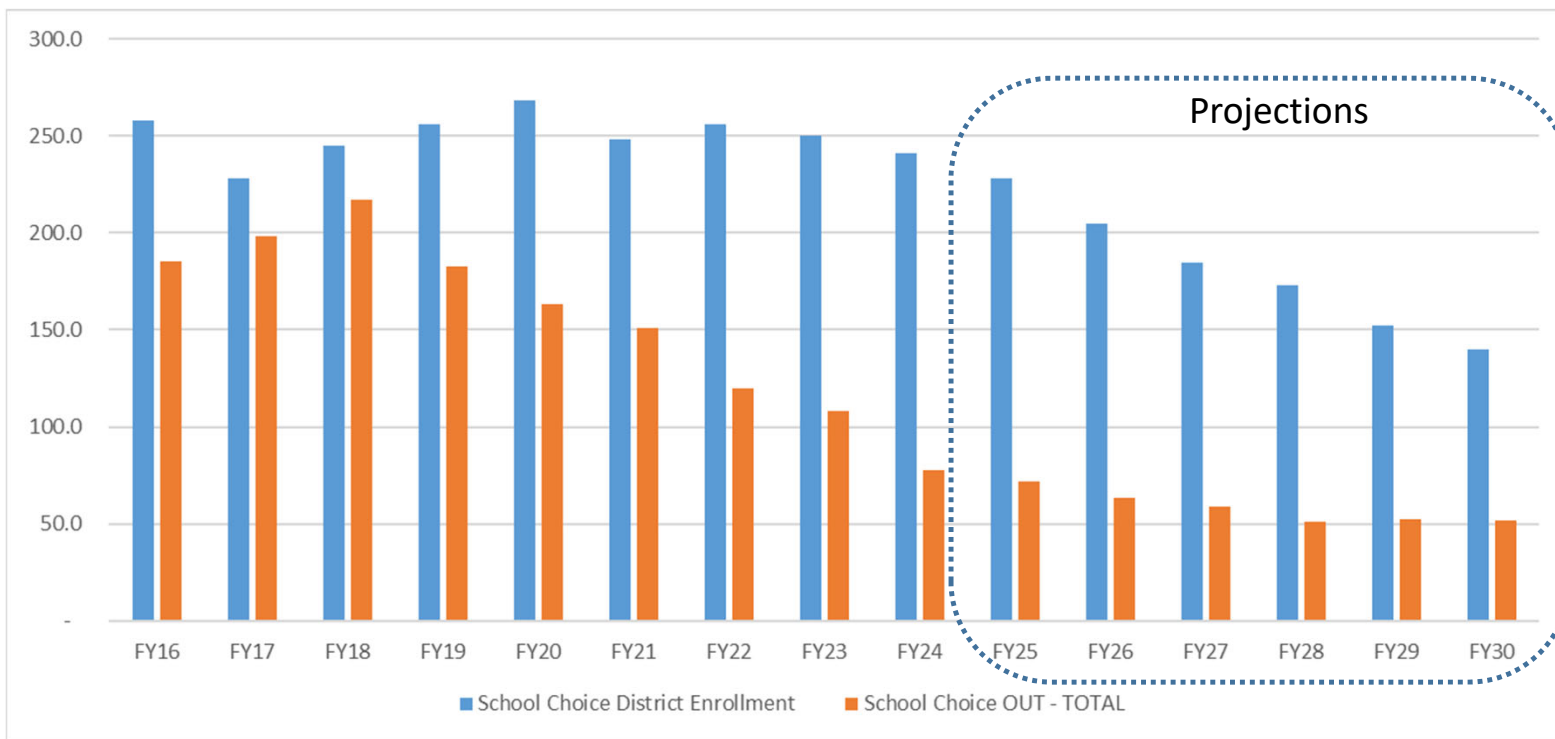


Special Education Status



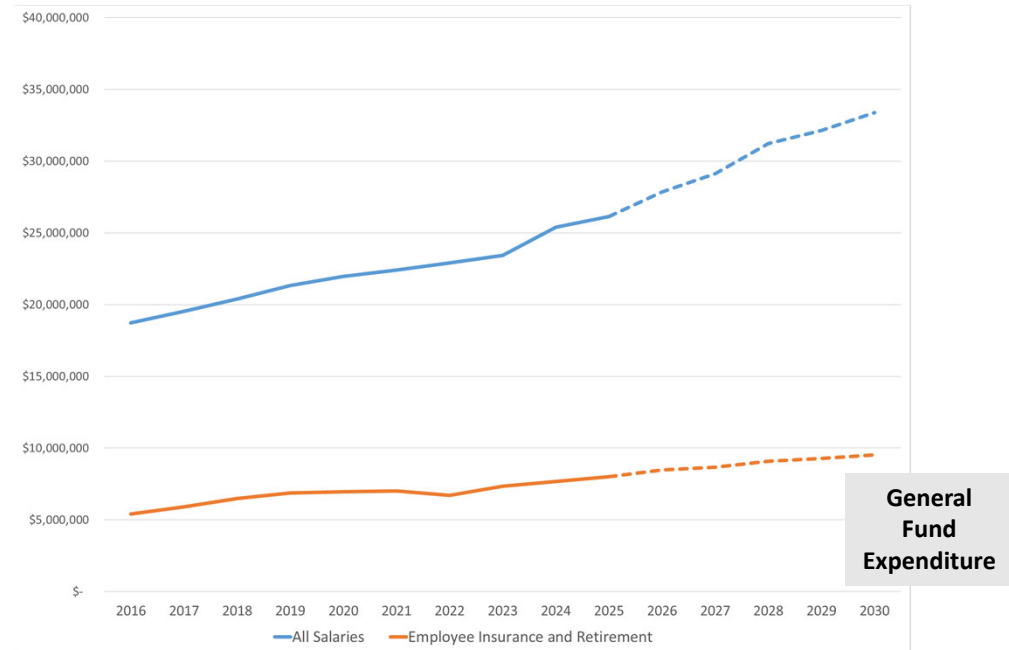
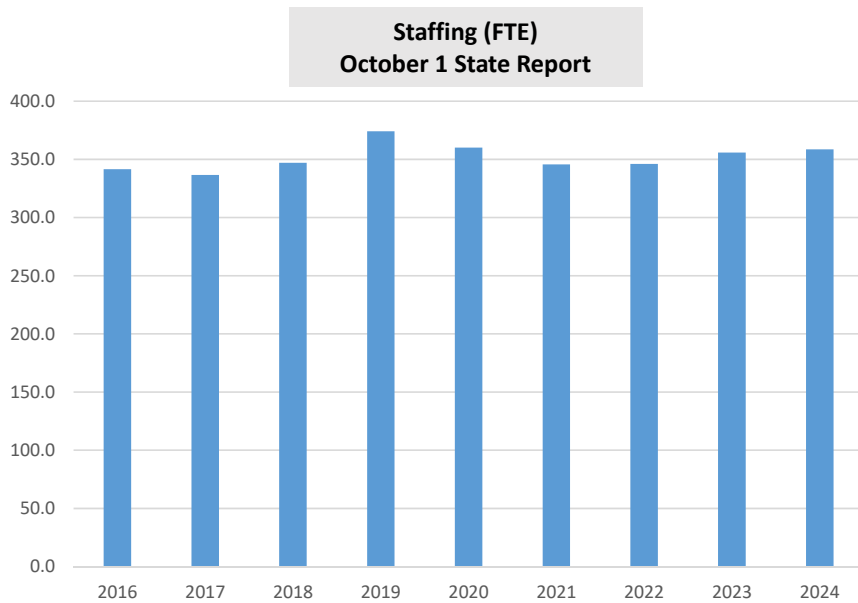
Low Income Status

School Choice enrollment has also changed significantly in recent years – this will impact the district’s revenue and costs.



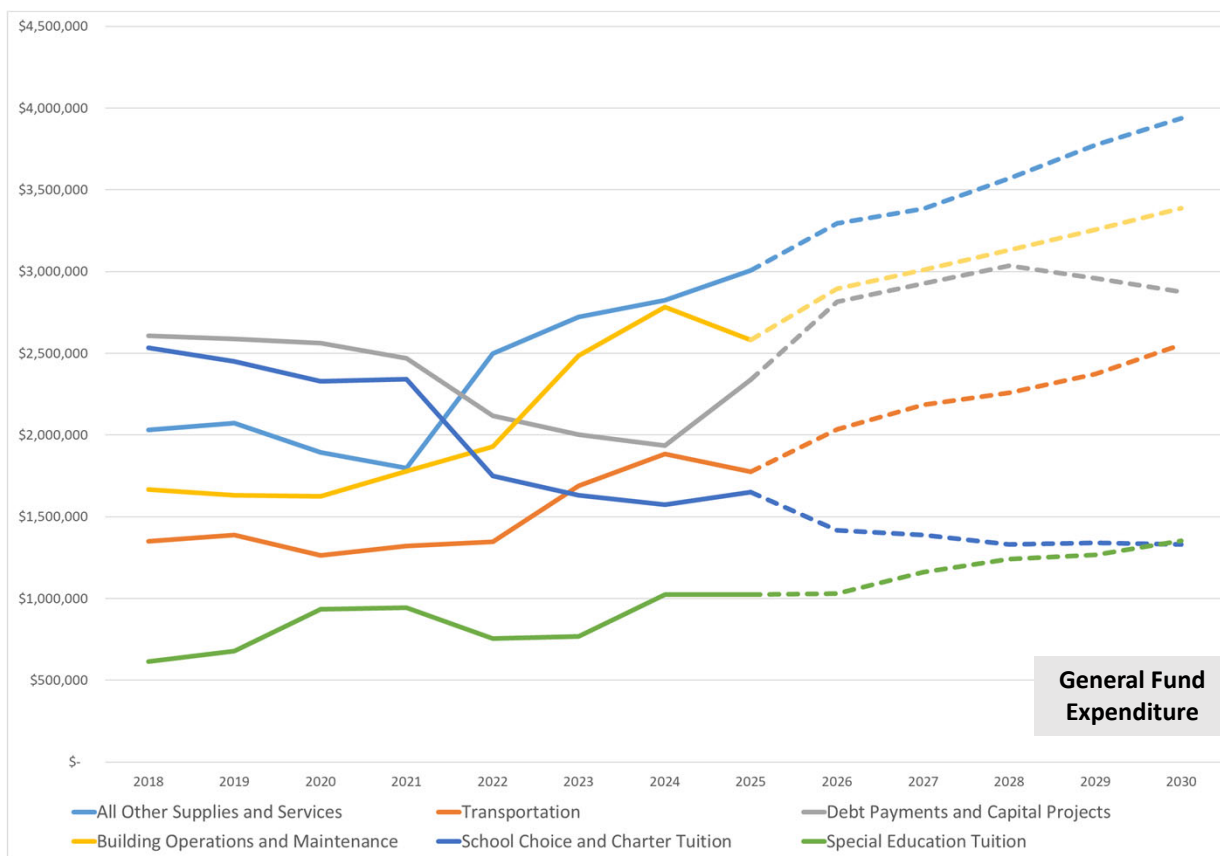
The decline is due to fewer places available in the district as the number of sections at the elementary schools fall.

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 2024.



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.



Building operations and maintenance: The cost of running and maintaining our buildings has increased significantly in recent years. Our projection assumes that the current levels are the 'new normal' and these will increase with inflation.

All other supplies and services: This includes all instructional materials and technology, property insurance and other administration costs. These costs increased significantly after COVID. The forecast assumes then steady increase reflecting the trend since FY21.

School Choice and Charter Tuition: Expected to fall as the number of school choice students coming to the district falls. Charter tuition is expected to remain steady. Possible impact of new DY middle school and the new Nauset High School (2026).

Transportation: This which is susceptible to changes in gas prices and recruitment pressures driving up wages. Also, new bus leases may also increase costs.

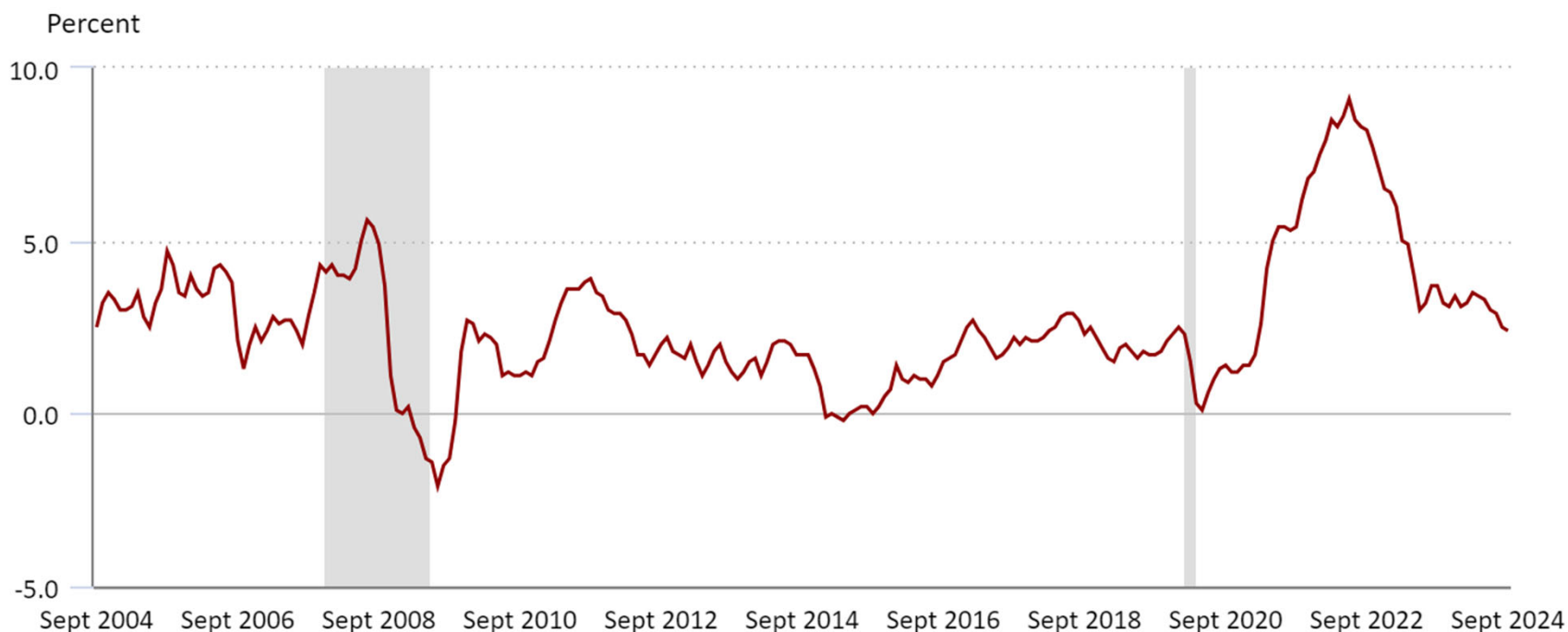
Debt payments: The total includes reductions in the high school debt payments (including from financing) plus addition of major capital projects at the Middle School, and replacing boilers at 3 schools. The capital plan will be discussed at a future School Committee meeting.

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.

Capital planning is an area that benefits from a multi-year plan. Monomoy RSD expects a number of significant capital projects in the coming 5 years.

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

12-month percentage change, Consumer Price Index – all items. Inflation is much less significant now than it was a couple of years ago.



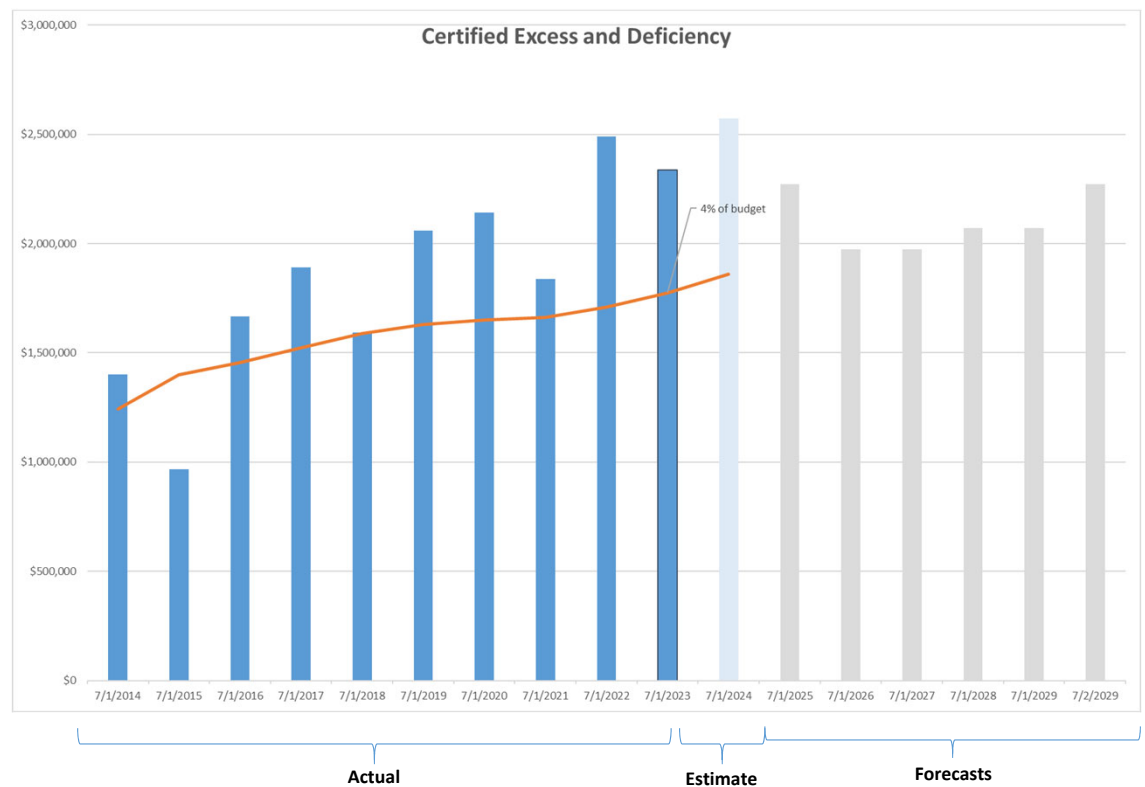
Source: U.S. Bureau of Labor Statistics.

12-month percentage change, Consumer Price Index, selected categories, not seasonally adjusted

The district's Excess and Deficiency funds can be used to offset the budget and reduce assessments. However, if more funds are budgeted than added to the fund each year, the balance will be depleted until it can no longer be drawn upon.

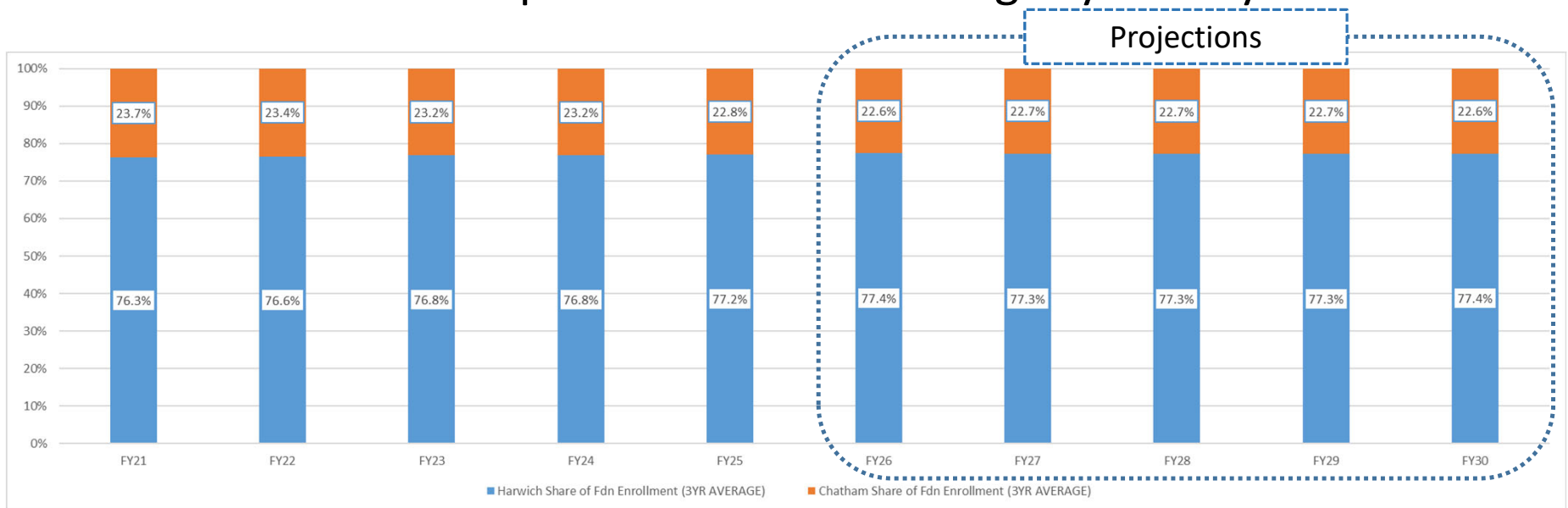
The district's plan is to maintain the end-of-year E&D at 4% of the budget while minimizing the impact on the budget year to year. This chart shows the impact of reducing the E&D offset from \$800K in FY24 to \$300K in FY30.

The FY24 excess and deficiency has not been certified yet but it is expected to be positively impacted by FEMA reimbursement received this year and interest on savings above budget.

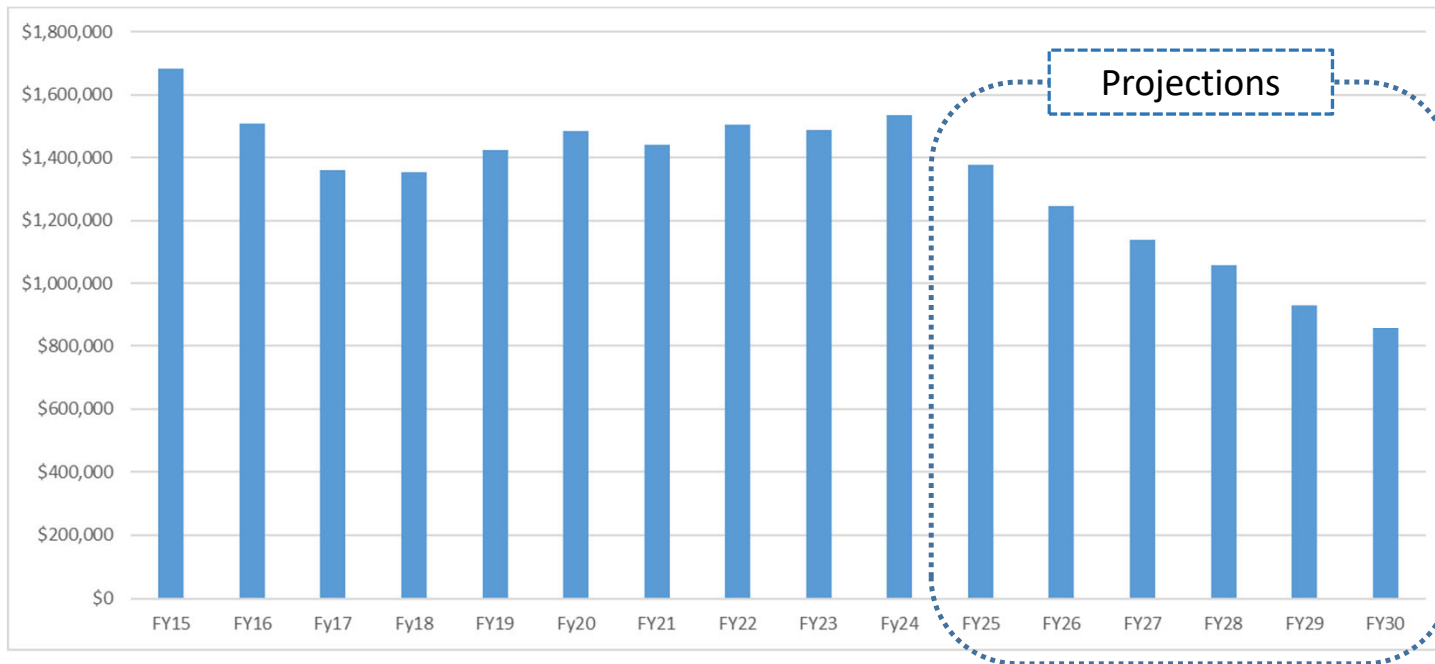


Assessments: As students from Harwich make up a larger percentage of Monomoy foundation enrollment, Harwich will receive a higher percentage of the overall assessment. The projections of foundation enrollment are significantly impacted by estimates of PK and K enrollment.

- Each town's share of enrollment will impact the assessment for that year.
- Part of the assessment is based on a running 3 year average share of enrollment which helps to smooth out changes year to year.



School Choice Revenue: as the number of school choice students coming into the district goes down, the tuition the district receives will fall.



If School Choice does fall as quickly as current enrollment in the earlier grades suggests the total impact on the budget could be over \$500K by 2030

How might the trends and forecasts impact future budget decisions?

- As enrollment goes down, fewer classroom teachers may be required but the changes will be slow and sporadic.
- We may continue to see an increase in the need for specialist positions to meet the changing needs of students.
- Managing level services and moving forward with the Strategic Plan will be more difficult as enrollment contracts.
- These initiatives, and the changing needs of students, may drive up professional development costs.
- As the district invests in capital infrastructure we should expect an increase in debt and capital payments. Capital needs will put pressure on the budget, at least in the short term.
- Other costs such as building maintenance will also put pressure on instructional budgets.
- Excess and deficiency should be monitored closely to avoid a steep budget impact in future years.
- Changes in the local economy, and affordable housing would impact these projections.

MAJOR CHALLENGES

- Capital investment
- Increasing (and changing) student needs
- Increasing cost of recruitment & retention
- Contracting enrollment
- Falling School Choice revenue

FY26 Budget

FIVE YEAR OUTLOOK

10/24/2024

Scott Carpenter's Goals 2024-2025

Professional Practice Goal #1

Engage in professional development with a focus on strategic communication and public engagement. [Cross connects to the School Committee goal on Strategic Planning] To be part of their fall collaborative learning cohort (September 2024). Was sent an application from Leading Now and formally applied (October 2023). The format of this professional development is to attend a kick-off in-person two-day session in September 2024, then attend half-day virtual meetings with my cohort partners once a month, October through January 2025.

Action Steps:

- Prepare for the Leading Now 'in-person' meeting
- Attend the Leading Now "in-person" event for my cohort on September 17 and 18
- Participate in the half-day virtual meetings with my cohort:
 - October 16
 - November 14
 - December 12
 - January 9

Professional Practice Goal #2

Continue the Breaking Barriers work in engaging retirees and empty-nesters to provide college and career mentorship to high school students and investigate connecting our Monomoy group with the YMCA Cape Cod's Y (Young) Achiever's program. [Cross connects to the Superintendent Rubric under Family and Community Engagement]

Action Steps

- September 11 presentation on mentorship to the Cape Cod Men's Group. Connect with other organizations with similar presentations.
- September 23 meeting with the high school Counseling Department to discuss the program and which freshman students they would recommend us pairing with a mentor and which seniors may need the mentor support with the upcoming college process.
- October 3, held a meeting with YMCA Cape Cod staff and supervisors of the Y Achievers group to discuss the process and possibilities of creating a Monomoy "chapter" of Young Achievers.
- Mentor meetings throughout the year
- Mentee/mentor connection events, including four Saturday college visits to Massachusetts and Rhode Island colleges (aiming to visit two colleges each trip)
- Develop an end-of-year assessment on mentor and mentee recruitment, retention, and extent of participation

Student Learning Goal #1

With the Superintendent once again “mobile”, rekindle a practice of classroom learning walks with each evaluating administrator, in part to ensure consistency in providing feedback on best practices and areas of growth across administrators and across buildings. [Cross connects to the Superintendent Rubric under Instructional Leadership]

Action Steps:

- Work with Leah and individual administrators to schedule time at least once per week throughout the school year to do learning walks across a variety of classrooms.
- Use the “look for’s” in the Monomoy Observation Feedback Form to guide the post-walkthrough discussions with each administrator
 - Percent of classroom discourse produced by the students
 - How well the students understand the learning objective and how it is connected to standards, skills, and competencies
 - How deeply do students need to understand and be aware of lesson content to answer questions and solve problems (assessing depth of knowledge)
 - How the lesson is being differentiated to support ALL learners
 - Qualities seen in relationship with the teacher and their students

District Improvement Goal #1

Move forward the Monomoy Regional School Committee's goal of supporting “a Diversity, Equity, and Inclusion audit within our district”. [Cross connects to the School Committee goal on Strategic Planning]

Action steps:

- Research other districts’ equity audit approaches, consultants, and funding sources.
- Explore partnering with Mid-Atlantic Equity Consortium, Inc. (MAEC) which has worked with Falmouth (2024) and Martha’s Vineyard (currently).
- Held a virtual meeting with MAEC to engage with them as a partner (October 2)
- Work with MAEC to sign-on with them, under their federal grant
- Allocate nominal funds to move forward the audit this year with MAEC in collaboration with Monomoy’s Diversity, Equity, Inclusion, and Belonging Advisory Committee (DEIBAC)
- Work with Monomoy’s Diversity, Equity, Inclusion, and Belonging Advisory Committee (DEIBAC) to:
 - Develop a recommended scope of work for the audit
 - Present DEIBAC’s audit scope recommendations to the School Committee, ideally for approval and to move the audit forward
 - Present with DEIBAC audit findings to the School Committee
- Budget for any continuation of the audit and/or implementation of recommendations, as needed (FY26).

District Improvement Goal #2

Work with the Monomoy Administrative Team to thoughtfully move forward parts of the district's Strategic Plan [Cross connects to the School Committee goal on Strategic Planning]

Action Steps:

- Work with the administrative team at monthly "Strategic Meetings" focusing on the three pillars in the Strategic Plan (meeting agenda built around Strategic Plan implementation)
 - Portrait of a Graduate Implementation: Develop and implement a comprehensive plan to ensure that every graduate possesses the skills, attributes, and characteristics necessary for success in college, career, and life
 - Learning and Academics: Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life
 - Being and Wellness: Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff
- Report out to the School Committee mid-year and end-of-the-year progress in moving the multi-year Strategic Plan forward

Monomoy Regional School District
Individual Education Program (IEP) Electronic or Digital Signatures

IEP Electronic or Digital Signatures

MA Department of Elementary and Secondary Education recently (July 2024) shared the following guidance regarding electronic signatures for evaluation consents and IEP's:

Electronic or digital signatures may be accepted to indicate parental consent for an initial evaluation, reevaluation, or the provision of special education and related services if the school district ensures appropriate safeguards are in place to protect the integrity of the process. An electronic or digital signature can be used if the parent has been fully informed and received written notice in the parent's primary language that is understandable to the general public of the activity for which the consent is requested. The parent must agree in writing to the activity and the signature must authenticate a particular person as the source of the consent. See [USED IDEA Part B Procedural Safeguards Q&A 06/30/2020 \(PDF\)](#).

If a district is utilizing an electronic process for IEP signatures, it must ensure parents and guardians are able to view and review the entirety of the IEP documents before signing. They should also be able to print or download a copy to maintain for their records and reference. If printing or downloading a copy is not an option in the electronic system, the district must provide hard copies consistent with [603 CMR 28.05\(7\) - Parent Response to Proposed IEP and Placement](#).

As a result of this guidance; Natick Public Schools Electronic Signature Policy is as follows:

Evaluation Consent Forms:

1. When an evaluation consent form is being shared, the coordinator from the school will correspond with the parent/guardian to share that the document will be shared electronically via ADOBE. Parents/Guardians/Caregivers will be asked if they prefer to receive the document in hard copy.
2. If the parent responds that they are requesting a hard copy, the district will send out 2 hard copies of the evaluation consent form. If there is no response, it is assumed that the electronic copy is permissible by the parent/guardian.
3. Per traditional procedure, if a consent is not signed within 15 school days, the district will reach out via email to remind the parent/guardian of the consent and again ask if they prefer hard copies of the evaluation consent form. If no response, the district will reach out by day 25 and again on day 30 of sending.

IEP or Amendment Signatures:

1. Parents/guardians will receive either a meeting summary form or draft IEP at the IEP meeting. Parents/guardians are asked to physically sign a document stating that they have received the summary form or draft IEP.

2. At the IEP meeting, parents will be asked if they give permission for the proposed IEP to be sent electronically via ADOBE. This question will be included in the same document that they sign to acknowledge the receipt of the meeting summary form or draft IEP.
3. If the parent/guardian objects to the electronic receipt of the IEP, the district will send two hard copies of the IEP via US Mail or student backpack if permitted by the parent/guardian.

Adopted:

Revised:

**Monomoy Regional School District
Travel - International/Abroad**

International/abroad Field trips are not an extension of the school's Standards-Based Curriculum and are considered voluntary.

School Committee Approval Prior to planning

1. Initial approval by the School Committee is required prior to informing students and families, and before engaging students in fundraising activities.

Planning

1. The trip coordinator(s) and principal shall work together to establish essential participation criteria for the trip, that informs students and parents of all of the activities and risks associated with each itinerary activity, and trip location, to determine what accommodations or modifications may need to be made for the student to successfully and safely participate in all, or portions of the trip.
2. The trip coordinator(s) must consider their student demographics when selecting field trip locations, sites, and activities. Specifically determine the impact the locations, sites, and activities may have on diverse populations such as students of color, EL students, students who identify with the LGBTQ community, students with disabilities, and those who may be in the minority during your field trip experience, and those students who belong to groups that have experienced marginalization in the location being visited.
3. The trip coordinator(s) must work to prepare students for sensitive experiences, and ensure that the program is safe and inclusive for all students
4. The trip coordinator(s) and Principal shall work with transgender and gender-non-conforming students to provide accommodations (including grooming) that affirm the student's gender identity while also ensuring safety.
5. The trip coordinator(s) should work with students and families to make sure travel documents (airline ticket, passport) reflect their legal names as listed on government-issued identification, while all unofficial documents and material may reflect the student's preferred name.
6. International/Abroad accommodations will be made in advance with student safety and security in mind.
7. International/Abroad trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
8. Should the travel agency offer a choice of travel points or monetary compensation for booking the trip, all funds/points will be used for student scholarships. If points cannot be issued to Monomoy Regional School District for student use, the monetary option will be chosen. If the monetary option is chosen the check will be made out to Monomoy Regional School District.

Procedures

1. The Superintendent will establish procedures to assure that minimally (this list is not exhaustive):
 - a. Students have parent/guardian permission for trips.
 - b. All appropriate medical forms are completed
 - c. Authorization and Acknowledgement of risks AND Medical Authorization
 - d. All required consents are completed
 - e. All trips are properly supervised.
 - f. All safety precautions are observed.
 - g. All trips contribute substantially to the educational program.
 - h. The Field Trip Request Form is submitted at least 30-days in advance
 - i. The school Nurse must approve prior to submitting the Field Trip Request Form
 - j. The Field Trip Checklist form is completed
 - k. Fiscal accountability
 - l. All field trip applications contain a section specifically for approval/waiver for swimming and water activities.
 - m. Authorization and Acknowledgement of risks AND Medical Authorization (one form for parent/guardian and one for students over 18) for all trips (day, overnight and international)

Chaperone Disclosures

As required by State Law, all chaperones who are municipal employees shall comply with the disclosure requirements established under the Conflict of Interest law and regulations of the Ethics Commission.

Emergency Provisions for All Travel

1. Trips are planned with careful consideration of student safety which includes, without limitation, an appropriate number of adult chaperones and confirmation that all chaperones have approved Criminal Offender Record Information (CORI) checks on file with the Superintendent;
2. All International/abroad trips will have an emergency plan that includes provisions for transportation or flight cancellations; provisions for illness/hospitalization, attending medical personnel when necessary, and other anticipated emergencies;
3. Should an emergency situation occur, the supervising faculty member is responsible for notifying the Principal as soon as possible but no later than twenty-four (24) hours after the emergency situation occurs. The supervising faculty member is also responsible for notifying the parent/guardian/caregiver of record by telephone, text, or email once the emergency situation stabilizes but no later than twenty-four (24) hours after the emergency situation occurs;
4. Students and parents/guardians/caregivers, and chaperones will receive written notice that all Monomoy Regional School District policies on student behavior, student handbook rules and regulations, Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will apply and be in effect at all times.

Conduct

1. Students and parents are required to sign a MRSD Student Traveler & Family Agreement Form regarding student conduct while participating in a MRSD sponsored field trip.
2. Following an investigation that violates the Code of Conduct, if Coordinator, in consult with the Principal and Central Office staff, determines that a student's conduct while on a field trip, poses a risk to themselves, or the safety of the group, or is no longer manageable by MRSD staff on the field trip, the district reserves the right to request, and make arrangements for that student to return home.
3. The district also reserves the right to request that families assume responsibility for all, or a portion of the costs associated with their child's return.
4. Students may be subject to further disciplinary action, and will be provided the opportunity to have a formal hearing at the school level upon return. The School Must document the Parent/Guardian's consent of this policy prior to the trip.

Access & Inclusion

1. Students with English Language Learner status, 504 Plans and/or IEPs cannot be denied access to field trips due to their disability.
2. It is the responsibility of the school to ensure that all accommodations normally provided to the student as indicated in their educational plans, are made available during field trip, including medication.
3. Participating students' IEP or 504 Plan shall be available to any staff coordinating and/or participating in the field trip.

Student Health

1. Overnight Field Trip Medical Information Forms must be obtained for all students attending an overnight field trip (including in-state/ out-of-state/international trips) prior to the overnight trip.
2. If any student has a serious medical, or mental health condition, please be sure that his/her doctor is aware of the essential participation criteria and location of the trip, and writes a letter indicating that the child may safely attend and participate in trip activities. Keep this document on file with other key permission slips and medical forms.
3. Students and staff should be current on all immunizations and vaccinations including those related to the location they will be traveling to. Travelers should consult with their primary care doctor and can also visit the Center for Disease Control's website for information on staying healthy while traveling at <https://wwwnc.cdc.gov/travel>.
4. Emergency contact phone numbers must be brought on the trip.
5. Emergency administration of epinephrine - at least one chaperone will be trained in the administration of epinephrine and will be assigned to the student(s) who require such treatment if needed.

Passports & Visas

1. The Coordinators will Physically check all students' passports before your travel date to be sure that they are valid and will be valid at least six months after your return date.
2. Research if your destination requires a visa. Every country has a different application and timeline for obtaining a visa.
3. Determine who holds a non-U.S. visa. There are many countries that do not require US passport holders to have a visa, but require them for NON-U.S. passport holders.
4. There are also countries that might require Americans to obtain a visa but do not require one for a non-U.S. passport holder.
5. Identify the countries from which your travelers hold passports as they might be questioned in customs, or might have to contact other consulates if they lose their passports abroad.

Communication Plan

1. International Phone Service Coverage:

- a. The trip coordinator(s) must have international cell phone coverage for the duration of his/her trip for communication with MRSD, or families in the event of an emergency.
- b. This cell phone must be on at all times so you may be contacted in case of an emergency. If this is not possible due to your location, please arrange a communication plan with the MRSD finance office.
- c. If such international coverage requires you to purchase an international plan, or to accrue additional costs due to the trip, please submit your receipts to the MRSD Finance Office for reimbursement.
- d. The trip coordinator(s) must also carry the phone numbers for the principal. You are required to call anytime there is an emergency.

2. District Communication:

- a. Codify a clear communication plan with your Principal prior to departure.
- b. You must check in with the principal or designee via phone call, text, or email upon arrival, every 48 hours, whenever the itinerary significantly changes, whenever you expect to lose cell/email coverage, upon departure, and upon safe return.
- c. You MUST check-in via phone call to the principal or designee when there is an incident or an emergency.

3. Communication with Families:

- a. Set expectations regarding communication during travel between chaperones/student travelers, and the principal and families.
- b. Families Must know who to call 24/7 in case of an emergency.

- c. If you need support in family communication before, during, and after the trip, contact the principal or designee.

4. Incident Reporting:

- a. International Program Incident Reporting and Support:
 - i. Contact the principal or designee for any emergency situation that results in the admittance of a student or chaperone to a hospital or clinic, or if you fear for the safety of anyone on your trip at any time.
 - ii. When in doubt, call!
 - iii. Emergencies may be of a medical, environmental, political, behavioral, legal, logistical, or other nature.
 - iv. You MUST check-in via phone call to the principal or designee if there is an incident.

Right to search a student's belongings

Consent will be sought to search students' belongings prior to leaving and during any time while on the trip by an administrator or designee.

AUTHORITY TO APPROVE/DISAPPROVE/CANCEL -International/Abroad

- 1. Monomoy Regional School District, acting through the School Committee or the Superintendent, reserves the right
 - a. to cancel trips up to departure and
 - b. to recall trips in progress, if national and/or international conditions so warrant or if security and safety concerns over which Monomoy Regional School District has no control render it appropriate to cancel the trip.
- 2. The following criteria will be taken into consideration:
 - a. U.S. Department of State Travel Advisory;
 - b. Homeland Security Advisory (alert status);
 - c. and/or Declaration of War or armed conflict. Additionally, the critical judgment of the School Committee, with input from the Superintendent, principal, and supervising faculty member, will be taken into consideration.
 - d. The Superintendent will alert the School Committee to final deadlines regarding the required commitment of funds if there are national and/or international events/situations/conditions that might cause the School Committee to cancel or recall a trip due to safety concerns or other reasons.
 - e. In the event that a trip must be canceled in accordance with this Section C, school officials will make a reasonable effort to obtain a refund of monies paid by students and

parents/guardians/caregivers. However, such refunds are not guaranteed and are subject to the specific contract with the travel vendor.

- f. The student and parents/guardians/caregivers understand that he/she/they may lose any and/or all of the funds he/she/they have expended for the voluntary trip.
- g. Pursuant to state law and regulation, the School Committee is responsible for approving out-of-state (longer than two and a half hour drive) and/or overnight trips. **Exception:** In the event that approval is required for an academic or athletic contest, competition or tournament and the schedule is such that the contest, competition, or tournament is not known to administrators within 10 calendar days before the next regularly scheduled School Committee meeting, said approval authority is delegated to the Superintendent of Schools.
- h. The approval process for a specific trip shall be completed prior to making any preparations for the trip, taking deposits from students, or engaging students in fundraising activities for the trip.

APPROVAL DOCUMENTATION - International/Abroad

- 1. Approval for all trips that involve contractual obligations with any third party(ies) must be obtained prior to making any such obligations. All trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation required for submission for approval of a trip must include:
 - 2. Proposed dates and itinerary
 - 3. Description of student eligibility
 - 4. Estimated number of students expected and percentage of eligible students participating
 - 5. Cost per student (if applicable)
 - 6. Mode(s) of transportation and schedule
 - 7. The ratio of chaperones/teachers to students for the trip recommended by the Principal
 - 8. Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students
 - 9. Description of security personnel/features for transportation and accommodations
 - 10. Means of financing
 - 11. Draft copy of all contract(s) and copies of the travel company's insurance policy (and relevant riders), and refund policies associated with the trip
 - 12. Draft copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the Monomoy Regional School District student conduct policies, student handbook rules or regulations, and the Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations. For international trips, the sponsoring faculty member will provide parents/guardians/caregivers a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited
 - 13. In the case of academic fieldwork, a description of the educational alternative and mapping of that alternative for students who are not participating, if applicable
 - 14. Written verification from the superintendent's office that all chaperones have a Criminal Offender Record Information CORI check on file
 - 15. For international trip requests a printout of the State Department Travel Advisory and Homeland Security Alert Status for all countries to be visited
 - 16. *Additional information may be requested by the appropriate authority prior to making a decision*

17. *Should external circumstances change after the initial trip approval detailed modifications to the relevant approval documentation (see above) will be required*
18. Other requirements as determined by the Principal.

Fees

1. A contingency fee will be assessed to the cost of the trip to cover extenuating circumstances which will be refunded if not used.
2. The Principal and Business Manager will oversee this

Fundraising

1. The School Committee will consider the educational value of the trip in relation to the cost prior to granting initial approval.
2. Initial fundraising activities for trips will be subject to approval by the Principal or designee
3. Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools.
4. The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.
5. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets. All funds raised should be equally distributed to all students participating in the school sponsored trip. Furthermore, If students are charged individual fees for participation, every effort scholarship money may be made available where needed.

Transportation

1. All International/Abroad Trips planned to will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.
2. The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>.
3. The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

4. Additional Resources

Federal Motor Carrier Safety Administration (FMCSA) - <http://www.fmcsa.gov>
United Motorcoach Association Student Motorcoach Travel Safety Guide (includes "Motorcoach Safety Checklist") - <http://www.uma.org/consumerhelp/studentguide.asp>
Department of Defense's approved list of motor carriers -

Final School Committee Approval

1. Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts.
2. The School Committee requires that final approval be sought no less than 30- days prior to the scheduled trip dates.or sooner if earlier commitments are necessary for travel logistics and/or fundraising efforts.
3. The School Committee will only review for approval of school-sanctioned trips.
4. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Cross references:

JJH; IJOA; JJH-R

Legal references:

Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

Adopted by the MRSC March 27, 2013

Revised: 5/12/2022; 4/11/2024

Monomoy Regional School District

Dr. Scott Carpenter

Superintendent

Dr. Robin Millen

Director of Curriculum, Instruction and Assessment

Melissa Maguire

Director of Student Services



Michael MacMillan

Business Manager

Paul G. Donlan

Treasurer

To: Monomoy Regional School Committee
From: Michael MacMillan
Date: October 22nd 2024
Re: FY24 Payments from the General Fund

MOTION

To approve the payment of one thousand, eight hundred and sixty eight dollars and twelve cents in FY24 invoices not previously encumbered, as presented to the School Committee.

BACKGROUND

The district's general fund is primarily funded by assessments from Chatham and Harwich, as well as state educational funding. These funds are allocated for a specific fiscal year and should be expended within that timeframe.

Any instances where current-year funds are needed to cover costs from the previous fiscal year require the approval of the School Committee.

The district has received \$1,868.12 in invoices from FY24 that were not previously encumbered. Please find a detailed list of amounts and vendors below. This brings the total amount of FY24 invoices paid from FY25 funds to \$37,466.

Vendor	Reason	Amount
Cape & Vineyard Electric	No Prior Year Encumbrance	\$163.12
Elge Plumbing & Heating	No Prior Year Encumbrance	\$455.00
Roselli, Clark & Associates	Insufficient Prior Year Encumbrance	\$1,250.00
	TOTAL	\$1,868.12

Michael MacMillan

School Business Manager

REVISION

R	C	A
C	P	A

ROSELLI, CLARK & ASSOCIATES
Certified Public Accountants

INVOICE FOR SERVICES

To: Monomoy Regional School District
Michael MacMillan
Business Manager

Date 08/22/24

Invoice # 22-Aug

Due Date *Upon Receipt*

240411

Service	Project	Total
Agreed Upon Procedure	Student Activities	\$ 7,500

Total Services \$ 7,500

Percent Completed 100%

Total Completed to Date \$ 7,500

Amount Previously Paid \$ -

TOTAL DUE \$ 7,500

Comments:

Please Remit Payment To: Roselli, Clark & Associates
500 West Cummings Park, Suite 4900
Woburn, Massachusetts 01801

Telephone: (781) 933-0073

Facsimile: (781) 933-4643

24 OCT 9 - 2:58:08

Cape & Vineyard Electric Cooperative, Inc.

Behind Meter Solar PV Invoice

23H2 White's Path
Suite 2
South Yarmouth, MA 02664

Date	Invoice #
8/15/2024	2025-0092

Bill To
Monomoy Regional School District 425 Crowell Road Chatham, MA 02633 Attn: Michael MacMillan

Project	Eastham Landfill 255 Old Orchard RD Eastham, MA 02642
System Owner	DSD
Dev Invoice #	DSD003489
Dev Inv Date	6.30.24

Service End Date 2/29/2024

kWh/period	Item Code	Description	Price Each	Amount
8,443.125	MRSD HS R4	PPA to Dev MRSD HS Roof	0.001	8.44
8,443.125	Adder R4 APR 21	Admin Cost MRSD HS	0.01832	154.68
		Terms	Net 21	
			Total	\$163.12

Pymts/Credits \$0.00

Balance Due \$163.12

Please remit payment to :
Cape & Vineyard Electric Coop., Inc.
23 H2 White's Path Suite 2
So. Yarmouth, MA 02664

*corrected
invoice*

Email office@cvecinc.org

(508) 619-7691

Reg 51470



Elge Plumbing & Heating
P.O. Box 1070
Burlington, MA 01803
617-782-4300

BILL TO

CHATHAM ELEMENTARY SCHOOL
147 Depot Road
Chatham, MA 02633 USA

INVOICE
394315

INVOICE DATE
Jan 30, 2024

JOB ADDRESS

CHATHAM ELEMENTARY SCHOOL
147 Depot Road
Chatham, MA 02633 USA

Payment Term: Net 30
Due Date: 2/29/2024

DESCRIPTION OF WORK

1/12

Cabled line from clean out under the sink in pre K (first room)

QTY	PRICE	AMOUNT
Labor Plumber	Labor - Plumber	1.00 \$210.00 \$210.00
Labor Helper	Labor - Helper	1.00 \$150.00 \$150.00
Medium Drain Equip	Medium Drain Equip	1.00 \$95.00 \$95.00

SUB-TOTAL \$455.00

TOTAL DUE \$455.00

BALANCE DUE

Thank you for choosing Elge Plumbing & Heating

CREDIT CARD PAYMENT AUTHORIZATION

Please pay total due amount. Thank you.

Print Name below as it appears on credit card

Payment Type

Credit Card #

EXP

CVC

Name on card

Signature

Remit to:

Amount Due:

CUSTOMER AUTHORIZATION

My service technician today was David Wrightington.

I authorize the above work to be completed and I agree to pay the total amount of the invoice.

All credit card payments will be charged a 3% fee.

Sign here



Date 1/12/2024

CUSTOMER ACKNOWLEDGEMENT

This invoice is agreed and acknowledged. Payment is due upon receipt. A service fee will be charged for any returned checks, and a financing charge of 1% per month shall be applied for overdue amounts.

I find and agree that all work performed by Elge Plumbing & Heating has been completed in a satisfactory and workmanlike manner. I have been given the opportunity to address concerns and/or discrepancies in the work provided, and I either have no such concerns or have found no discrepancies or they have been addressed to my satisfaction. My signature here signifies my full and final acceptance of all work performed by the contractor.

Sign here



Date 1/12/2024