



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, February 13, 2025 at 7:00 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](#)

The FY26 Budget Public Hearing will be held Thursday, February 13, 2025 from 6-7 PM.

AGENDA

- A. Call to Order**
- B. Approval of Minutes**
- C. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- D. Reports and Discussions**
 - i. 2025 NAFME Eastern Division Honors Ensemble Student trip - Rose Richard
 - ii. FY26 Budget Hearing Recap / FY26 Budget Approval Vote
 - iii. Restorative Justice Update
 - iv. Curriculum Update / Mid-Year Report
 - v. Strategic Plan Update
 - vi. First Reading: Policy Files
 - a. ADDA : Fingerprint-based criminal history record information (CHRI) checks made for non-criminal justice purposes; CORI requirements; DCF Central Registry;
 - b. JB : Equal Educational Opportunities
 - c. AC : No Discrimination
 - d. ACAB-SH: Sexual Harassment
 - vii. Massachusetts School Building Association Update **Potential Vote**
 - viii. Approval of MRHS Interact / Key Club donation to Project Hope
- E. Subcommittee, Representative, Liaison Reports**
 - i. MRMS Middle School Restoration Project - update
 - ii. Superintendent Evaluation - update
- F. Superintendent's Report**
 - i. Recognition of Donations, Grants, and other Acknowledgments
- G. Action Items - Vote Required**
 - i. FY26 Budget
 - ii. Approval of MRHS Interact / Key Club donation to Project Hope
 - iii. Massachusetts School Building Association Update **Potential Vote**
 - iv. Second Reading: Policy File IFK - Competency Determination Graduation Requirement
- H. Presentation of the Warrants**
- I. Adjournment**

Authorized Posting Officer

Leah Tambolleo
February 11, 2025

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, January 9, 2025 at 6:15 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; Ryan Clarke; Meredith Henderson.

Members not present: Jessica Rogers.

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

A. Call to Order The meeting was called to order at 6:16PM 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)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel. 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.

Regular Open Session resumes at 6:30 PM.

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

MRSD parent Suzanne Berry spoke on behalf of Courtney Wittenstein regarding the air quality issues at the Monomoy Regional Middle School.

MRSD parent Ann Sullivan spoke regarding the Preschool program as presented at the December 12, 2024 MRSC meeting.

MRSD parent Ryan Edwards spoke regarding the Preschool program.

MRSD parent Christy Lin spoke regarding the Preschool program.

MRSD parent Lindsay Sullivan spoke regarding the Preschool program.

D. Approval of Minutes:

i. November 21, 2024 MRSC Meeting

MOTION: Tina Games moved to approve the meeting minutes from the November 11, 2024 MRSC meeting, seconded by Jackie Zibrat-Long.

UNANIMOUS the motion passes.

ii. December 12, 2024 MRSC Meeting

MOTION: Tina Games moved to approve the meeting minutes from the December 12, 2024 MRSC meeting, seconded by Brad Schiff.

The motion passes with Jackie Zibrat-Long abstaining from the vote.

E. Reports and Discussions

i. Relations with Non-Public Schools - Cape Cod Christian Academy

Dr. Tracy Waters returned to be available to answer more questions from the Monomoy Regional School Committee. After another round of Q & A, committee members moved to vote.

MOTION: Tina Games moved to accept the proposal that the Cape Cod Christian Academy operate as a Private School in Harwich, MA. The motion was seconded by Brad, Schiff.

UNANIMOUS the motion passes.

ii. FY26 Revised Preschool Recommendation

MRSD Director of Student Services Melissa Maguire shared her presentation of the update proposal for the Integrated PreSchool program. Ms. Maguire started with the preschool referral process and the programs and services within the integrated preschool program, as well as historical trends in placement at both Harwich and Chatham Elementary School locations. After sharing the projected enrollment for the 2025-2026 school year, Ms. Maguire noted that the preschool programs will be housed at Harwich Elementary School and shared her vision for the 3 and 4-year old sessions as well as the morning / afternoon programs and projections. While the committee did not feel ready to vote on the actual specifics of the preschool program and schedule, it was recommended that the committee vote to approve the location. Therefore:

MOTION: Brad Schiff moved to approve that Harwich Elementary School be the location for the Integrated Preschool program. The motion was seconded by Tina Games.

UNANIMOUS the motion passes.

iii. Competency Determination requirements for MRHS graduation

In November, Massachusetts voters changed the state's requirements for graduation, with the removal of MCAS as a measure of 10th grade mastery. Dr. Robin Millen outlined the need for the district to determine mastery of 10th grade curriculum and standards, recommending quick action and emphasized the importance of aligning procedures and possibly a policy to meet the new law language, with the policy subcommittee to consider this for the 2025 graduates.

iv. FY26 Budget Discussion

Vote Required

MRSD Business Manager Michael MacMillan presented the draft of the FY26 Budget of \$49,607.032. The budget represents a 6.3% increase over FY25, which includes an increase to property insurance, \$315K in budget requests, an estimated 10% in health insurance and \$80K in building maintenance costs. Unknowns at this time are Chapter 70 funding, actual health insurance costs, E&D, and other miscellaneous revenues to help offset the FY26 budget. Budget conversations will continue to happen with the committee and member towns, and Monomoy will hold its FY26 public budget hearing on February 13, 2025.

MOTION: Brad Schiff moved to accept the draft FY26 budget of \$49,607.032. The motion was seconded by Meredith Henderson.

UNANIMOUS the motion passes.

v. Formalizing the Middle School Building Committee/membership, organization, and purpose

MRSD Business Manager shared the following background:

"The district has set up a School Building Committee to oversee the construction projects currently planned at

the Monomoy Regional Middle School. This vote proposes formally establishing the School Building Committee as a sub-committee of the School Committee, elevating its role beyond that of a purely advisory Group. The School Building Committee will provide expert guidance and support to the district on two significant Undertakings: MRMS Siding Project; MRMS Roofing Project.

These complex and vital projects require specialized knowledge and oversight to ensure successful Completion. The School Building Committee comprises residents of both Chatham and Harwich, carefully selected for their expertise in building construction and balanced to ensure equal town representation. Membership also includes representatives from the Chatham and Harwich Finance Committees and the Monomoy Regional School Committee."

MOTION: Meredith Henderson moved to approve the creation of a School Building Committee for the Monomoy Regional Middle School, as a sub-committee of the Monomoy Regional School District. The motion was seconded by Jackie Zibrat-Long.

UNANIMOUS the motion passes.

vi. Owner's Project Manager (OPM) Process

As part of the MRMS Building Project, there is a requirement to hire an Owner's Project Manager (OPM) to oversee the work as its costs are due to exceed \$1.5 million. The process for hiring the OPM includes issuing a request for qualifications, a conference with OPM firms, and a recommendation by the MRMS Building Committee, which will be made at their next meeting.

vii. MRMS Indoor Air Quality Testing

MRSD Business Manager Michael MacMillan provided an update on the air quality and mold control measures being taken at the middle school and shared that recent air quality tests show no significant issues, with outdoor samples often higher than indoor samples. The district has been conducting extensive repairs and maintenance to address these issues, including roof repairs, flooring replacements, and HVAC improvements. The district will continue to monitor air quality and remediate any issues as they arise, with ongoing projects to improve the building's condition.

F. Subcommittee, Representative, Liaison Reports

i. Middle School Building Renovation Subcommittee, report out on first meeting

On behalf of the MRMS Building Renovation Subcommittee, Jackie Zibrat-Long shared that at their first meeting they discussed the Middle School Building Renovation, focusing on the need for extensive repairs and potential new construction. Key issues include roof replacement, HVAC systems, and mold remediation. Marina Brock, a health expert, conducted air and surface tests, finding no immediate danger but recommending some precautionary measures. The School Building Committee, including local building experts and town representatives, is overseeing the project. Communication strategies and potential health department representatives were also discussed.

ii. Negotiations Subcommittee

On behalf of the Subcommittee, Betty Gray shared that they are still in negotiations with the Custodians Union.

iii. Legislative Liaison - Report

Tina Games shared, as the Legislative Liaison, that new legislators and senate president Karen Spilka made a commitment to revisit the funding formula for Chapter 70, especially for small districts. Ms. Games also shared that she will be attending the Massachusetts Association School Committee's Leadership Meeting to talk about legislative parties for the next year, including the rural schools bill.

G. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

Dr. Carpenter recognized the contributions of student volunteers and the passing of a former teacher, Phyllis Wilkinson. He also noted that January is school board recognition month, and thanked the members of the school committee for their dedication.

ii. MAEC Equity Audit

Dr. Carpenter also announces the start of an equity audit with the MAEC Center. Dr. Carpenter will provide more information in the upcoming weeks.

H. Action Items - Vote Required

i. Relations with Non-Public Schools - Cape Cod Christian Academy

MOTION: Tina Games moved to accept the proposal that the Cape Cod Christian Academy operate as a Private School in Harwich, MA. The motion was seconded by Brad, Schiff.

UNANIMOUS the motion passes.

ii. FY26 Revised Preschool Recommendation

MOTION: Brad Schiff moved to approve that Harwich Elementary School be the location for the Integrated Preschool program. The motion was seconded by Tina Games.

UNANIMOUS the motion passes.

iii. Building Committee membership and organization

iv. FY26 Budget

Vote Required

MOTION: Brad Schiff moved to accept the draft FY26 budget of \$49,607.032. The motion was seconded by Meredith Henderson.

UNANIMOUS the motion passes.

v. Formalizing the Middle School Building Committee/membership, organization, and purpose

MOTION: Meredith Henderson moved to approve the creation of a School Building Committee for the Monomoy Regional Middle School, as a sub-committee of the Monomoy Regional School District. The motion was seconded by Jackie Zibrat-Long.

UNANIMOUS the motion passes.

vi. Second Reading of Policy Files: EFD School Nutrition Program Charge; EHAA District Security Relating to Technology; EHB Data and Records Retention; GBEE Personnel Use of Technology

MOTION: Brad Schiff moved to accept and approve the two policies as presented in the agenda packets, seconded by Jackie Zibrat-Long.

UNANIMOUS the motion passes.

I. Presentation of the Warrants Accounts Payable and Payroll Warrants were presented for School Committee member signatures.

J. Adjournment

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

UNANIMOUS the meeting adjourns at 9:41 PM.

Respectfully Submitted,

Leah Tambolleo
Recording Secretary



National Association for Music Education

Eastern Division Honors Ensembles

STUDENT PACKET

Hosted by the Connecticut Music Educators Association

April 24-27, 2025

Hartford, Connecticut

Hannah E. Cole, Ensemble Chair

easterndivisionensembles@cmea.org

Visit cmea.org for more info!

December 2024

Dear 2024-25 NAFME Eastern Division Ensemble Student,

CONGRATULATIONS on being selected to participate in the 2024-25 NAFME Eastern Division Ensemble Festival hosted by the Connecticut Music Educators Association. You have worked incredibly hard to make it into your state's Music Educators Association All-State Ensemble, and that hard work has now earned you a spot at this festival. We are so excited to welcome you to Connecticut in April 2025.

This packet is meant to encompass ALL information needed for ALL students and families.

Please read this carefully with BOTH your music teacher AND parents/guardians.

Thank you, and congratulations again.

Mrs. Cole

NAfME Eastern Division Ensemble Chair

Connecticut Music Educators Association

Easterndivisionensembles@cmea.org

HEADLINE ITEMS:

- The registration fee, medical form, and any other required documentation will be due immediately (hard deadline by January 29th) after notification of acceptance. The accepted student's music educator will complete this via CTFest. Information will be sent to music educators directly.
- **Student Housing**
 - BAND – Sheraton Bradley - 1 Bradley International Airport, Windsor Locks, CT 06096
 - JAZZ ENSEMBLE - Sheraton Bradley - 1 Bradley International Airport, Windsor Locks, CT 06096
 - MIXED CHORUS – Courtyard Hartford Cromwell - 4 Sebethe Dr, Cromwell, CT 06416
 - MODERN BAND - Courtyard Hartford Cromwell - 4 Sebethe Dr, Cromwell, CT 06416
 - ORCHESTRA – Sheraton Rocky Hill - 100 Capital Blvd, Rocky Hill, CT 06067
 - TREBLE CHORUS – Sheraton Rocky Hill - 100 Capital Blvd, Rocky Hill, CT 06067
- **Concerts**
 - Jazz Ensemble & Modern Band - Saturday, April 26, 2025 – 7 pm
 - Mixed Chorus and Treble Chorus - Sunday, April 27, 2025 - 11 am
 - Band and Orchestra - Sunday, April 27, 2025 - 1 pm
 - ALL concerts will take place at The Bushnell Performing Arts Center, 166 Capitol Avenue, Hartford, CT 06106
- Rehearsal schedules and other festival information like rehearsal tracks, welcome letters from conductors, and so on will be made available on CTFest for teachers to access and share with accepted students.
- Check-In
 - Thursday, April 24, 2025, between 1-1:45 pm
- ALL students MUST attend the student meeting at their rehearsal location starting at 2 pm on Thursday, April 24, 2025. Students will receive an ID tag and an updated rehearsal schedule upon arrival. Please wear this ID tag throughout the festival.
- Students are housed in rooms of two students with two beds per room. Room lists will be made available before the festival weekend.

- JAZZ AND MODERN BAND Check Out
 - Saturday, April 26, 2025, after the concert at The Bushnell Center for the Performing Arts
 - If this is needed, you will have the option to pick up your student on Sunday.
- BAND, MIXED CHOIR, ORCHESTRA, AND TREBLE CHOIR Check Out
 - Sunday, April 27, 2025, after the concert at The Bushnell Center for the Performing Arts

FEE PER STUDENT

\$700

Payments should be postmarked by January 29, 2025. Checks (school or personal) or credit card payments will be accepted. Checks should be payable to:

Connecticut Music Educators Association

425 Main Street, 2nd Floor, Suite 1

Middletown, CT 06457

LUGGAGE STORAGE AREAS

- Check-In
 - Luggage will be stored at the hotel rehearsal sites until students move to their rooms after rehearsal concludes on Thursday.
- Check-Out
 - Luggage will be stored at The Bushnell Center for Performing Arts when students arrive at the concert location.
 - Chaperones will monitor luggage throughout the concerts and help students pick up their luggage after the concert ends.

CONDUCTORS

Band: Dr. Travis J. Cross (University of California LA)

Jazz: Terrell Stafford (Trumpet Player and Jazz Educator, NY)

Mixed Chorus: Dr. Anton Armstrong (St. Olaf University)

Modern Band: Dr. Steve Holley (Association for Popular Music Educator Vice President)

Orchestra: Bruce Walker (Columbia Basin College)

Treble Chorus: Jessica Napoles (University of North Texas)

CONCERTS

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- All concerts will take place at The Bushnell Performing Arts Center, 166 Capitol Avenue, Hartford, CT 06106

TICKETS

Tickets MUST be purchased online through Brushfire before the event. No tickets will be sold at the door. The link to ticket sales will be shared with music educators as soon as it is available. It will also be available on CMEA.org. Tickets are \$30 and include online ticketing fees.

HOUSING and REHEARSALS

- BAND – Sheraton Bradley - 1 Bradley International Airport, Windsor Locks, CT 06096
- JAZZ ENSEMBLE - Sheraton Bradley - 1 Bradley International Airport, Windsor Locks, CT 06096
- MIXED CHORUS – Courtyard Hartford Cromwell - 4 Sebethe Dr, Cromwell, CT 06416
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- ORCHESTRA – Sheraton Rocky Hill - 100 Capital Blvd, Rocky Hill, CT 06067
- TREBLE CHORUS – Sheraton Rocky Hill - 100 Capital Blvd, Rocky Hill, CT 06067

REHEARSAL and CONCERT PROTOCOLS

- **No food or beverages** (other than water) are allowed in the rehearsal areas.
- Chewing gum is not permitted during rehearsals.
- Hats or hoods are not permitted during rehearsals.
- **The use of cell phones and headphones/earbuds during rehearsals or concerts is prohibited. If this rule is ignored, items will be collected and returned at the end of rehearsal or the concert.**
- **Food delivery & room service at the hotel is NOT permitted. Students who want snacks for after rehearsal/evening hours must bring them from home.**

HEALTH CONCERNS

- **FOOD ALLERGIES and HEALTH CONDITIONS** must be indicated in the student's Health information.
- There **WILL** be nurses onsite and available throughout the festival.

PERSONAL PROPERTY

- Students are fully responsible for keeping their personal items, including cell phones, other electronic devices, and money. Instruments will be secured overnight in rehearsal areas by hotel/security staff and/or brought to the student's room.

WHAT TO BRING

- *All students* must bring their
 - Festival music (preferably in a folder) and a pencil
 - INSTRUMENTAL STUDENTS should bring their instrument LABELED with their full name and contact information and a folding stand.
- *Percussionists* must bring sticks and mallets needed for their assignments. We strongly suggest students label personally owned sticks and mallets with their names or other distinguishing symbols. All other percussion instruments will be provided.
- Students who want snacks after rehearsal/evening hours must bring those from home.

Photos, CDs/DVDs

- All forms for ordering will be shared with music educators as soon as they are available, and they will also be available on CMEA.org. We will not be collecting forms ahead of time, but the vendors may be able to take orders on-site.
- A video recording of the concert will also be provided for all students participating.

CONCERT DRESS CODE

The NAFME Eastern Division Honor Ensemble Concert Dress Code does not conform to gender stereotypes.

Students will wear BLACK CLOTHING that they, their families, and directors deem appropriate.

OUR PRIORITY IS FOR ALL STUDENTS TO BE:

- Themselves
- Comfortable
- Present a unified color palette where music is the focus

PLEASE CHOOSE FROM THE FOLLOWING OPTIONS:

- Black dresses
- Black trousers
- Black skirts/Black stockings
- Black-collared shirts
- Black socks
- Black dress shoes (Close-toed)

- Black jackets & suits

PLEASE AVOID:

- Sneakers
- Exposed legs
- Exposed shoulders
- Leggings as pants
- Athletic apparel
- Non-collared shirts
- White socks

**Directors who are aware of students needing access to concert clothing may contact the Eastern Division Chair at easterndivisionensembles@cmea.org*

STUDENT FESTIVAL RULES AND REGULATIONS

Students are expected to abide by all festival rules listed below. The consequences for not following these rules or other directions given by CMEA and NAFME staff may result in immediate dismissal from the festival.

1. Students may not operate a vehicle and drive to the festival or drive at any time during the festival.
2. All students must present themselves respectfully.
3. Students are not permitted to smoke at any time.
4. Students must stay in designated areas as specified by CMEA and NAFME staff in the hotel, concerts, and rehearsal areas at ALL TIMES.
5. CMEA-issued student identification must be worn at ALL TIMES.
6. Students must abide by the announced curfew times.
7. Students are only permitted in their own sleeping room.
8. Students are not allowed to have guests in their sleeping rooms or to congregate in the hallway outside of open-door rooms. Students may use public common areas to socialize before curfew.
9. Students incurring any expenses within a room due to phone calls, theft and/or damage, or other fees will be billed individually. If the individual(s) responsible cannot be determined, all individuals within the room will be billed.
10. All CMEA rules and local and federal laws are in effect for all CMEA activities. Use or possession of alcohol and/or non-prescription drugs are not permitted and are illegal. Students must follow the directions of their CMEA chaperone and NAFME and

CMEA event staff. If a student is found in violation of CMEA policies, the school will be notified, and the student will be dismissed from the festival. Parents will be responsible for picking up their children from the festival.

11. CMEA is not responsible for any lost or stolen items; students must always secure their belongings.
12. Students are not allowed to meet guests during the festival.
13. Students must be present for the entire event, from Thursday's registration to the end of the performance on Saturday or Sunday. **No exceptions will be made.**

Conditions:

1. Acceptance notification and music will be sent to the music educator only, not directly to each student. Notifications will be sent to the sponsor member director by December 15th. *Please note the registration fee per student will be \$700. This includes all meals daily and three nights of housing with two students per room. Transportation to and from Hartford, CT, is not included. The registration fee, medical form, and any other required documentation will be due immediately (hard deadline by January 29th) after notification of acceptance. Specific details will be sent to accepted students' music educators.

2. All-Eastern Honors Ensembles students must participate in all scheduled activities for the assigned group throughout the event (April 24-27, 2015). They will not be permitted to leave the All-Eastern Honors Ensembles locations for any purpose, including but not limited to other school activities, college auditions/visits, or visitations with guests. The only exception will be for a student who is a member of their school's performing ensemble if it is selected to perform at the NAfME Eastern Division Conference. In that case, with advance permission from the All-Eastern Ensemble Chair, they will be excused from rehearsal to participate in that performance. Transportation in such cases will be the school's responsibility. The student will not be excused for rehearsals or a sound check with their school, and they may not miss an All-Eastern Honors Ensemble Dress Rehearsal.

3. All students, including "local" students, must stay in the assigned commercial housing as arranged for their ensemble. No students will be allowed to drive to, from, or during the event.

4. Online auditions will determine the band and orchestra seating order before the festival. Specific details will be sent to accepted students' music educators.

Registration Fee:

The registration fee per student will be \$ \$700. This includes meals, three nights of housing with two students per room, and other expenses (i.e., music, guest conductor costs, administrative expenses). Transportation to and from Hartford, CT, is not included. The registration fee, medical

form, and any other required documentation will be due immediately after notification of acceptance. Specific details will be sent to the accepted participants' sponsor NAFME director.

Transportation:

Each school ensemble director is to arrange student transportation with the cooperation and understanding of the student's parent/guardian, to arrive in Hartford, CT, on Thursday, April 24, 2025, and to leave from the concert site on Saturday, April 26 or Sunday, April 27, 2025, depending on when their concert is scheduled. Students are not permitted to drive to, from, or during the festival at any time. Jazz Ensemble and Modern Band members can leave after their performance on Saturday, April 26, 2025, if desired. This must be indicated to us at the time of acceptance so we can plan accordingly for hotel rooms.

Student Housing:

BAND – Sheraton Bradley - 1 Bradley International Airport, Windsor Locks, CT 06096

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ALL concerts will take place at The Bushnell Performing Arts Center, 166 Capitol Avenue, Hartford, CT 06106

Ensemble Chair:

Hannah E. Cole, Connecticut Music Educators Association

Easterndivisionensembles@cmea.org

Connecticut Music Educators Association:

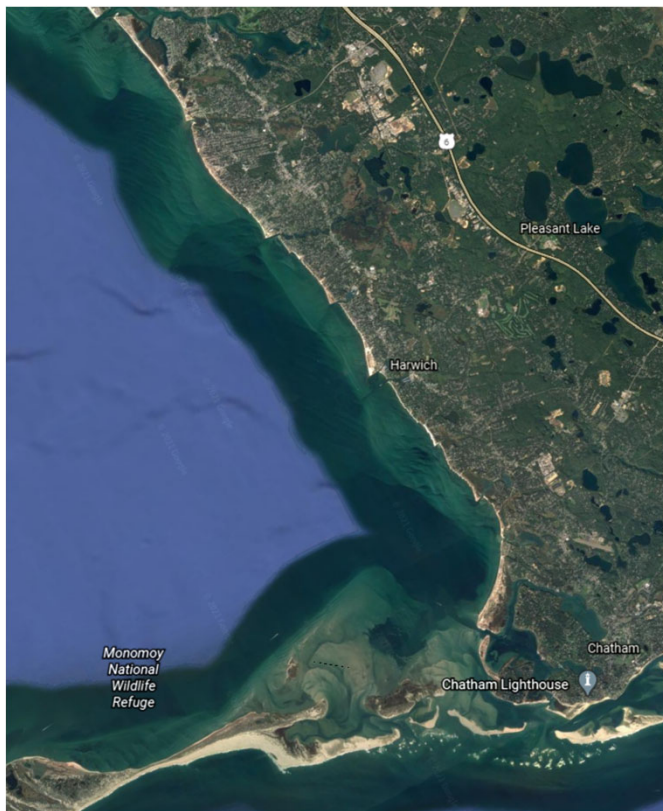
Julie Alberty, Executive Director

Executive@cmea.org

Monomoy Regional School District FY26 Draft Budget

FEBRUARY 2025

The 30,000-foot view – a budget that responds to the challenges facing the district and provides students the resources they need.



STUDENT NEEDS

There is an ongoing need for continued academic intervention, broader social and emotional learning support, and special education services.

FINANCIAL PRESSURES

Employee costs, including health insurance, job market pressures, and new employee contracts. Increased costs of providing services to students. Cost of maintaining district buildings and supporting staff.

BUDGET

The draft budget request is \$49,702,461, (\$3,190,990/6.86%)

ASSESSMENTS

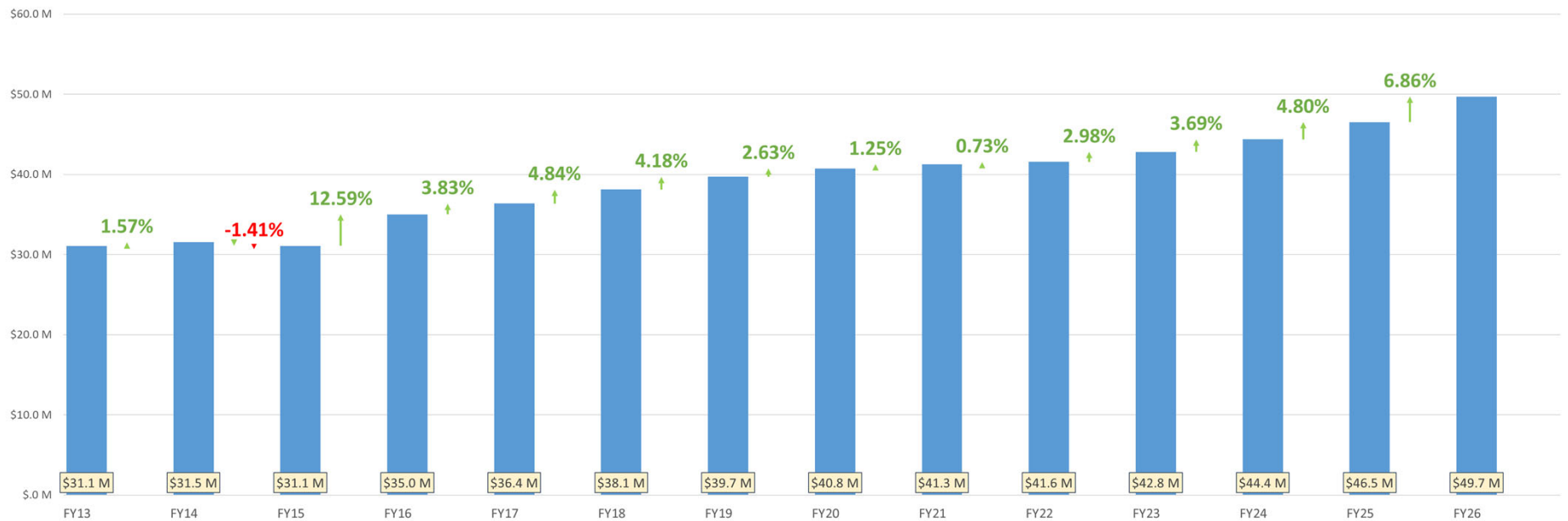
An increase of \$1,627,331 (5.4%) for Harwich and \$908,479 (8.8%) for Chatham.

FY26 Draft Budget Request

	FY26 Budget
Budget	\$49,702,461
Budget Change from Previous Year	\$3,190,990
Budget % Change	6.86%

Budget Increases since 2013 – the average since 2013 is 3.47%, and 3.2% since 2016.

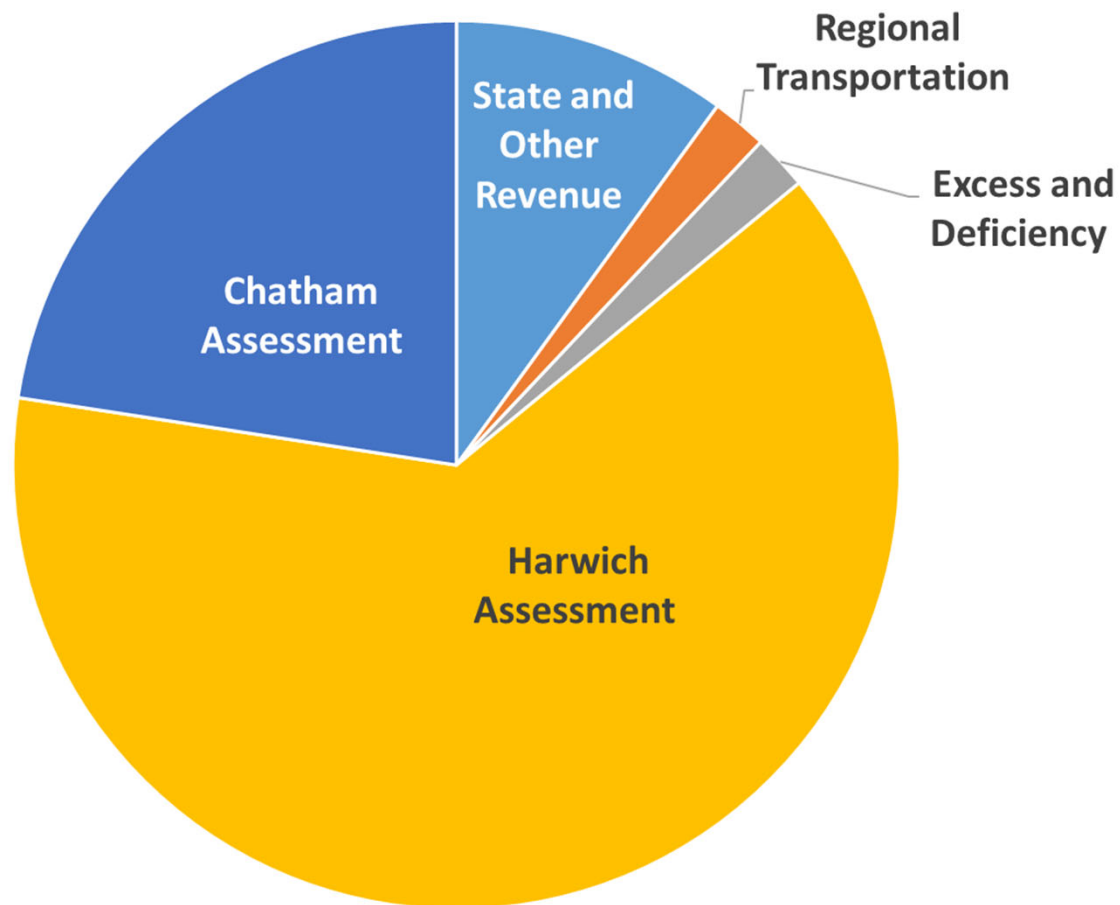
Budget



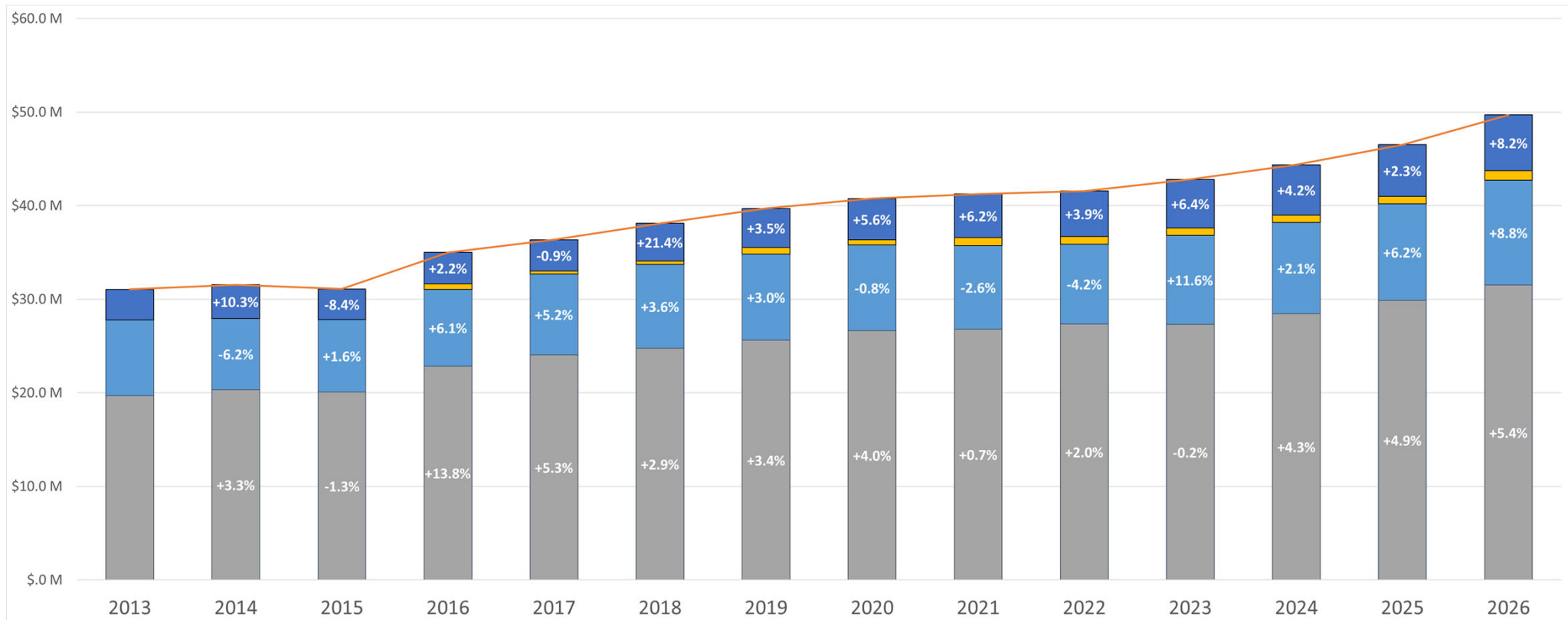
BUDGET FUNDING

	FY26 Budget	Change From FY25
State and Other Revenue	\$4,975,564	7.03%
Regional Transportation	\$1,005,166	29.2%
Excess and Deficiency	\$1,000,000	25%
Harwich Assessment	\$31,504,313	5.45%
Chatham Assessment	\$11,217,418	8.81%

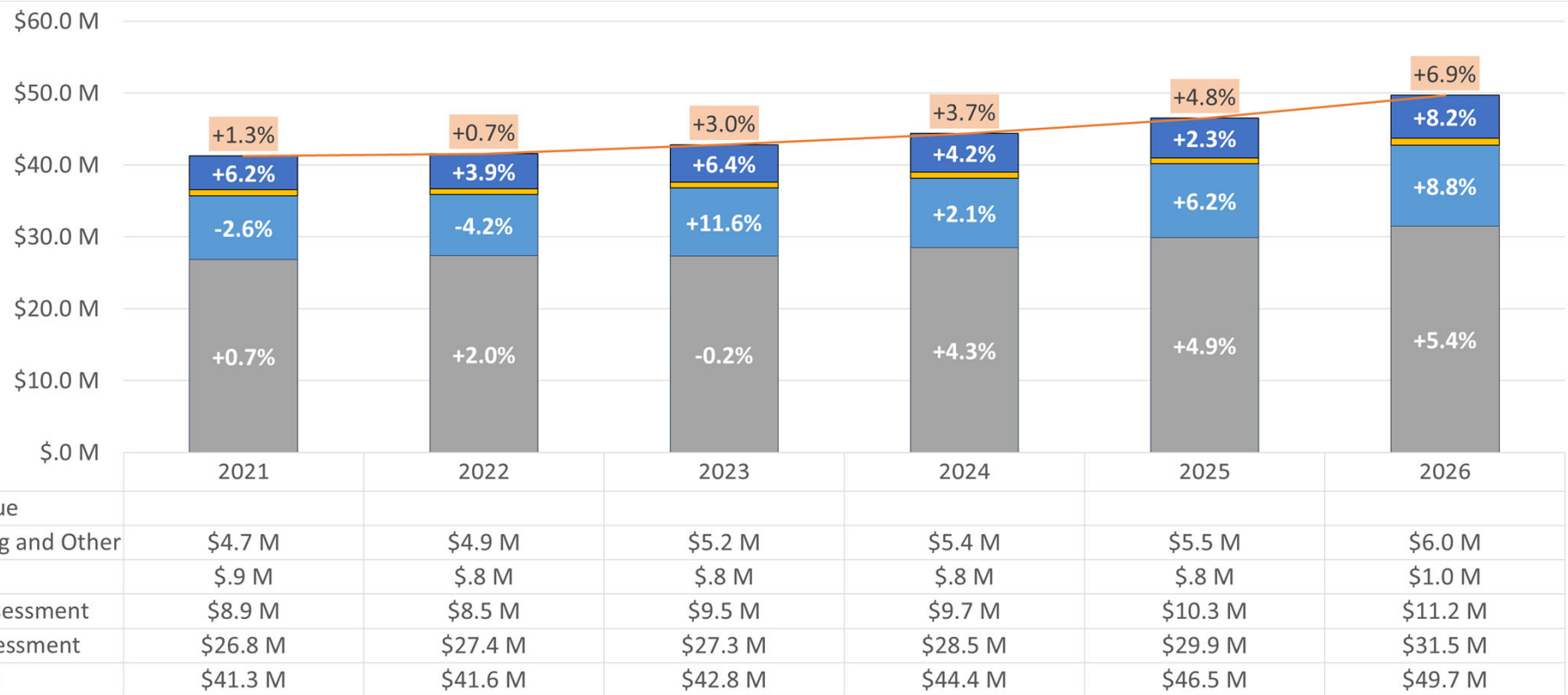
FY26 Budget Funding



DISTRICT ASSESSMENTS SINCE FY13

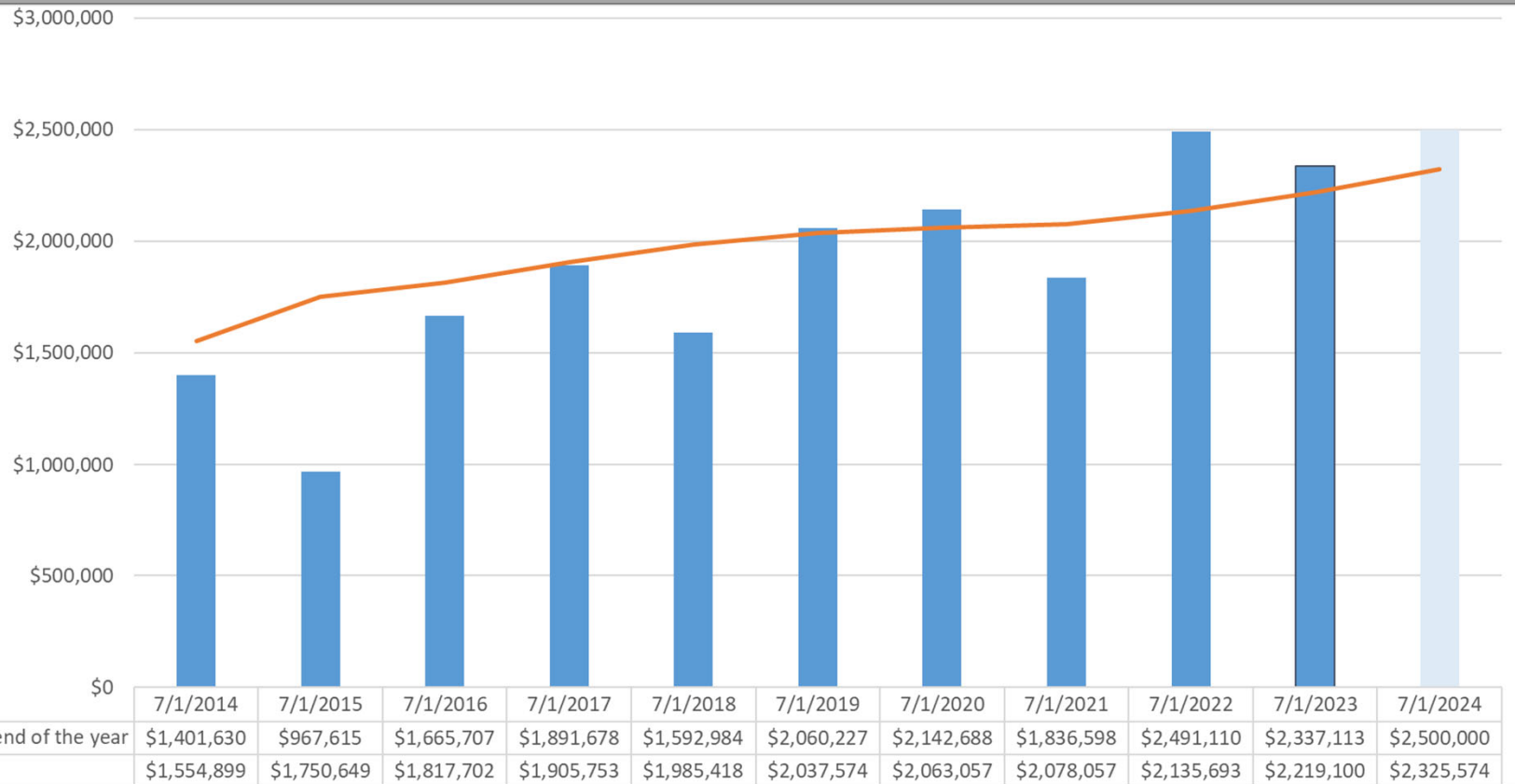


DISTRICT ASSESSMENTS SINCE FY21



The district's Excess and Deficiency for FY24 has not yet been certified, however, the estimate from the auditor is \$2.5M. The district plans to budget \$1M of that amount to reduce the Town assessments.

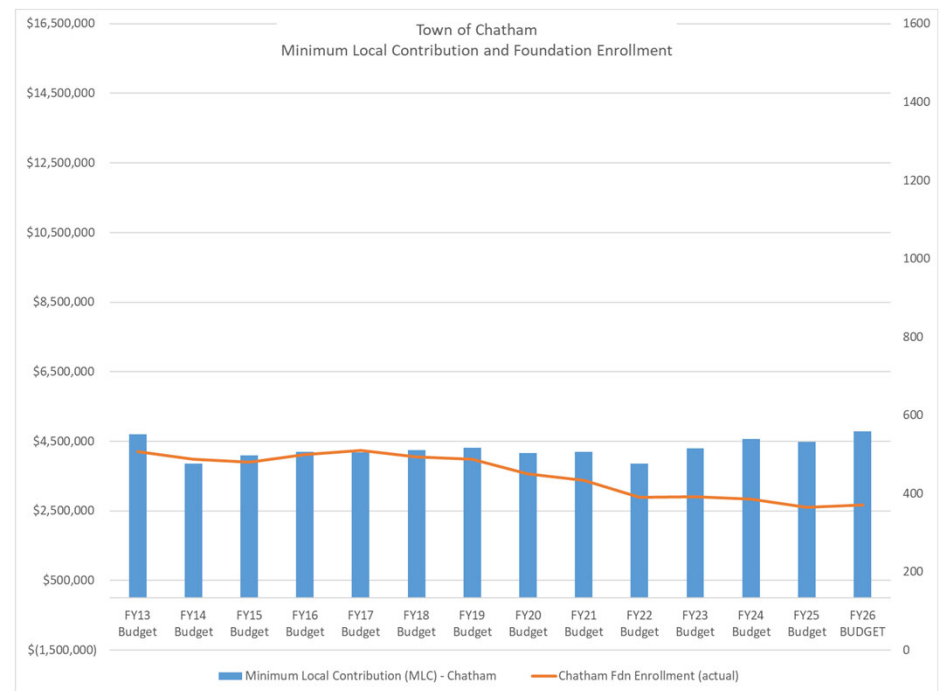
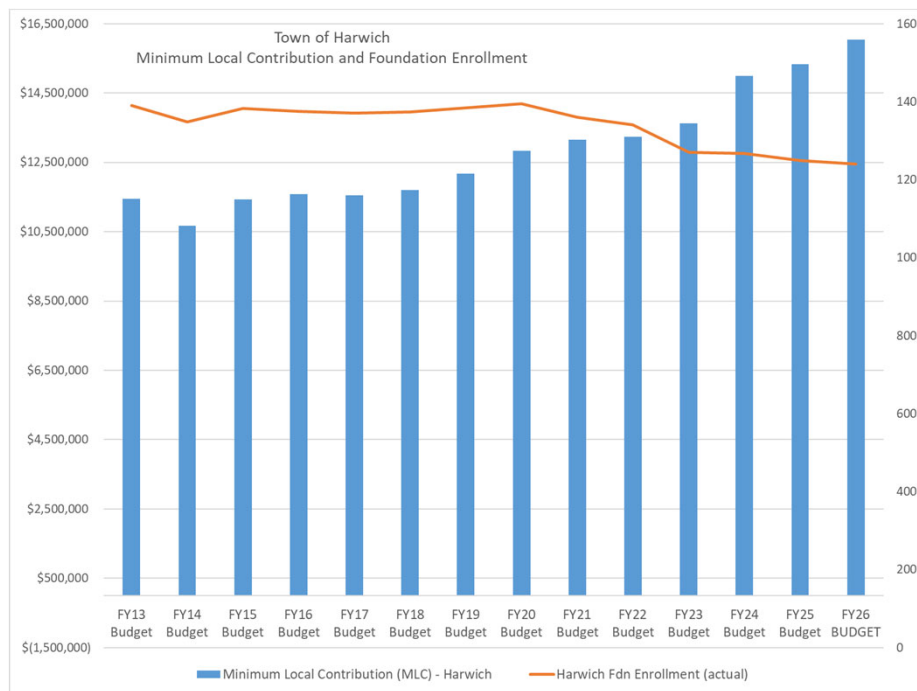
**Under Mass General Law the district must return any E&D over 5% to the member towns through the assessment process.*



The FY23 budget was the first year that the district used a revised assessment methodology whereby each town pays for its elementary school. The table below shows how the assessments would differ if this new approach had not been implemented.

Assessment	Harwich	Chatham
New Assessment Method	\$31,504,313	\$11,217,418
Original Method	\$32,861,481	\$9,860,251
Difference between methods	-\$1,357,168	\$1,357,168

Foundation Enrollment at both towns is going down, but the rate is a little faster in Chatham, this impacts the assessments.

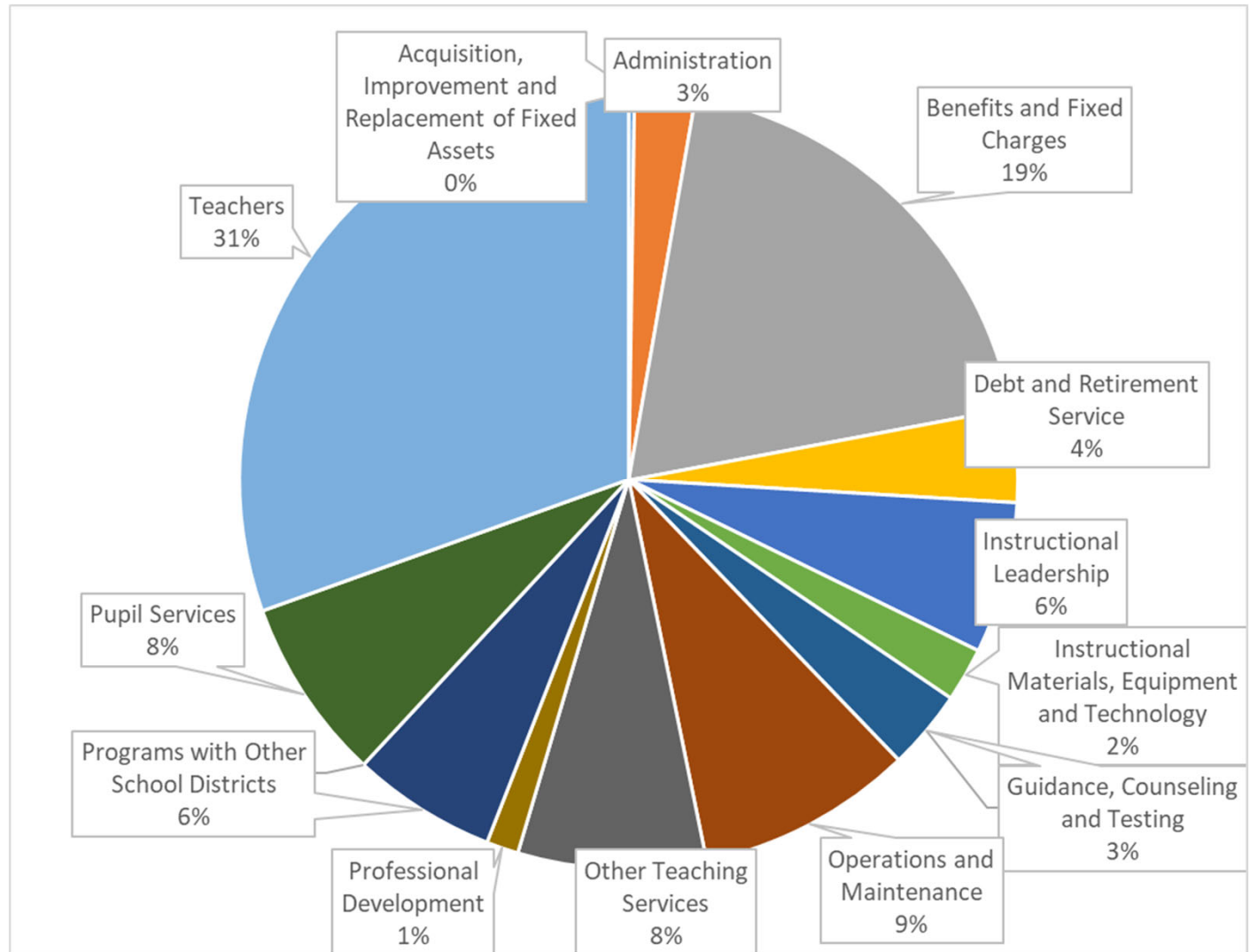


FY26 Budget by Major Account

This chart shows how the FY26 budget is distributed between the Major Accounts (categories set by DESE).

Teacher salaries and benefits together account for 50% of the budget.

Across all the Major Accounts, salaries account for 56.05% of all budgets.



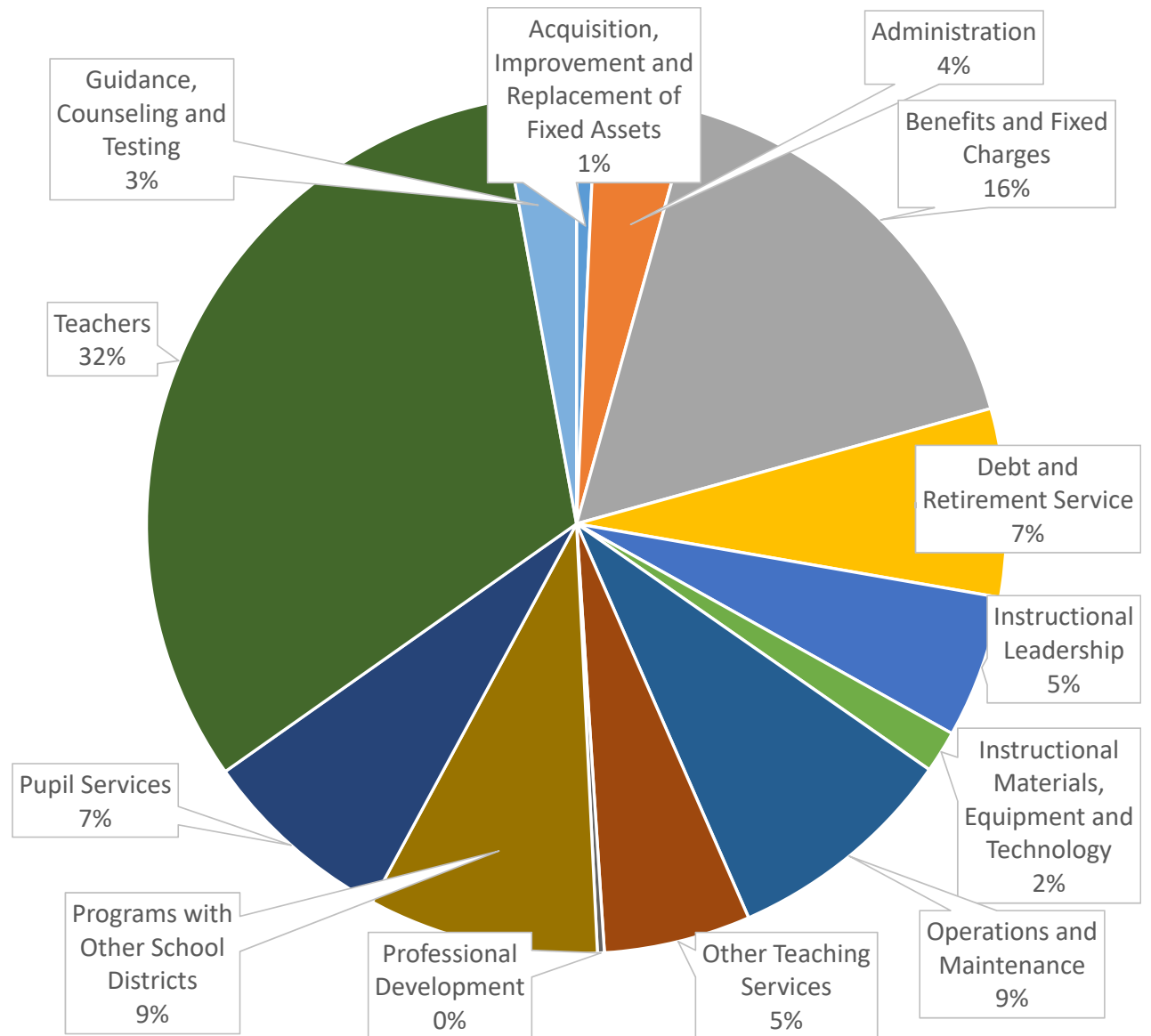
FY16 Budget by Major Account

This chart shows how the FY16 budget was distributed between the Major Accounts.

Many of the allocations are very similar to the FY26 budget.

The most significant changes are:

- **Debt and retirement service:** has fallen as the high school has been paid off.
- **Programs with Other Districts:** has fallen as school choice out has declined.
- **Benefits and Fixed Charges:** has increased as insurance costs have increased across the board.
- **Other Teaching Services:** has increased driven by the need for Instructional Assistants.



FY26 Budget increase by major account

Major Account	FY25	FY26	FY25 to FY26 Change
Acquisition, Improvement and Replacement of Fixed Assets	\$320,000	\$120,000	-\$200,000
Administration	\$1,163,700	\$1,248,027	\$84,327
Benefits and Fixed Charges	\$8,883,380	\$9,583,731	\$700,351
Debt and Retirement Service	\$2,019,624	\$1,946,775	-\$72,849
Instructional Leadership	\$2,925,951	\$3,125,510	\$199,560
Instructional Materials, Equipment and Technology	\$928,223	\$1,115,903	\$187,680
Guidance, Counseling and Testing	\$1,502,268	\$1,645,284	\$143,016
Operations and Maintenance	\$4,221,804	\$4,470,251	\$248,447
Other Teaching Services	\$3,537,920	\$3,883,031	\$345,111
Professional Development	\$448,575	\$661,943	\$213,368
Programs with Other School Districts	\$2,672,701	\$2,982,657	\$309,956
Pupil Services	\$3,481,529	\$3,772,337	\$290,808
Teachers	\$14,405,796	\$15,147,012	\$741,216

**Portrait of
a Graduate
Implementation**

**Learning
and
Academics**

2024-2028 Strategic Plan

**Being
and
Wellness**



Budget requests

This table shows the items requested by Monomoy Administration Team. These costs will be offset by savings due to falling enrollment.

Staffing figures include an estimate of the impact on health insurance.

Detail Description	Cost Center Name	Budget	FTE
• New Elementary Math Curriculum	Chatham ES	\$ 20,000	-
	Harwich ES	\$ 60,000	-
• Professional Development for Math Curriculum	District	\$ 30,000	-
• Risers with safety back rail	Harwich ES	\$ 9,142	-
• English Language teacher	High School	\$ 104,350	1.00
• District English Language Teacher	District	\$ 104,350	1.00
• Belonging and Equity Professional Development	District	\$ 70,000	-
• Career Education and Planning Course Costs	High School	\$ 10,000	-
• Co-Teaching Professional Development	High School	\$ 50,000	-
• Advancement Placement Professional Development	High School	\$ 5,000	-
• Culture and Climate Team	Middle School	\$ 5,000	-
• Audio Visual System for Activity Room	Harwich ES	\$ 20,000	-
• Kindergarten Decodable books	Harwich ES	\$ 8,280	-
• World Language Curriculum	High School	\$ 15,000	-
• Differentiation professional development (final year)	District	\$ 25,000	-
• Math professional development (final year)	District	\$ 30,000	-
• Restorative Justice Professional Development	High School	\$ 65,000	-
• Art classroom kiln	Harwich ES	\$ 9,050	-
• Classroom flexible seating/STEAM table.	Harwich ES	\$ 15,000	-
• Classroom furniture replacement	Chatham ES	\$ 5,000	-
• Classroom furniture/supplies (UDL)	Middle School	\$ 15,000	-
• MRMS Athletics Stipend	Middle School	\$ 7,446	-
• 1 FTE teacher & 1 FTE IA for a language rich PreK program	Chatham ES	\$ 151,671	2.0

Savings

Due to estimated enrollment for FY26, the district is able to reduce a classroom teacher position at Harwich Elementary School and one at the Middle School. These can be done while maintaining classroom sizes at close to FY25 sizes.

All staffing budget figures include an estimate of the impact on health insurance.

Projects	Cost Center Name	Budget Impact	FTE Impact
Savings		\$ (208,882)	(2.00)
Reduction of classroom teachers	Harwich ES	\$ (104,441)	(1.00)
	Middle School	\$ (104,441)	(1.00)
Pre K Change – Integrated PK at Harwich ES		\$ (203,078)	(2.00)
Reduce 1.5 FTE Integrated PK Positions	Chatham ES/Harwich ES	\$ (163,523)	(2.00)
Grand Total		\$ (411,960)	(4.00)

This budget includes a number of key capital and debt projects. The buildings require investment to maintain a healthy environment for students and staff.

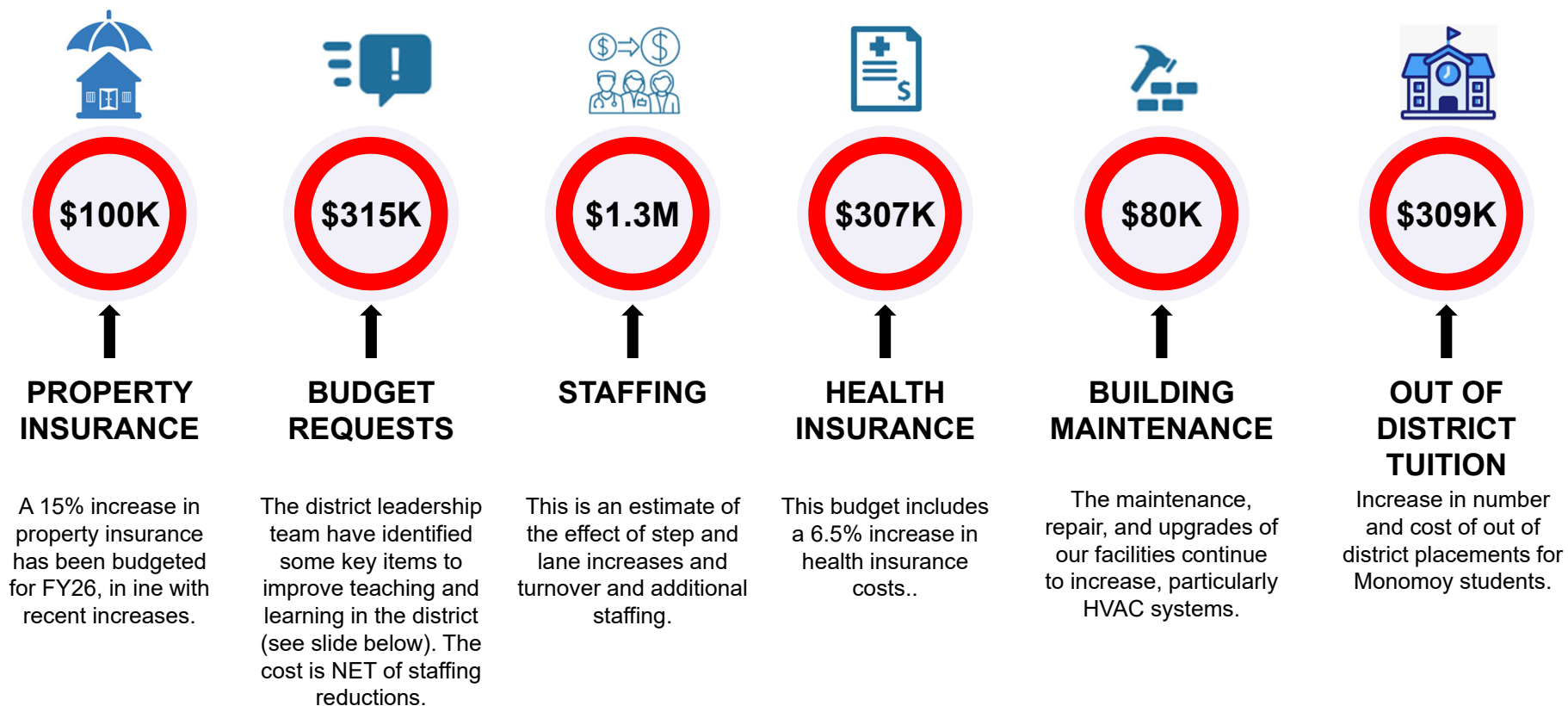
Capital

Project	Building	Budget	
Continue replacement of carpet.	Chatham Elementary School	\$	40,000
	Monomoy Regional Middle School	\$	60,000
Replace High School facilities vehicle	Monomoy Regional Middle School	\$	70,000
Stabilization fund deposit	District	\$	50,000
Replace existing smoke alarm system	Harwich Elementary School	\$	40,000
Service and repair exhaust fans	Monomoy Regional Middle School	\$	25,000
Grand Total		\$	285,000

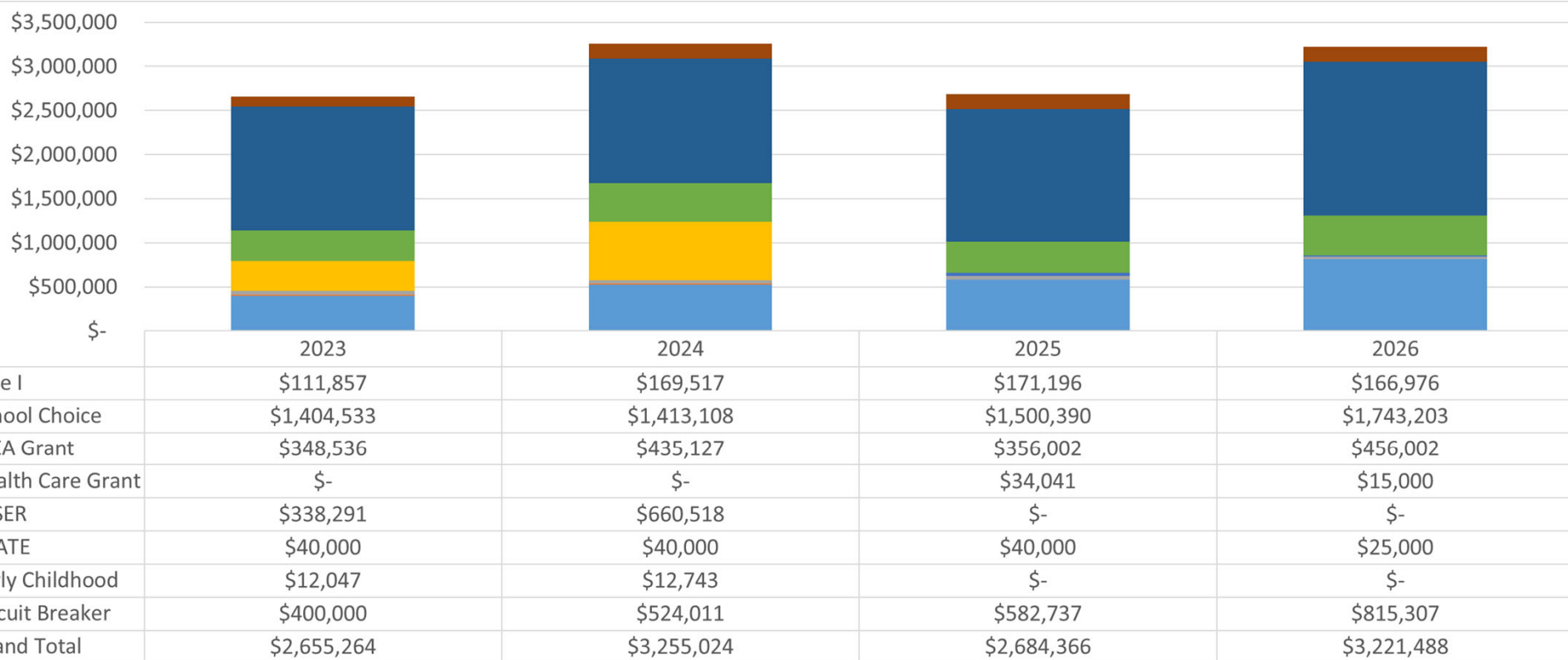
Debt

Project	Budget
MRHS building construction loan principal	\$ 975,000
Interest payment on high school construction loan	\$ 671,775
Interest on short term debt for MS restoration project	\$ 300,000
Grand Total	\$ 1,946,775

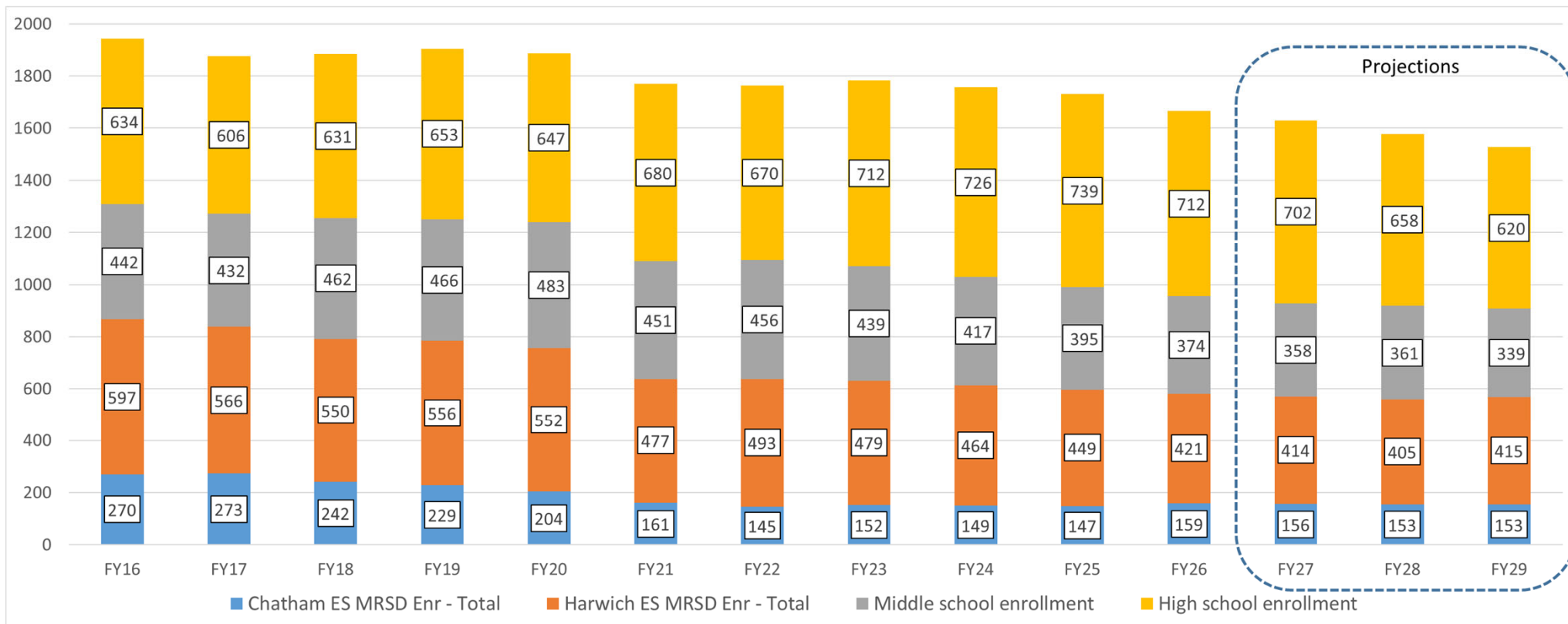
There are multiple factors influencing this draft of the budget. Some of the key factors are described below:



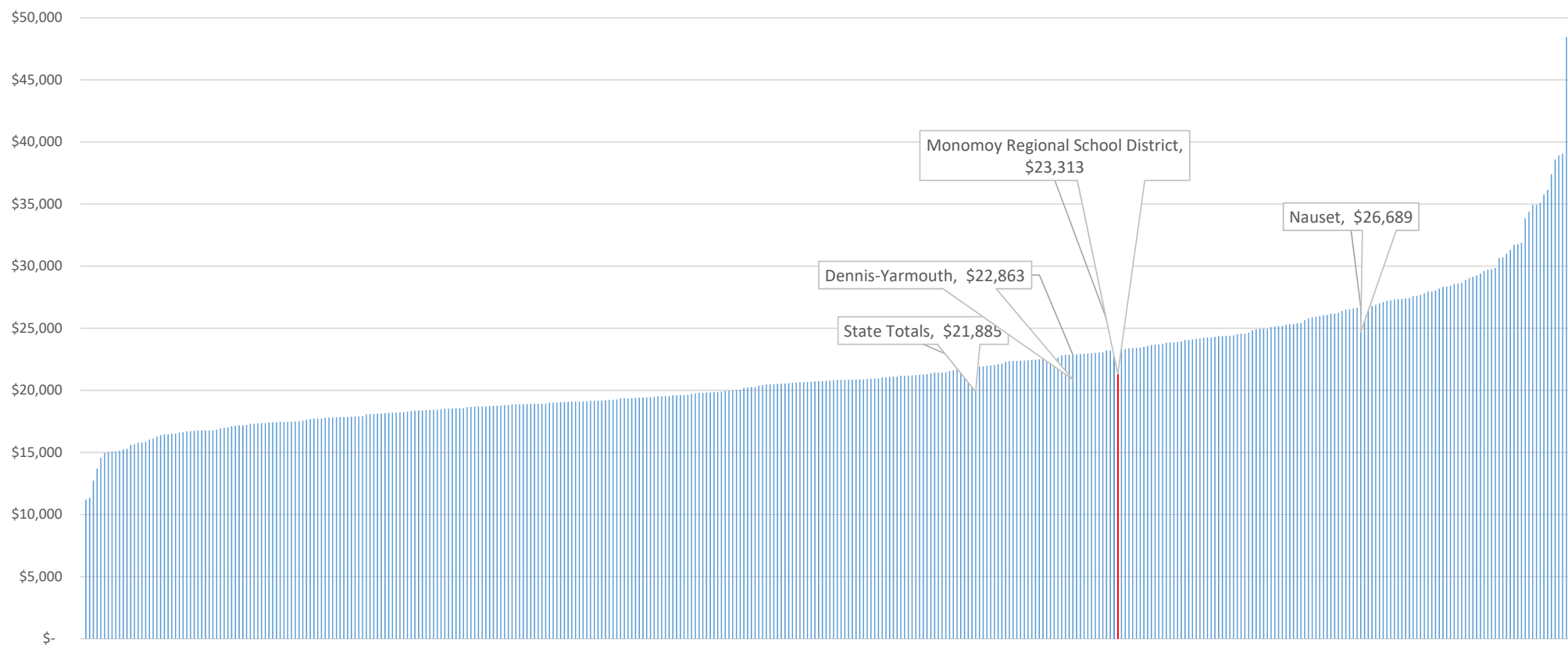
The district's total budget request is reduced by available grants and other funds. The chart below shows the use of these funds since FY23. In FY26, the district plans to increase reliance on School Choice and Circuit Breaker in light of the increase in costs.



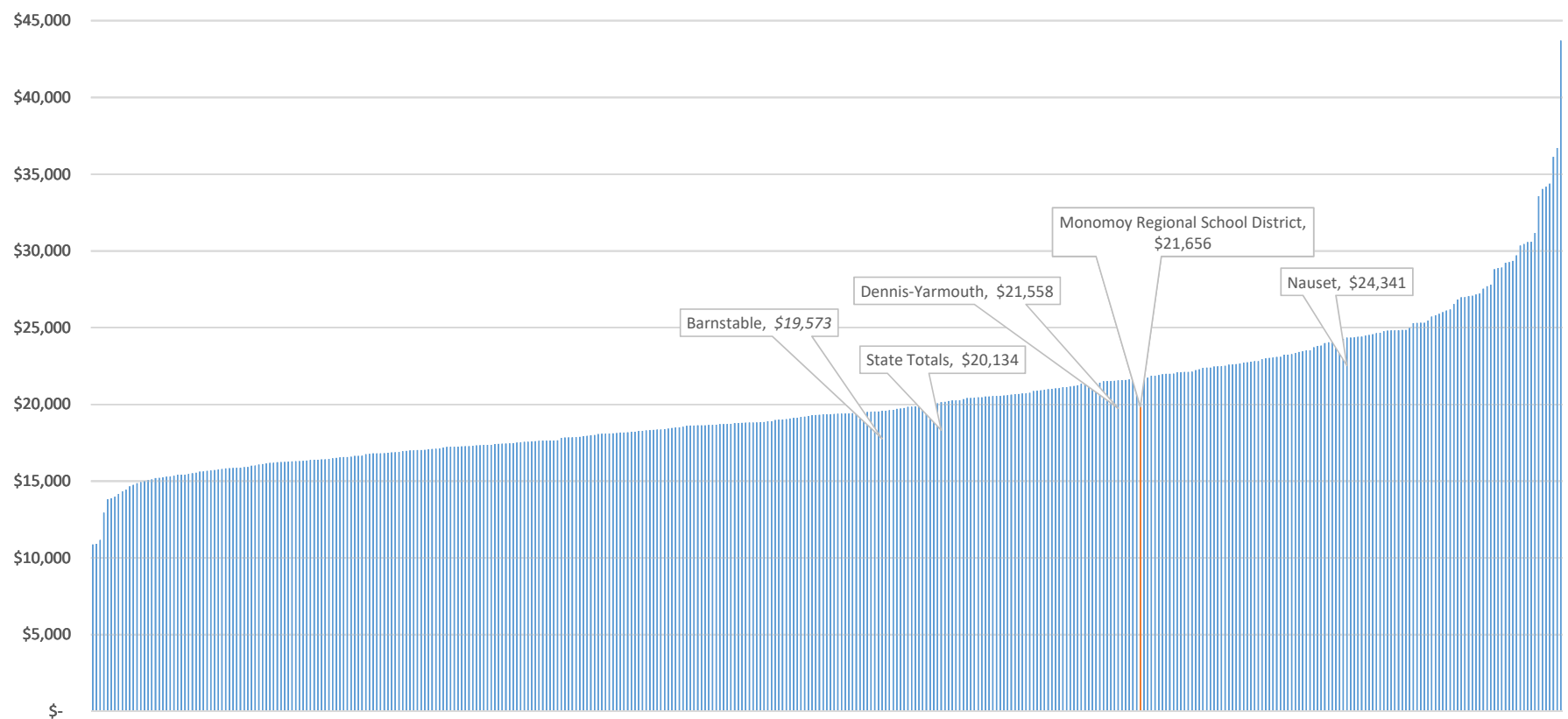
The District's enrollment projections suggest that enrollment will fall by 90 students at the High School and 19 students at the Middle School. Reductions at the elementary schools may be less but that depends on Kindergarten enrollment.



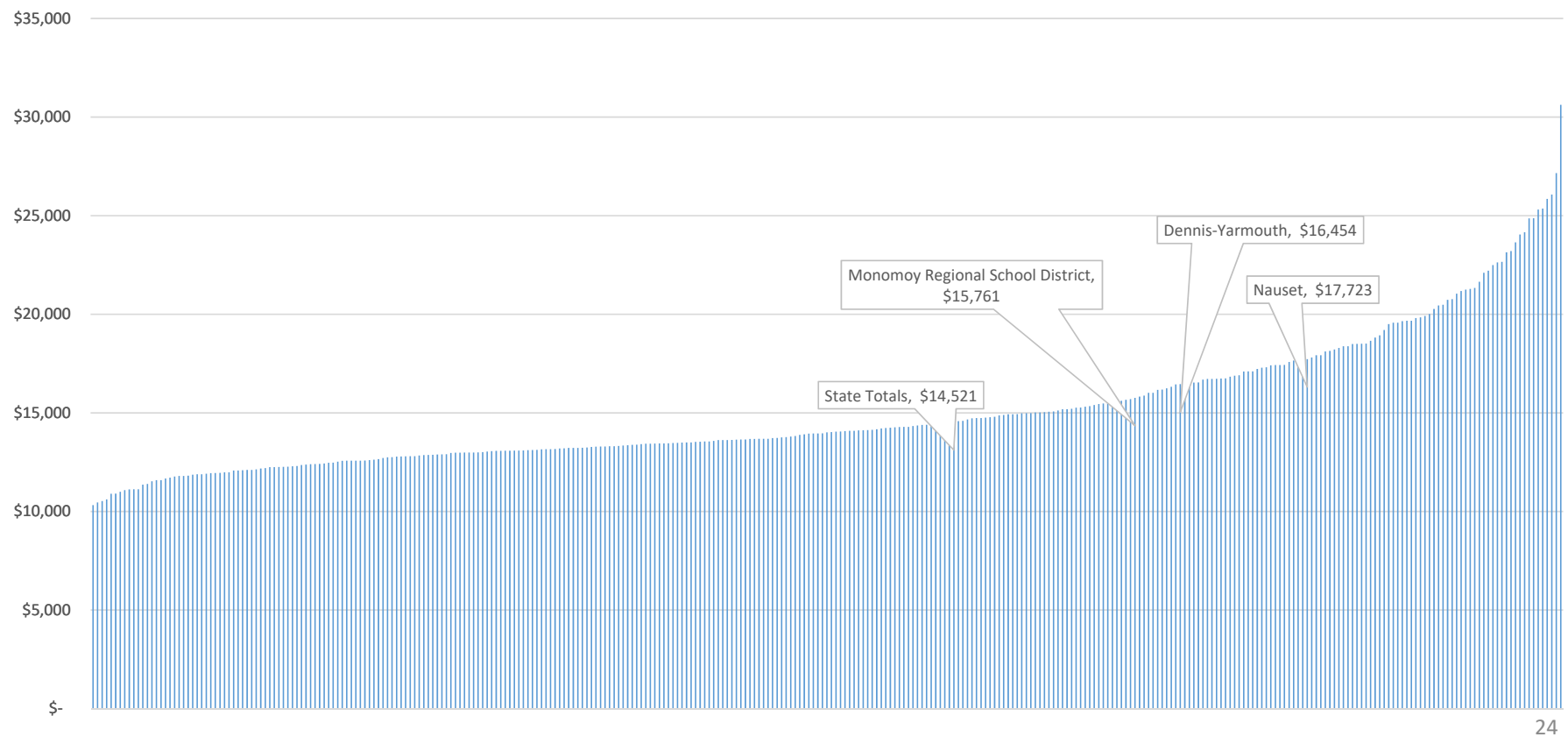
Per Pupil Expenditure For All Districts (FY23): Monomoy ranked 121st in the state out of 398 reporting districts (1=highest, 398=lowest).



Per Pupil Expenditure For All Districts (FY22): Monomoy ranked 114th in the state out of 398 reporting districts (1=highest, 398=lowest).



Per Pupil Expenditure For All Districts (FY14): Monomoy ranked 94th in the state out of 324 reporting districts.



FY26 Draft Budget Request

	FY26 Budget
Budget	\$49,702,461
Budget Change from Previous Year	\$3,190,990
Budget % Change	6.86%

NEXT STEPS: In the coming weeks, the district will present the budget to both towns, there may also be updates to the state budget numbers.

- Finalize foundation enrollment by grade.
- State draft budget may be updated.
- Presentations to Town Select boards/
FinComs.
- **3/13** – School Vote on the Budget.

Mid Year MRHS Discipline Data

A Comparative Analysis



Incident	Semester 1 (FY 24)	Semester 1 (FY25)	+/-
Referrals	878	639	-239
Jawsome violations	301	317	+16
Fights	7	1	-6
Disruptive behavior	81	27	-54
Cellphone	29	15	-14
Cutting class	78	59	-19
Defiant Behavior	21	08	-13
Repeated suspension	04	01	-3
Drug related	02	03	+1
Vaping	04	08	+4
Wandering	17	04	-13

Thank you!

Questions.....?



MRSD

Curriculum

Mid-Year Update



Robin Millen, Ed.D. - *Assistant Superintendent, Curriculum, Instruction, & Assessment*

Kristen Callahan - *STEM Director, 5-12*

Lindsey Hooper - *ELA/Humanities Director, 5-12*

With guest appearances from: Meaghan Smith (K), Dr. Jennifer Kelly (principal CES), Emily Tuccio (2), Oona Melanson (1), Cindy Gushee (MS), Dustan Burns (HS), Leslie Botsford (MS), Doug Walsh (HS), Sara Peters (HS)

District Instructional Leaders: Stacy Yarnall (Wellness), Nancy Capen (ELL), Kristen Hayden (Elem/MS Counselors), Joan Richardson (Related Services)
High School Instructional Leaders: Erin Hofmann (ELA), John Anderson (History), Mary Hemeon (Math), Dustan Burns (STE), Sara Peters (World Language), Amanda Newcomb (Fine & Performing Arts), Jacqueline Corrigan (Special Education), Lindsay Ginnetty (Guidance & Counseling), Rachel Barnes (Instructional Technology)

Middle School Instructional Leaders: Jesse Malloy (Social Studies), Dana Bonicoro (Mathematics), Emily Nyerick (Science), Sarah Cortese (English Language Arts), and Ms. Yarnall (Visual Arts), Kelly Davis (Special Education), Tracey Hamlin (NEED), and Matthew Barnes (Instructional Technology)

Elementary School Instructional Leaders: Jennifer McIlvinn (Kindergarten), Amy Hirschberger (Grade 1), Kristin Gvazdauskas (Grade 2), Laura Morris (Grade 3), Ashley Santiago (Grade 4), Cindy Macomber (Humanities), Erin Cronin (Special Education), Liz Hoff (Hill Instructional Technology), Patricia McGovern (CES Instructional Technology)

PreK-7 High-quality Instructional Material Task Force: Andrea Kell (Grade 6), Amy Majka (Grade 5), Dr. Christie Cutone (HES), Cindy Macomber (Science), Dana Bonicoro (Grade 6), Elise Johnson-Dreyer (K), Dr. Kelly (CES), Director Kristen Callahan (STEM), Kristin Groves (Interventionist, CES), Kristin Gvazdauskas (Grade 2), Katie Keith (Grade 3), Koleen Kipp (Interventionist, HES), Kali Lower (Grade 5), Mary Crowley (Interventionist, HES), Margaret Turco (Grade 3), Nena Tobin (Interventionist, MRMS), Oona Melanson (Grade 1), Meaghan Smith (Grade K), Dr. Robin Millen

District Literacy Leadership Team: Dr. Abby Dudley (MRMS), Amanda (Interventionist, HES), Allyson Joy (HES), Brandi Frommeyer (Interventionist, HES), Dr. Christie Cutone (HES), Emily Milan (MRMS), Dr. Jennifer Kelly (CES), Jillian Scafichia (MRMS), Director Lindsey Hooper (ELA/Humanities), Meghan Lampert (MLL, CES), Oona Melanson (Grade 1), Dr. Robin Millen

Professional Development Committee: Ashley Santiago (Grade 4), Caroline (Grade 5), Caitlin (Grade 1), Dr. Kelly, Director Kristen Callahan (STEM), Kristin Groves (Interventionist, CES), Margaret Turco (Grade 1), Director Mackenzie (Grade 2), Laura Weatherup (SpL), Margaret Turco (Grade 1), Director Mackenzie (Grade 2), Sara Peters (World Language, HS), Dr. Robin Millen

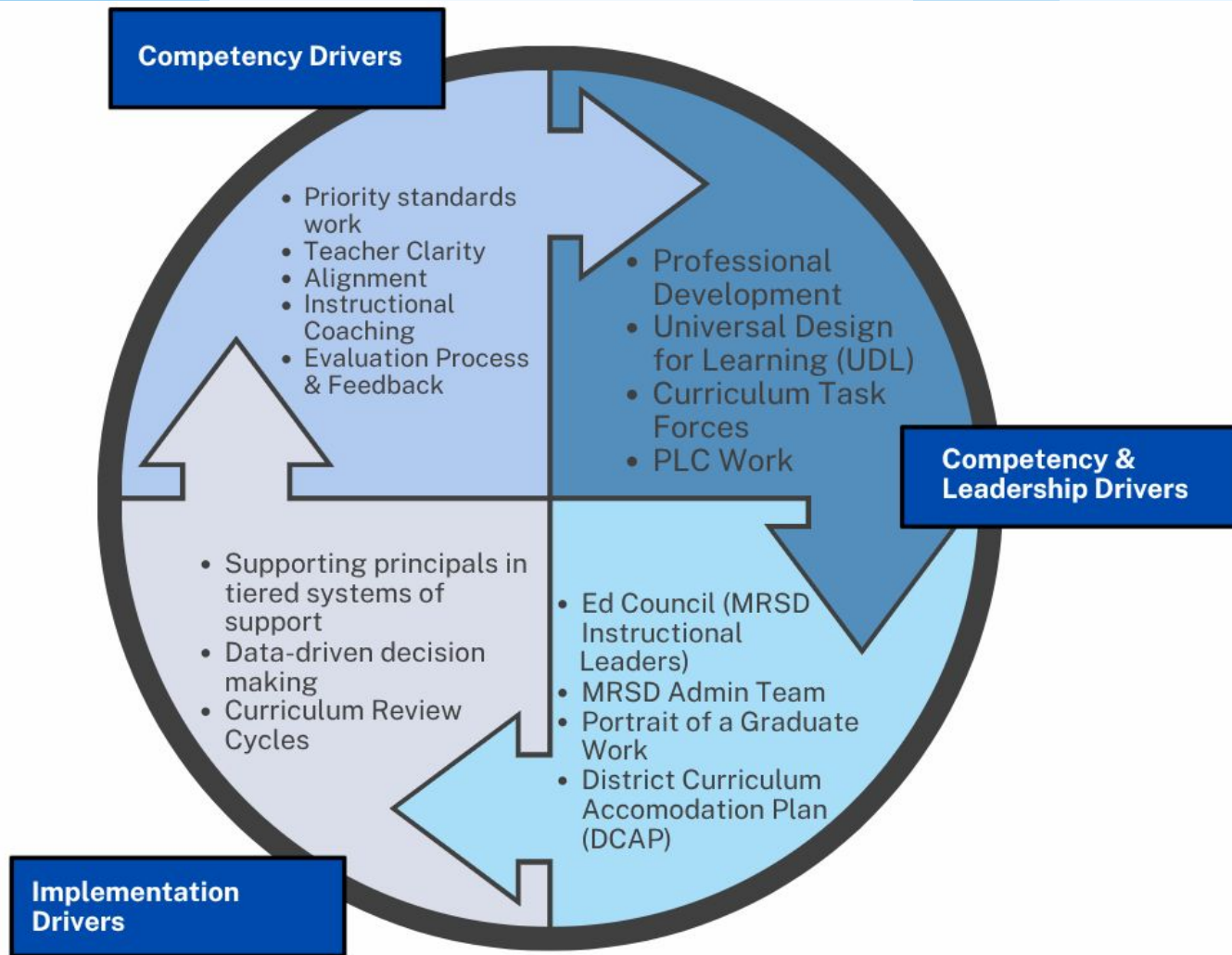
UFLI/Hill Implementation Coaching: Heidi Finn (Interventionist, CES), Mary (Interventionist, HES), Brandi Frommeyer (Interventionist, HES), Erin Senior (Interventionist, HES), Susan Linnell (Interventionist, CES) **UFLI Implementation PD:** Amy Hirschberger (Grade 1), Katie Cloney (Grade 1), Kristin Gvazdauskas (Grade 2), Oona Melanson (Grade 1), Caitlin Imperato (Grade 1) **Hill Admin Team:** Dr. Cutone, Dr. Kelly, Dr. Dudley, Director Hooper, Dr. Millen

Math Workshop Implementation Team: Grade K-4, HES/CES Math Interventionists, Dr. Kelly, Dr. Cutone

Elementary Math Teacher Clarity Team: Katie Cloney (Grade 1), Ashley Santiago (Grade 4), Laura Morris (Grade 3), Kristin Groves (Interventionist, CES), Meg Shaffer (Grade 2), Elise Johnson-Dreyer (grade K), Dr. Cutone (HES), Emily Tuccio (Grade 2), Dr. Kelly (CES), Dr. Millen, Meghan Smith (Grade K)

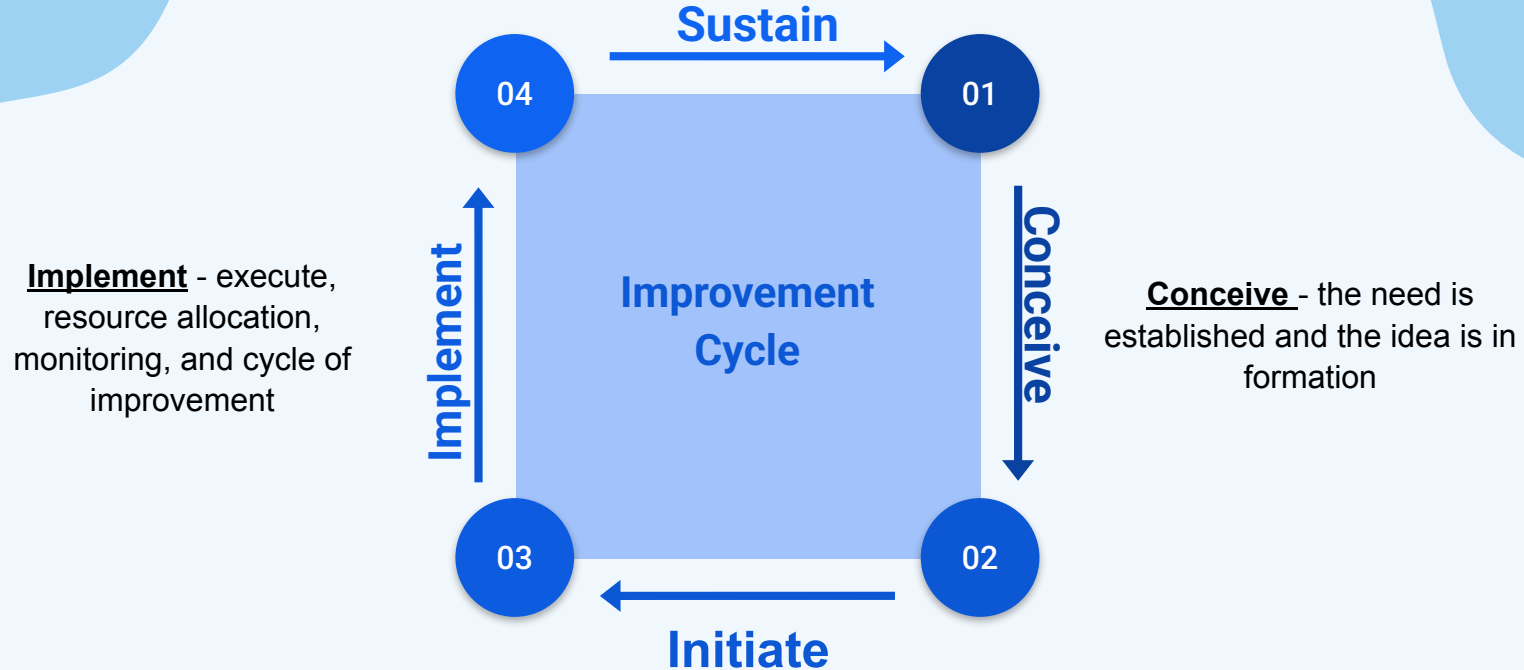
Our Work: Rooted in MTSS

Based off the MA DESE
MTSS Blueprint, found
[here](#).



Strategic Plan Action Planning Document

Sustain - institutionalized into who we are; ongoing iterative cycle of improvement



Implement - execute, resource allocation, monitoring, and cycle of improvement

Conceive - the need is established and the idea is in formation

Initiate - moving from conceptualization to logistic development and launching



Curriculum Review Cycle Document



Curriculum Review Cycle – 2023-2028

subject to change as needed to conduct reviews with fidelity and as determined by changes in MA DESE curriculum frameworks

Content Area	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>	<u>2027-2028</u>
Foundational Skills only grades prek-4	Phase 1 Assessment-HQIM review for Foundational Skills	Phase 2 (if needed) Development-HQIM foundational Skills Phase 3- Implementation Year 1	Phase 3- Implementation Year 2	Phase 3- Implementation Year 3	Phase 4 Evaluate Curriculum w/Analysis of High-Quality Instructional Material & Alignment w/ Priority Standards and HQIM progress
English Language Gr. preK-12	Grades 5-7 Phase 2 Development-	Phase 4 Evaluate Curriculum w/Analysis of High-Quality Instructional Material & Alignment w/ Priority Standards and	Phase 3 Implementation Year 1	Phase 3 Implementation Year 2	Phase 4 Evaluate w/Analysis of High-Quality Instructional Material & Alignment w/ Priority Standards and HQIM progress



Curriculum: Priority Standards, Alignment, Teacher Clarity Work

K-5 Mathematics

- Progress: Conceive

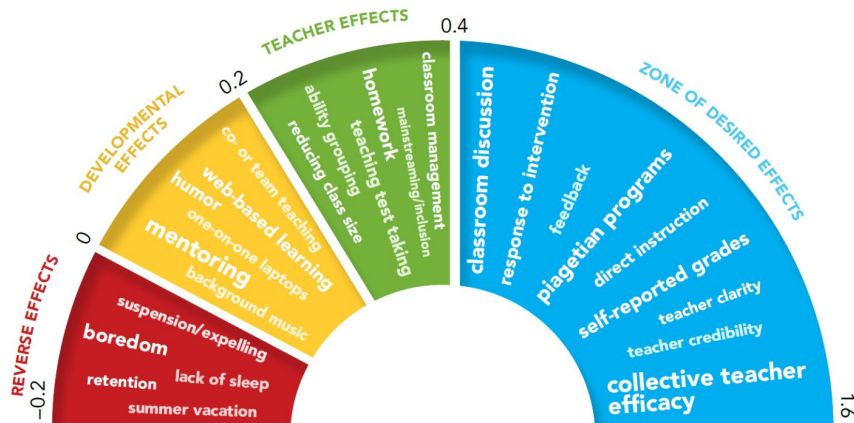
8-12 Science

- Progress: Initiate

5-12 English Language Arts

- Progress: Implement

- What am I learning? (learning intentions/targets)
- Why am I learning it? (both clarity and motivation)
- How will I know I have learned it? (success criteria)



Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

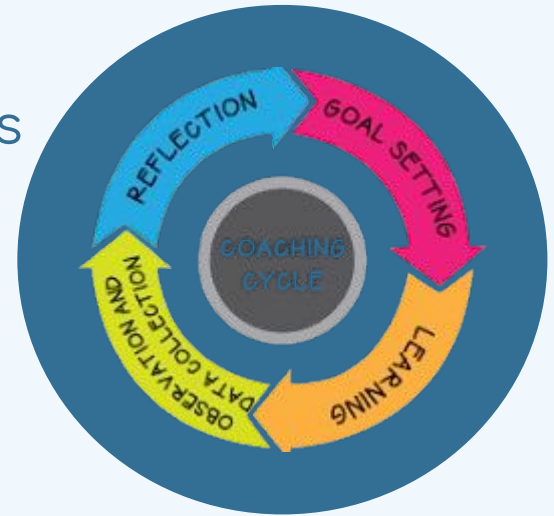
Practices That Yield Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping (gifted students)	.30	Mainstreaming/inclusion	.27
Teaching test taking and coaching	.30	Reducing class size	.21

"Teacher clarity" has a relatively high effect size, often cited around 0.75, placing it well within the "zone of desired effects" (Hattie, 2024)

Instruction:

- Early Literacy Strategic Goal
 - UFLI foundational skills programming
 - Data-driven instruction and PD with Hill Literacy Consultants
- Numeracy Strategic Goal
 - K-7 High-quality Instructional Materials Adoption Process
- High-Quality Instruction Strategic Goal
 - Doug Walsh, Gr. 9 ELA:
Co-Planning/Coaching Document





[2024 Jan PD Catalog](#)
[2024 Nov PD Catalog](#)
[2025 MRSD PD webpage](#)

Professional Development Pathways

Professional Development Workshops

Professional Development Series

Professional Development Courses

Professional Development for Instructional Assistants

Monomoy Professional Learning Communities

Other Professional Development Opportunities

Rationale: Every teacher learns differently, and every school has unique needs. A one-size-fits-all approach to professional development (PD) is simply not effective in maximizing teacher growth and does not have a direct effect on increasing student achievement. Differentiated PD offers a compelling solution by tailoring learning opportunities to the specific needs of educators.

- **Addresses Diverse Learning Styles:** Teachers, like students, have preferred learning styles and areas of expertise. Differentiated PD allows them to engage with content in ways that resonate most effectively, fostering deeper understanding and retention.
- **Meets Individual Needs:** New teachers require foundational skills, while experienced educators might seek to refine existing strategies or explore innovative approaches. Differentiated PD caters to this spectrum of needs, ensuring all teachers have opportunities for growth.
- **Targets School/District Priorities:** Schools face distinct challenges. Differentiated PD allows for the creation of focused programs that address the specific curriculum areas, grade levels, or instructional strategies most relevant to a school's improvement goals.
- **Enhances Teacher Efficacy:** When teachers feel supported in their professional growth, their confidence and ability to implement new strategies increases. Differentiated PD demonstrates a commitment to teachers' success, fostering a more positive and productive learning environment.
- **Improves Student Learning:** Ultimately, the goal of professional development is to improve student outcomes. By ensuring teachers have the targeted skills and knowledge they need, differentiated PD creates a direct path to increased student engagement, achievement, and success.

Differentiated professional development acknowledges the diverse needs of both educators and schools. By providing targeted learning opportunities, this approach empowers teachers to become more effective practitioners, leading to a direct and positive impact on student learning.

MRSD Professional Development Design is

- **Strategic:** Professional learning designed to support MRSD's strategic and schoolwide improvement plans.
- **Differentiated:** Professional learning designed to meet individual learning needs.
- **Learner Driven:** Professional learning designed with an educator's voice and choice.
- **Agency:** Professional learning that is designed to be relevant, meaningful, and interest-based.



Portrait of a Graduate Implementation

2024-2025 Strategic Action Steps:

- Within current curriculum cycles, align the POG progressions with focus standards, essential questions and transfer goals and identify alignment in scope and sequence, unit/lesson planning, and assessments: [Grade 6 ELA Scope & Sequence Doc](#)
- Revisit/Revise student recognition systems to focus on POG competencies, including, but not limited to, Awards Ceremonies, Superintendent/Principal Reports, and All-school Events: [Shark Expectations Framework for CES](#), [Posters in schools](#)
- Create and implement yearly PR campaign to educate the community on POG components and benefits

Spring-Summer 2025:

- POG Implementation Team: Creation of common rubrics for competencies





Thank You!

Questions?

**Monomoy Regional School District
Nondiscrimination Policy**

1. Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The District will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:
2. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
3. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
4. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
5. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
6. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
7. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
8. The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business.
9. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, genetic information, ancestry, military status, race, color, sex, religion, national Origin, housing status, sexual orientation, gender identity, or disability, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles. Protective hairstyles includes but is not limited to, braids, locks, twists, bantu knots, hair coverings, and other formations.
10. The Massachusetts Student Anti-Discrimination Act provides that no person may be excluded from a public school in any town, or discriminated against with respect to obtaining the advantages, privileges, and courses of study of such public schools, on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation. (M.G.L. c. 76, § 5).
11. The Massachusetts Anti-Bullying Law prohibits, among other things, bullying by students or school staff on school grounds or at school activities. (M.G.L. c. 71, § 37O).
12. Title IV of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex, or national origin by public elementary and secondary schools. (42 U.S.C. § 2000c et seq.).
13. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. (42 U.S.C. § 2000d et seq.).

14. The Equal Educational Opportunities Act of 1974 requires, among other things, that schools provide English Language Learners with appropriate services to overcome language barriers that impede equal participation in instructional programs. (20 U.S.C. § 1701 et seq.)
15. All children residing in their jurisdictions have equal access to public education by: (1) allowing children to enroll and attend school without regard to race, national origin, or immigration or citizenship status; (2) avoiding information requests that have the purpose or effect of discouraging or denying access to school on the basis of race, national origin, or immigration or citizenship status; and (3) protecting all students from bullying and harassment on the basis of race, national origin, or immigration or citizenship status.
16. If someone has a complaint or feels that they have been discriminated against because of their age, genetic information, ancestry, military status, race, color, sex, religion, national origin, housing status, sexual orientation, or disability, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles. Protective hairstyles includes but is not limited to, braids, locks, twists, bantu knots, hair coverings, and other formations. Complaints should be registered with the Title IX compliance officer.

Legal references:

Title VI, Civil Rights Act of 1964

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

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

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

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

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

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

603 CMR 26:00

603 CMR 28.00

Cross references:

ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity/Affirmative Action Plan

JB, Equal Educational Opportunities

Plyler v. Doe, 457 U.S. 202 (1982)

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

Adopted: March 27, 2013

Revised: April 26, 2018; December 22, 2022

Monomoy Regional School District

Fingerprint-based criminal history record information (CHRI) checks made for non-criminal justice purposes; CORI requirements; DCF Central Registry; Sex Offender Registry Board

I. Requesting CHRI Checks

Fingerprint-based CHRI checks will only be conducted as authorized by M.G.L. c.71, §38R, and 42 U.S.C. § 16962, in accordance with all applicable state and federal rules and regulations, and in compliance with M.G.L. c. 6, §§167-178 and 803 CMR §§ 2.00, et seq. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment. All new Monomoy staff and bus drivers must have fingerprint-based background checks prior to employment. All current Monomoy staff, substitutes, coaches, club/activity advisors, and home-based tutors must have fingerprint-based background checks prior to September 1, 2016, or sooner as dictated by the DESE. Monomoy Regional Schools will consider the following factors in determining whether to conduct discretionary fingerprint-based background checks for volunteers or subcontractors/laborers who might have direct unmonitored contact with children. Factors might include the likelihood of direct and unmonitored contact, duration of potential contact, and the school's ability to limit potential contact. All volunteers who are likely to have unmonitored contact with students and all chaperones on overnight field trips will need fingerprint-based background checks.

II. Access to CHRI

All CHRI are subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Title 28, U.S.C. 534, Pub. L. 92-544 and Title 28 C.F.R. 20.33(b) provide that the exchange of records and information is subject to cancellation if dissemination is made outside the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

III. Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical and physical safeguards, which are in compliance with the most recent CJIS Security Policy, have been implemented to ensure the security and confidentiality of CHRI. The CJIS Security Policy can be found here: <http://www.mass.gov/eopss/lawenforce-and/cj/cjis/fbi-cjis-security-policy.html>. Each individual

involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention, and destruction of CHRI.

IV. Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

1. Historical reference and/or comparison with future CHRI requests,
2. Dispute of the accuracy of the record,
3. Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in the Central Office of the School Department. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the Monomoy Regional School District.

V. CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the Monomoy Regional School District will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the CDJIS.

VI. Determining Suitability

In determining an individual's suitability, the following factors will be considered, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof.

A record of the suitability determination will be retained. The following information will be included in the determination:

1. The name and date of birth of the employee or applicant;
2. The date on which the school employer received the national criminal history check results; and,
3. The suitability determination (either "suitable" or "unsuitable").

A copy of any individual's suitability determination of documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

VII. Relying on Previous Suitability Determination.

The Monomoy Regional School District will typically require a new suitability determination when a new hire has previously had the one-time CHRI background check performed by another school employer. However, consistent with 603 CMR 51.06, where the employer will rely on a suitability determination made by another school employer, Monomoy Regional School District may waive the new suitability determination considering the following relevant factors: date of previous suitability determination, type of organization that conducted the previous determination (public school district, private school), state of residence of subject of suitability determination and/or the position sought.

VIII. Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, Monomoy Regional School District will take the following steps prior to making a final adverse determination:

1. Provide the individual with a copy of his/her CHRI used in making the adverse decision;
2. Provide the individual with a copy of this CHRI policy;
3. Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
4. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances to correct or complete the CHRI, as long as it does not adversely impact the operation of the school district.

IX. Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS ([Department of Criminal Justice Information Services](#)) and the FBI.

The following information will be recorded in the log:

1. Subject name;
2. Subject date of birth;
3. Date and time of the dissemination
4. Name of the individual to whom the information was provided;
5. Name of the agency for which the requestor works
6. Contact information for the requestor; and
7. The specific reason for the request.

X. Reporting to the Commission of Elementary and Secondary Education

Pursuant to M.G.L. ch 71, §71R and 603 CMR 51.07, if Monomoy Regional School District dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, Monomoy Regional School District shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation, as well as a copy of the criminal record check results. Monomoy Regional School District shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(1) to the Commissioner.

Monomoy Regional School District Pursuant to M.G.L. ch. 71, §71R and 603 CMR 51.07, if Monomoy Regional School District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for licensed action pursuant to 603 CMR 7.15(8)(a), Monomoy Regional School District shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether Monomoy Regional School District retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(2) to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

XI. CORI Requirements

It shall be the policy of the Monomoy Regional School District to obtain all available Criminal Offender Record Information (C.O.R.I.) from the Criminal History Systems Board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the Criminal History Systems Board on all employees, individuals who regularly provide school related transportation to children, including taxicab employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children means contact with a child when no other C.O.R.I. cleared

employee of the school district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school-related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the Criminal History Systems Board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

Monomoy Regional School District C.O.R.I is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the Criminal History Systems Board.

Access to C.O.R.I material must be restricted to those individuals certified to receive such information.

In the case of prospective employees or volunteers, C.O.R.I material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Department of Criminal Justice Information Services (DCJIS) the Superintendent will closely compare the record provided by DCJIS with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall notify the candidate that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school-related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school-related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

An applicant for employment with a sealed record on file with the commissioner of probation may answer "no record" to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer "no record" with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall review contracts with special education schools and other providers to make sure that the provider has met all the legal requirements of the state where it is located relative to Monomoy Regional School District criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain data for any person then providing volunteer service, as a condition of continued service.

XII. Department of Children and Family (DCF) Requirements

It shall be the policy of the Monomoy Regional School District to obtain all available information from the DCF Central Registry of current and prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer.

All current and prospective employees, volunteer(s) of the school department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children of the Monomoy Regional School District will be required to consent through an additional check of the current MA Department of Children and Families database of supported findings of abuse or neglect. To facilitate this process, all employees, current and

prospective, must consent to this check through completion of the [Department Central Registry Record Requests](#)

The DCF background checks are a critical part of maintaining a safe educational environment by ensuring that everyone who works with children has been thoroughly vetted. The district will re-run the Department Central Registry Record Request every three years.

Addressing sexual abuse of minors is a critical issue that requires clear policies to protect children. The district will review all allegations. The district considers an upheld, finding of sexual abuse to be conduct unbecoming and just cause for termination. The district may choose to delay employment action due to the appeals process.

Per this policy, MRSD reserves the exclusive right to make adverse employment decisions as a result of a Supported Finding from DCF regarding abuse of a minor (physical or sexual). Unsupported findings or findings that have been overturned through standard DCF appeal processes included but not limited to Fair Hearings and/or subsequent appeals through the Court system will not result in adverse employment decisions. Supported findings of neglect will not be used to make adverse employment decisions. This does not limit the District's ability to make adverse employment decisions in cases where this fact pattern exists but where other evidence is sufficient to make an adverse employment decision.

Factors influencing whether an adverse employment decision may be made may include, but are not limited to:

- the type of finding;
- the nature of the finding;
- whether the finding was accompanied by criminal charges;
- the date of the offense;
- whether the individual has had subsequent other supported findings

The District will consider unique factors such as the school environment, the student population, health and safety needs, and other relevant district policies and procedures when making decisions based on the Department Central Registry Record Request.

- If the district is inclined to make an adverse decision based on the results of the Central Registry Record Request, the applicant will be notified. The applicant shall be provided with a copy of the Supported Report(s), a copy of this policy, advised of the part(s) of the report(s) that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the report(s) with appropriate union representation.

XIII. Sex Offender Registry Board

It shall be the policy of the Monomoy Regional School District to obtain all available information from the Sex Offender Registry Board of current and prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer.

All current and prospective employees, volunteer(s) of the school department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children of the Monomoy Regional School District will be required to consent through an additional check of the current Sex Offender Registry Board of a published offender. To facilitate this process, all employees, current and prospective, must consent to this check through completion of the CORI Form.

Pursuant to M.G.L. c. 6, § 178K(1), the Board is required to publish guidelines for determining each sex offender's level of risk of reoffense and degree of dangerousness posed to the public, or for relief from the obligation of registration. Pursuant to M.G.L. c. 6, § 178K(1) and (2), these guidelines shall provide for three levels of notification based on a sex offender's risk of reoffense and degree of dangerousness. The offender's final classification level determines the amount of information that can be disseminated about him or her to the public through the notification procedures, pursuant to M.G.L. c. 6, §§ 178C through 178Q.

Legal references:

M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00

803 CMR 1.00 & 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

<http://www.mass.gov/eopss/law-enforce-and-cj/cjis/fbi-cjis-security-policy.html>

Procedure for correcting a criminal record

<http://www.mass.gov/eopss/agencies/dcjis/procedure-for-correcting-a-state-or-national-criminal-record.pdf>

FAQ - Background Checks

<http://www.mass.gov/edu/government/news/2013newsupdates/frequently-asked-questions-regarding-background-checks.html>

~~M.G.L.71:38R,151B,276, s100A, S1.2002, c385~~

~~MCAD Regulations and D.O.E. Advisory on C.O.R.I Law (February 17,2003)~~

~~Policy ADDA~~

Adopted by the Monomoy Regional School Committee October 8, 2014

Revised:

File JB:

Monomoy Regional School District

Equal Educational Opportunities

1. In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, religion, gender identity, national origin, sexual orientation, homeless status, or physical and intellectual differences.
2. To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs.
3. ~~The law reads as follows:~~
No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of genetic information, ancestry, military status, housing status, race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or traits historically associated with race, including, but not limited to hair texture, hair type, hair length, and protective hairstyles. Protective hairstyles include but are not limited to braids, locks, twists, bantu knots, hair coverings, and other formations.
4. The Massachusetts Student Anti-Discrimination Act provides that no person may be excluded from a public school in any town, or discriminated against with respect to obtaining the advantages, privileges, and courses of study of such public schools, on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation. (M.G.L. c. 76, § 5).
5. The Massachusetts Anti-Bullying Law prohibits, among other things, bullying by students or school staff on school grounds or at school activities. (M.G.L. c. 71, § 37O).
6. Title IV of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex, or national origin by public elementary and secondary schools. (42 U.S.C. § 2000c et seq.).
7. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. (42 U.S.C. § 2000d et seq.).
8. The Equal Educational Opportunities Act of 1974 requires, among other things, that schools provide English Language Learners with appropriate services to overcome language barriers that impede equal participation in instructional programs. (20 U.S.C. § 1701 et seq.)

9. All children residing in their jurisdictions have equal access to public education by: (1) allowing children to enroll and attend school without regard to race, national origin, or immigration or citizenship status; (2) avoiding information requests that have the purpose or effect of discouraging or denying access to school on the basis of race, national origin, or immigration or citizenship status; and (3) protecting all students from bullying and harassment on the basis of race, national origin, or immigration or citizenship status.
10. This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.
11. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

Legal references:

Title VI, Civil Rights Act of 1964

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

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

Title IX, Education Amendments of 1972

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

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78

[*Plyler v. Doe*, 457 U.S. 202 \(1982\)](#)

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

603 CMR 26:00

Cross references:

AC, Nondiscrimination

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

Adopted: March 27, 2013

Revised: December 22, 2022

Monomoy Regional School District
SEXUAL HARASSMENT / TITLE IX POLICY

Overview

Under the 2020 Title IX regulations, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- a. Quid pro quo harassment: A school employee conditioning the provision of a school-related aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- b. Hostile environment harassment: Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Such conduct can be carried out by school staff, a student, or another person; and
- c. * "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

Harassment can be carried out by school staff, a student, or another person. It can occur in-person or online, including through email, texts or messages, apps, or other technologies.

Depending upon facts and circumstances, some examples may include, but are not limited to:

- Unwelcome conduct on social media platforms, such as sexually demeaning or discriminatory slurs or threats of sexual violence;
- Nonconsensual texting, posting, or otherwise sharing naked or intimate images of a person—whether real, altered, or created through artificial intelligence (AI) technologies; or
- Stalking using technology, including sending multiple unwanted text messages, creating fake social media accounts, or using apps to work around a blocked number.

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities. This includes, but is not limited to, conduct that:

- Occurs in locations, at events, or under circumstances in which the school exercised substantial control over both the alleged harasser and the context in which the sexual harassment occurs including conduct that occurs off-campus under certain circumstances;
- Occurs in school-related, off-campus settings such as field trips, online classes, and athletic programs;
- Takes place via school-sponsored electronic devices, computers, and internet networks; or
- Takes place on digital platforms operated by, or used in the operations of, the school, including AI technologies.

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

~~In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:~~

- ~~• An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");~~

~~* Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or~~

~~* "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30) - moved to top overview~~

~~The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.~~

Definitions The following additional definitions apply:

Actual knowledge- Actual notice does not exist where no member of the school staff has witnessed the harassment, or been told about the harassment, apart from the respondent. This is true even where it can be argued that members of the school staff "should have known" about the harassment, but did not.

Administrative leave means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

Consent means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Deliberate indifference means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

Emergency removal means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

Title IX Coordinator: Director of Student Services 508-945-5130

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- * Discuss and offer supportive measures;
- * Consider the complainant's wishes with respect to supportive measures;
- * Explain that supportive measures may be received with or without filing a formal complaint;
- * Determine whether the complainant wishes to file a formal complaint; and
- * Explain to the complainant the purpose of filing a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the

school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX Coordinator is: Director of Student Services 508-945-5130

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent/guardian/caregiver, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty-day timeframe where feasible.

Immediate Procedures

Within two school days of receiving a formal complaint of sexual harassment, the Title IX Coordinator must contact the complainant and respondent regarding supportive measures and offer them equally to both parties during the pendency of the grievance procedures.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report and all tangible evidence relied upon will be sent to the parties and the decision-maker will offer both the complainant and respondent the

opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A preponderance of the evidence means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance

process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in paragraph (b)(6) of this section.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in paragraph (b)(5)(vii) of this section.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

External Grievance Procedure

Any student, parent/guardian/caregiver or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TTY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Adopted: June 25, 2020

Revised:

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL

75 Oak Street
Harwich, MA 02645
Phone 508-430-7200
Fax 508-430-7223

Karen Guillemette
Director of Athletics
kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

February 1, 2025

Project HOPE
1220 19th Street NW, Suite 800
Washington, DC 20036

Dear Project Hope,

Enclosed please find a check in the amount of \$1000 from the Interact Club and the Key Club of Monomoy Regional High School to help support those affected by the devastating fires in Los Angeles.

The students prepared a delicious breakfast for the staff at the high school and collected donations. We raised \$340 at the breakfast. Each club is contributing additional funds from our club accounts (\$330 each) so that our total donation is \$1000.

Thank you so much for all you do,

Betsy and Beth

Betsy Casey, Advisor, Interact Club
Beth Howe, Advisor, Key Club
MRHS
75 Oak Street
Harwich, MA 02645

MAIL INVOICES TO THE ADDRESS ABOVE

Tax Exempt # 451 833 513

P.O.# must be on ALL documents

DO NOT EXCEED PURCHASE ORDER TOTAL

PRICE CHANGES REQUIRE PRIOR APPROVAL BY THE BUSINESS OFFICE

MSDS sheets must accompany all products

P.O. Date: 02/03/2025

Questions ? Accounts Payable (617) 848-0617

Ext:

Account:

P.O. Issued To :

Ship To:

Project Hope

1220 19th St, NW Suite 800

Washington DC 20036

Monomoy Regional High School

Attn: Betsy Casey

75 Oak Street

Harwich MA 02645

(617) 848-0617

Contact: Jayne Ann Borg

Location: Monomoy Regional High School

Phone: (844) 349-0188

Fax:

Project: Undesignated

Req# 52220

Reference:

Date Required: 02/08/2025

Award Number:

Line	Qty	Unit	Part#	Description	Account Number	Unit Price	Extended	Tax	Freight
1	1	EA		Donation to Project HOPE to help support those affected by fires in Los Angeles (Interact Club Portion)	8900.22.3520.385.622.000.0000 SA Agy MRHS Otr Std Acts Interact	670.00	670.00	0.00	0.00
2	1	EA		Donation to Project HOPE to help support those affected by fires in Los Angeles (Key Club Portion)	8900.22.3520.385.611.000.0000 SA Agy MRHS Otr Std Acts Key	330.00	330.00	0.00	0.00

APPROVAL SIGNATURES:



Sub-Total:	1,000.00
Freight:	0.00
Tax:	0.00
Total Amount:	1,000.00

NOTES:

Order Via:

Fax

ENTITY COPY

Monomoy Regional School District Competency Determination Graduation Requirement

The awarding of a fully certified diploma from the Monomoy Regional School District requires, in addition to the MRHS Graduation criteria as outlined in the MRHS School Handbook, a demonstration of mastery of the tenth grade Massachusetts Curriculum Framework Standards in the areas of English language arts, mathematics, and science. For the Class of 2025 and 2026, a successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 or passing the following coursework:

- Passing grades in two out of the following three science courses: Physics, Chemistry, Biology
- Passing grades in two out of the following three mathematics courses: Algebra 1, Algebra 2, Geometry
- Passing grades in both English 9 and English 10
- Passing grades in both World History and U.S. History (I or II)

For the class of 2027 and beyond, only the coursework stated above will be used to determine certification of the competency determination (CD).

Monomoy Regional School District reserves the right to substitute any courses for the above-stated courses provided they align with the appropriate MA Curriculum Framework Standards and the State Law regarding Competency Determination M.G.L. Title XII Ch.69 S.1D.

Students who do not meet the required passing grades in the above-prescribed courses may enroll in an approved summer school program, credit recovery courses, or be scheduled to take additional coursework by their guidance counselor that meets the same MA Curriculum Framework Standards. These opportunities will provide a student who has yet to meet the CD requirements additional opportunities to meet this standard for graduation.

In the event that a student transfers into Monomoy Regional High School at any point during their high school career, a transcript review will be conducted to ensure that the coursework from the previous school is aligned with MRHS coursework for the CD and graduation requirements. The Principal shall be the arbiter for all disagreements in transcript review. An appeal of the principal's decision may be made to the superintendent. The superintendent's decision on transcript reviews as related to CD is final.

Legal Reference: M.G.L. c. 69, § 1D(i)

Department of Elementary and Secondary Education Update on Student Competency Determinations 12/11/2024

Adopted::

Reviewed: